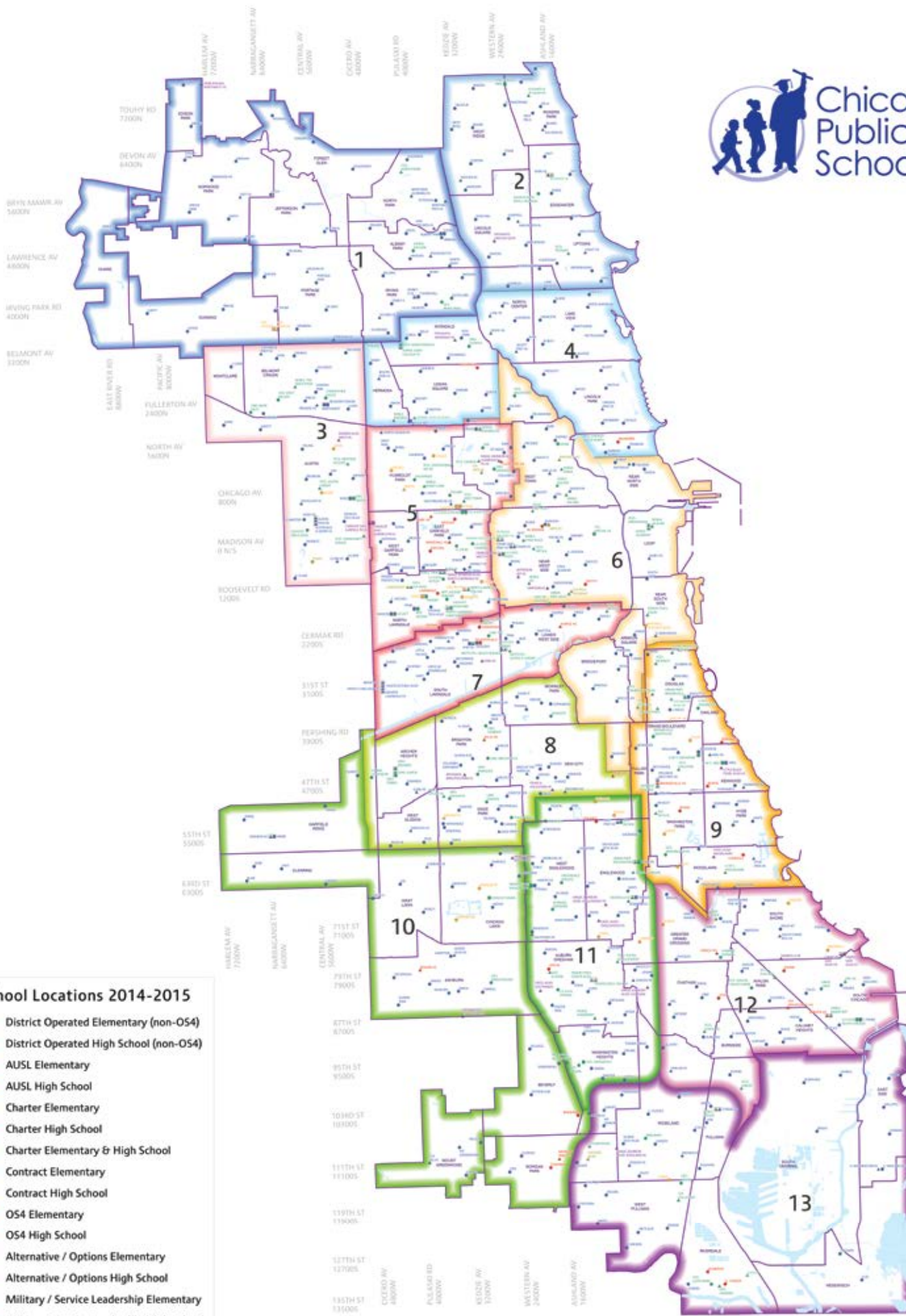


STATE OF THE ARTS

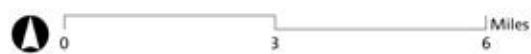
in Chicago Public Schools

PROGRESS REPORT 2013-2014



School Locations 2014-2015

- District Operated Elementary (non-OS4)
- ▲ District Operated High School (non-OS4)
- AUSL Elementary
- ▲ AUSL High School
- Charter Elementary
- ▲ Charter High School
- Charter Elementary & High School
- Contract Elementary
- ▲ Contract High School
- OS4 Elementary
- ▲ OS4 High School
- Alternative / Options Elementary
- ▲ Alternative / Options High School
- Military / Service Leadership Elementary
- ▲ Military / Service Leadership High School
- ⊕ Shared Facility
- 1-13 CPS Network Boundary
- Chicago Community Area



EXECUTIVE SUMMARY

In November 2012, the Chicago Board of Education approved Chicago Public Schools' (CPS), first Arts Education Plan¹⁴, a three-year plan aimed at bringing ongoing arts instruction to every student, in every grade, in every Chicago public school. The Plan was considered a significant step forward toward elevating and prioritizing the arts in our city's schools after more than two decades of work by cultural, philanthropic, and education leaders. The Creative Schools Initiative was subsequently launched in the 2013-14 school year to move the CPS Arts Education Plan into action across all schools.

The Creative Schools Initiative places a focus on four key elements to grow arts instruction across CPS:

- (1) Support for school leadership.
- (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.
- (4) Funding to support instructor-designed programs.

In July 2014, Ingenuity released the *State of the Arts in Chicago Public Schools: Baseline Report 2012-2013*¹² to set the benchmark against which district-wide efforts to expand arts instruction will be measured. The Baseline Report examined the level of arts instruction in Chicago Public Schools for the year the CPS Arts Education Plan was implemented.

This current report is the first in a series of annual progress reports that will examine changes in instructional time, staffing, partnerships, and funding. For the first time, this report provides the ability to track specific areas of growth in schools from year to year.

These reports are designed to provide a clear understanding of the arts needs of each school and of the district as a whole, and to track the success of the CPS Arts Education Plan. However, this data is only valuable if it results in concrete action. As stated in the recent Baseline Report, the key to the Plan's success is an ongoing evaluation of selected high-level goals, central to its overall progress. These include¹⁴:

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

SCHOOLS, INSTRUCTORS, AND PARTNERS

Chicago Public Schools elevated the arts to a core subject in the 2012–13 school year. Compared to 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, this goal would place Chicago schools among the leading schools nationally for arts staffing and instructional time. This report shows that 47 percent of CPS elementary schools reported meeting the goal in 2013–14, compared to 40 percent during the first year of the Plan^{7,12}. It is important to note that the significant increase in the number of elementary schools reporting—317 to 462 schools—influences these results.

The goal to increase elementary instructional minutes in turn requires an increase in the number of certified arts instructors in CPS' classrooms. The collection of more data⁷, including some from previously untracked charter and contract schools, identified 10 percent more certified arts instructors district-wide in 2013-14 than the previous school year, and 38 percent more than two school years prior. Although CPS has vastly improved its staffing policy in the arts, six percent of schools have no arts instructors, and equitable distribution of instructors remains a significant challenge. Almost 24,000 CPS students received little or no arts instruction in 2013-14^{7,1}.

Community arts partners also play a critical role in a student's arts education, augmenting the work of CPS instructors. In 2013-14, 552 museums, cultural institutions, grassroots arts organizations, and independent teaching artists provided services to CPS schools. One-time field trips were the most common type of in-school-time partnership. Art residencies, the deepest form of student engagement, comprised 14 percent of all programs provided by partners⁶.

TRACKING VIA THE CREATIVE SCHOOLS INITIATIVE

The Creative Schools Initiative creates an infrastructure to expand and track growth in arts instruction across all schools and was designed in part to support decision-making, school by school. Participation in the Creative Schools Initiative grew significantly from the 2012-13 to 2013-14 school year, as the percentage of CPS schools participating grew from 57 percent to 88 percent of schools, representing 86 percent of CPS students^{1,7}.

This progress report offers a first-time glimpse at how district-level arts policy manifests itself in classrooms over time. For the 371 schools^{7,12} that participated in the Creative Schools Initiative in both of the first two reporting years, growth was seen in almost all categories of arts instruction, including minutes of weekly instruction, staffing, arts integration and professional development, and number of arts partnerships. Sixty five percent of participating schools were classified as either Strong or Excelling in the arts, compared to 52 percent in 2012-13. In all, 31 percent of the schools improved on the Creative Schools Certification continuum, 56 percent had no change, and 13 percent declined. A list of schools and their Creative Schools Certification details can be found beginning on page 44.

ENCOURAGING PROGRESS, CHALLENGES REMAIN

Under the leadership of Mayor Rahm Emanuel, Chicago has made great strides with its city-wide Cultural Plan³, the first CPS Arts Education Plan, and the subsequent improved arts policies. These successes have created the conditions for change, but that change is still only a promise. The recently announced Campaign for Creative Schools will provide much-needed funding to fuel the Arts Education Plan's initiatives. This is another important step, but long-term sustainable funding must also be found if we are to guarantee future generations of Chicago children a high-quality education that includes the arts.

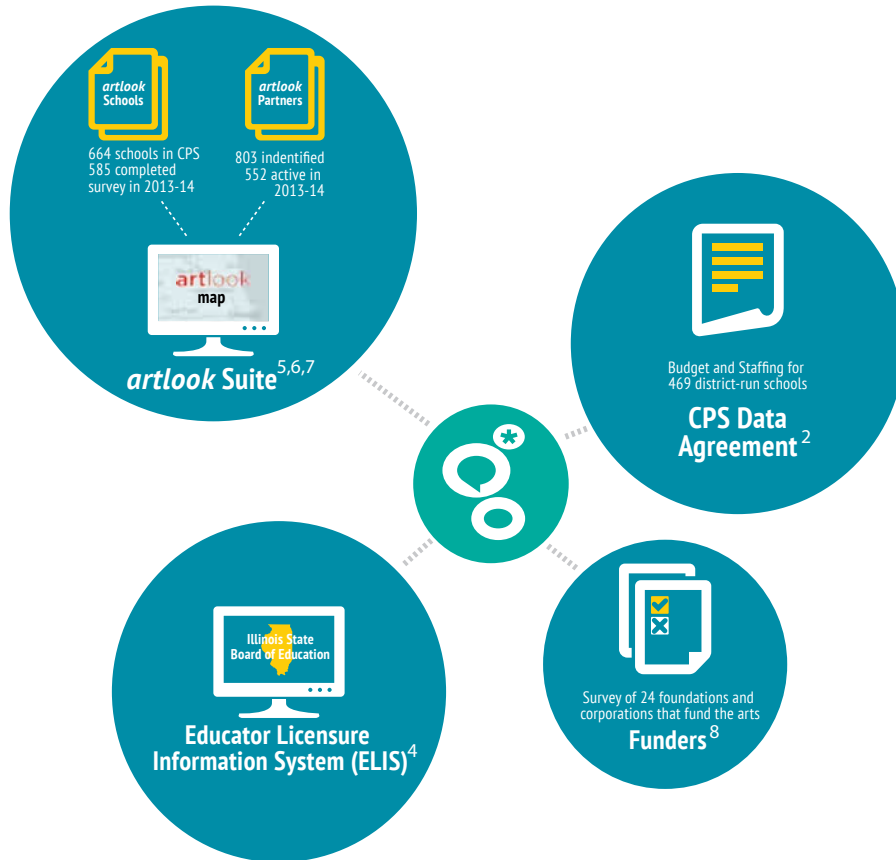
While the information contained in this report sheds light on progress, it is clear that the collective public/private effort to expand arts instruction in Chicago Public Schools—the nation's third largest school district—continues and is filled with challenges. Unless the District and the broader philanthropic and cultural sectors address some systemic needs, including (1) higher numbers of credentialed arts instructors, (2) equitable access to those instructors for all students, and (3) sustained and consistent funding for the arts in all schools—progress may be fleeting.

Ingenuity once again thanks the hundreds of arts champions, city and school leaders, instructors, funders, and program providers for their willingness to share their data and more importantly, for their commitment to act on behalf of the 400,000 CPS students¹³. While it is important to celebrate the success of these programs, it is to be hoped that this report and future progress reports will continue to identify areas of need and encourage solutions for the challenges that remain.



DATA SOURCES AND LIMITATIONS

DATA REPORT SOURCES



This progress report utilized multiple data sources to examine CPS 2013–14 school year. The lead data source was Ingenuity's *artlook* Suite—a set of systems that collect and track information on CPS instructor-based and community arts partner-provided arts programming across Chicago Public Schools. This information was in turn verified against additional public data sources.

CPS arts instructors and other school leaders volunteer as Arts Liaisons to collect and report on the inventory of arts programming assets within their schools. This information on instructors, instructional minutes, disciplines offered, and budget, among many other data points, is collected via Ingenuity's *artlook* Schools site⁷. This data directly informs each school's Creative Schools Certification (CSC) category which appears on their annual, publicly available report card each fall.

External arts providers, which include museums, cultural institutions, community-based organizations, and individual teaching artists, report their partnership and programming information via *artlook* Partners⁶. The *artlook* Schools and *artlook* Partners sites populate Ingenuity's *artlook* Map. The map assists the public in understanding the landscape of arts offerings across the district and allows for the opportunity to identify gaps within the system. This report also relied on public data sources, including the Illinois State Board of Education's (ISBE) Educator Licensure Information System (ELIS)⁴, to research the certifications and

credentials of arts instructors in CPS, and to confirm the specific arts disciplines these instructors were credentialed to teach. CPS provided information on public resources allocated for arts education, including district- and school-level budget data. The CPS Budget and Talent files were the primary data source for analysis of district-run schools in last year's State of the Arts Baseline Report. These files were used again this year to identify schools with full- and part-time arts instructors and to calculate costs associated with each allocated position. These files were also used to cross-check the data reported by schools.

In the 2013-14 school year, 88 percent of CPS schools completed the Creative Schools Certification survey in full, representing a significant increase from the 57 percent response rate in 2012-13^{7,12}. Because the 2013-14 CSC surveys represented 585 schools while the CPS Budget file only represented 469 schools, CSC data served as the primary data source for the majority of analyses of full-time equivalent employees (FTEs); and CPS Budget and Talent files were only used to cross-reference the data reported through the CSC survey. Additionally, 24 philanthropic foundations and corporations reported on their arts education investments.

Knowledge of CPS' arts education landscape is still limited. The continued achievement of high CSC survey response rates each year will yield more robust and accurate figures for analysis in the future.

A NOTE ON SELF-REPORTING^{2,4,6,7}

The self-reported data contained in this report was collected from 585 schools via their Arts Liaisons, and from hundreds of large and small community arts partners. To ensure the veracity of the information presented, Ingenuity partnered with the CPS Department of Arts Education, CPS district offices, and CPS principals to conduct multiple audits after the data collection process was completed. The following describes the data review process:











KEY FINDINGS

This report examines Chicago Public Schools' arts education resources as they existed in the 2013-14 school year—the first full school year after the approval of the CPS Arts Education Plan¹⁴ and the launch of the Creative Schools Initiative. By surveying CPS schools, and tracking the number of credentialed arts instructors, community arts partners and the services they provided; and looking more closely at the 585 schools that participated in the Creative Schools Certification, Ingenuity has mapped the dynamic landscape of arts education in Chicago.

The goal of this report, and future progress reports, is to track year-to-year expansion of arts instruction across Chicago Public Schools, and to provide standards of accountability for the goals of the CPS Arts Education Plan using the first State of the Arts Baseline Report 2012-13 as the benchmark¹².

There was a 31 percentage point increase in schools reporting data from the 2012-13 the 2013-14 school year^{7,12}. While the increase is valuable and encouraging, it is difficult to draw conclusions about tangible arts growth due to the differing sample sizes. This said, reasonable comparisons can still be drawn for the 371 schools that responded to the survey in both of the two years.

KEY FINDINGS FROM 2013-14 DATA

<p> At least six percent, or approximately 24,000 CPS students, have limited exposure to weekly arts instruction or certified arts instructors^{1,7}.</p> <p style="text-align: right;">See page 12</p>	<p> Ninety-four percent of schools reported having an arts instructor, while only 55 percent met the recommended 1:350 instructor to student ratio. Equitable access to instructors across schools remains uneven^{6,7}.</p> <p style="text-align: right;">See page 12</p>	<p> Credentialed theatre and dance instructors in the District number well below that of certified visual arts and music instructors. There remains a need to increase the number of instructors in theatre and dance to support the expanded graduation requirements which allow for these arts disciplines⁷.</p> <p style="text-align: right;">See page 12</p>	<p> One-time field trips are the most common type of in-school-time partnership⁶.</p> <p style="text-align: right;">See page 16</p>
<p> District and external funds committed to arts education in CPS increased 11 percent, or by nearly \$14 million¹⁶.</p> <p style="text-align: right;">See page 20</p>	<p> Forty-seven percent of elementary schools completing the Creative Schools Certification report providing the recommended 120 minutes of weekly arts instruction, an increase from 40 percent in 2012-13^{7,12}.</p> <p style="text-align: right;">See page 28</p>	<p> Of schools reporting for two consecutive years, 65 percent were classified as either Strong or Excelling in the arts, an increase from 52 percent in 2012-13^{7,12}.</p> <p style="text-align: right;">See page 28</p>	<p> For the 371 schools that reported data in both year one and two of the Creative Schools Certification, growth was seen in almost all categories of arts instruction, including minutes of weekly instruction, staffing, arts integration and professional development, and number of arts partnerships^{7,12}.</p> <p style="text-align: right;">See page 28</p>

THE LANDSCAPE



SCHOOLS



COMMUNITY ARTS PARTNERS



FUNDING

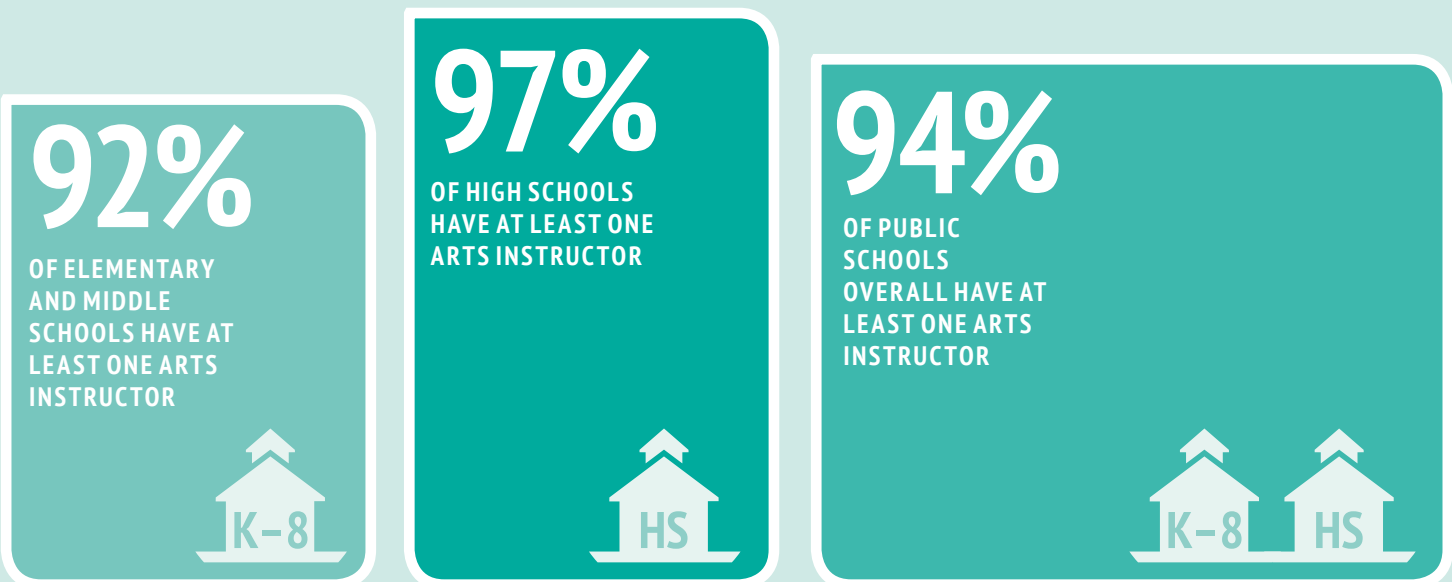
2013-14 AT A GLANCE

Shown here is a selection of high-level findings from the 2013-14 school year related to the provision of arts instruction in Chicago Public Schools. This report represents the first in a series of annual progress reports that will focus on movement in the number of credentialed instructors in the system and students' access to them, as well as instructional minutes, the scope of community services provided to schools, and the amount of funding invested in the above. The goal of these reports is to provide a standard of accountability for the goals of the CPS Arts Education Plan.

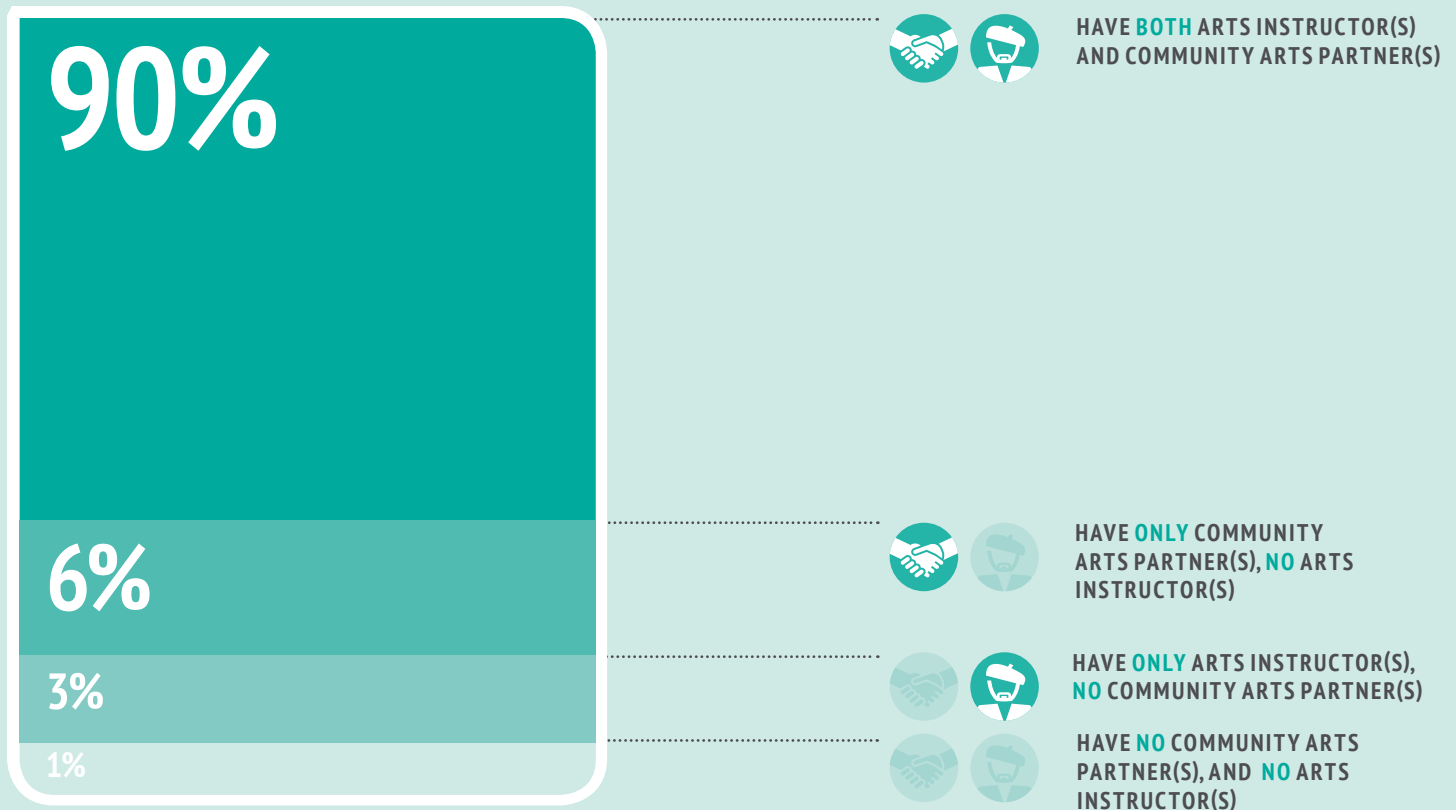
A SNAPSHOT^{6,7,12}

	ARTS INSTRUCTORS (FULL-TIME EQUIVALENTS)	1,278
	NUMBER OF SCHOOLS IN THE DISTRICT	664
	NUMBER OF SCHOOLS COMPLETING THE CREATIVE SCHOOLS CERTIFICATION	585
	2012-13 vs. 2013-14 SURVEY PARTICIPATION	57% vs. 88%
	COMMUNITY ARTS PARTNERS	803
	TOTAL PROGRAMS PROVIDED BY COMMUNITY ARTS PARTNERS	7,211

STAFFING⁷



SCHOOLS WITH ARTS INSTRUCTORS AND/OR COMMUNITY ARTS PARTNERS^{6,7}

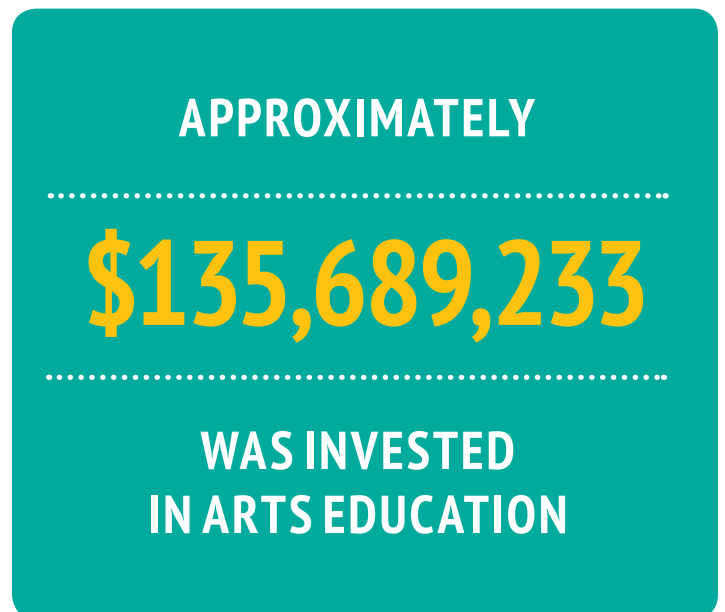


TIME⁷



*(462 CSC elementary schools)

FUNDING^{2,7,8}



*Includes district & external funding.

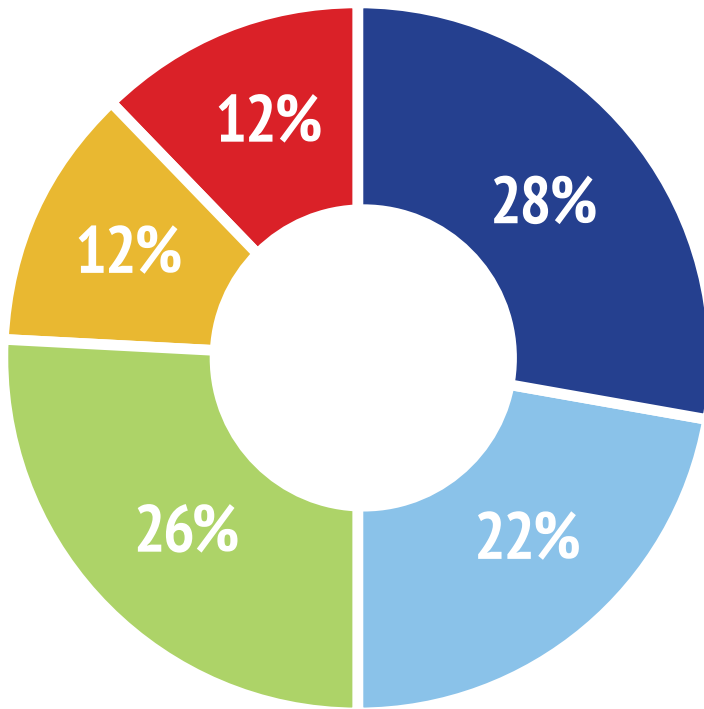


Photo by John Merkle Photography

CPS SCHOOLS BY ARTS RANKING

In 2012-13, CPS launched the Creative Schools Certification, which appears on each school's progress report. The Certification is an indicator of the quantity of arts resources at each school; rankings run from Emerging to Excelling, with a fifth category for Incomplete Data. The graphic below compares the percentage of CPS schools in each category during the first year of implementation in 2012-13 to the results from the following 2013-14 school year. Analysis of the Certification, including all criteria, begins on page 28.

TOTAL SCHOOLS BY CATEGORY (ALL RESPONDENTS)^{7,12}

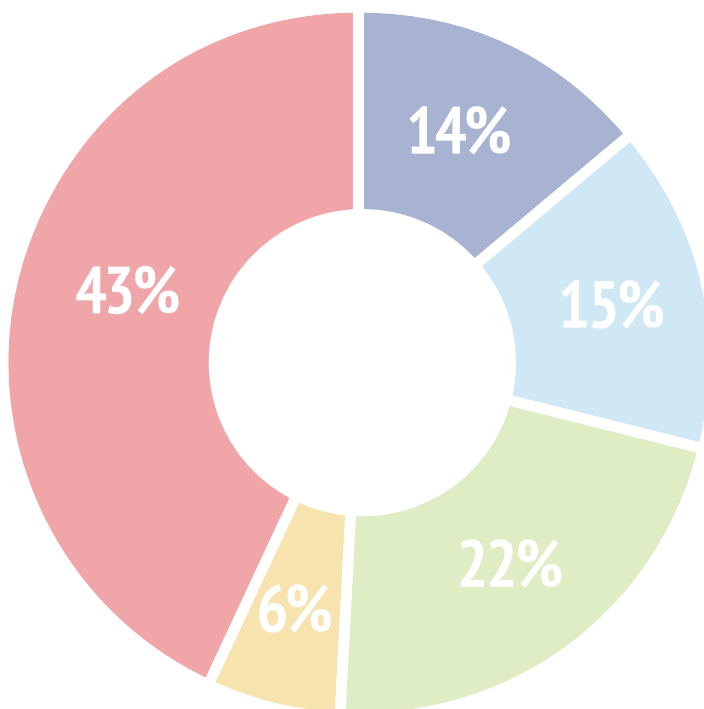


2013-14

● Excelling	185	28%
● Strong	148	22%
● Developing	173	26%
● Emerging	79	12%
● Incomplete Data	79	12%

Total CPS Schools

664



2012-13

● Excelling	97	14%
● Strong	99	15%
● Developing	146	22%
● Emerging	44	6%
● Incomplete Data	295	43%

Total CPS Schools

681

SCHOOLS AND INSTRUCTORS

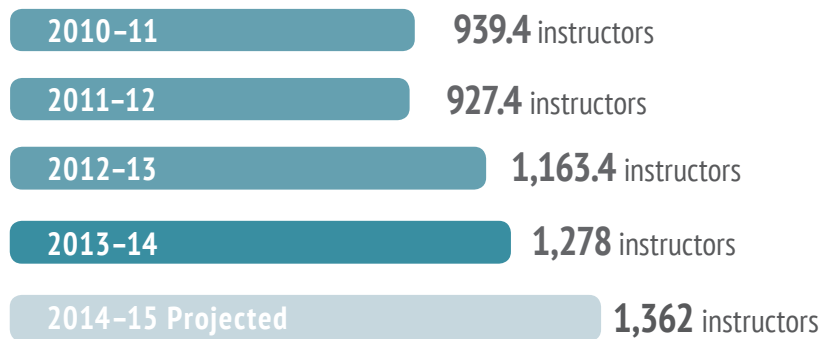
IS STAFFING ADEQUATE?

Ingenuity collected 2013-14 school year data on the total number of credentialed arts instructors in the district, the school-by-school distribution of these instructors, and the arts disciplines taught.

The total number of CPS certified arts instructors increased for the second year in a row to 1,278, a 10 percent increase over the previous school year⁷; and a 38 percent increase from two years prior. Additionally, in January, 2014 CPS announced a one-time allocation of surplus Tax Increment Financing (TIF) funds to hire approximately 84 FTE credentialed arts instructors for the 2014-15 school year. Depending on year-to-year attrition, these positions could elevate the instructor base once again in the coming school year. Funding for these new positions is designated across the next three school years, after which the schools accept responsibility for funding the positions. Final instructor figures for the 2014-15 school year will be presented in the next Progress Report.

WHAT THE DISTRICT HAS^{2,7,12}

TOTAL FULL-TIME EQUIVALENTS (FTES) BY SCHOOL YEAR



WHAT THE DISTRICT NEEDS⁷

In 2013-14, CPS' 664 elementary, middle, and high schools encompassed several governing structures including district-run, charter, contract, performance, and options schools. In 2013-14 all but six percent of schools³ staffed at least one arts instructor.

The Creative Schools Certification sets the ideal arts instructor to student ratio at 1:350. In 2013-14, 55 percent of CPS schools met this staffing ratio.

KEY FINDINGS

At least six percent, or approximately 24,000 CPS students, have limited exposure to weekly arts instruction or certified arts instructors^{1,7}.

Ninety-four percent of schools reported having an arts instructor, while only 55 percent met the recommended 1:350 instructor to student ratio. Equitable access to instructors across schools remains uneven^{6,7}.

Credentialed theatre and dance instructors in the District number well below that of certified visual arts and music instructors. There remains a need to increase the number of instructors in theatre and dance to support the expanded graduation requirements which allow for these arts disciplines⁷.

Thirty percent of schools completing the CSC survey noted interest in procuring additional arts programming resources in dance and theatre⁷.

With a CPS student population of:

400,545¹ students & 1,278⁷ FTE arts instructors

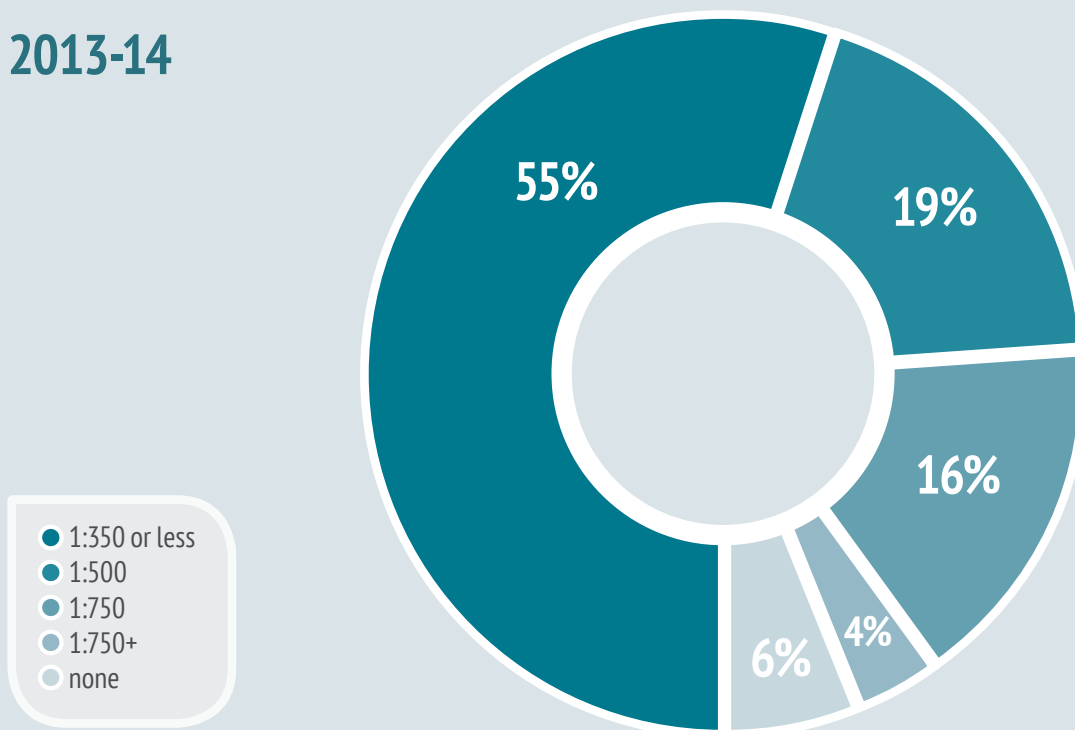
the overall arts instructor to student ratio in 2013-14 was 1:313

The 1:350 ratio was recommended by the Creative Schools Certification leadership committee of CPS leaders, and representatives of 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.

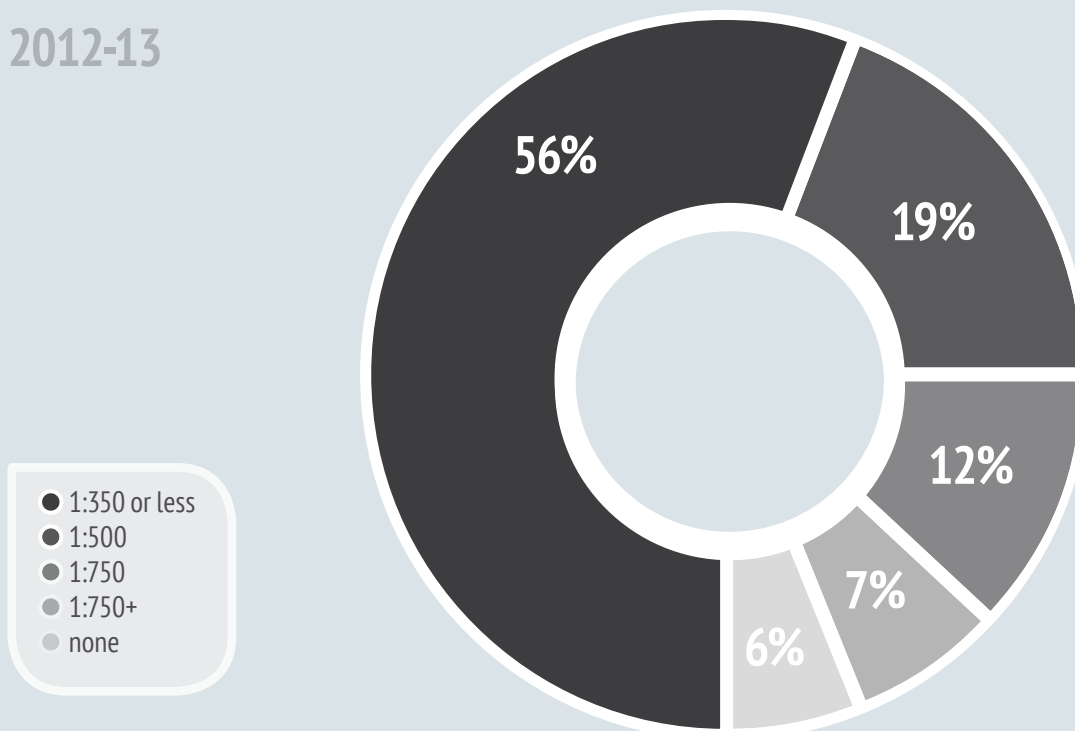
SCHOOLS AND THE 1:350 INSTRUCTOR TO STUDENT RATIO

In 2013-14, CPS employed approximately the number of instructors needed to meet the recommended 1:350 arts instructor-to-student ratio. Forty-five percent of schools did not meet the ratio of one full-time arts instructor for every 350 students, and 39 percent of schools had an arts instructor-to-student ratio of 1:500 or greater³, suggesting an unequal distribution of instructors. No single geographic area of Chicago stands out as having the greatest need for additional instructors. Principal decision-making related to hiring and budgeting is a critical factor in how instructors are staffed. The disparity may also be linked to additional factors, including arts instructors being asked to teach out-of-field⁹.

2013-14



2012-13



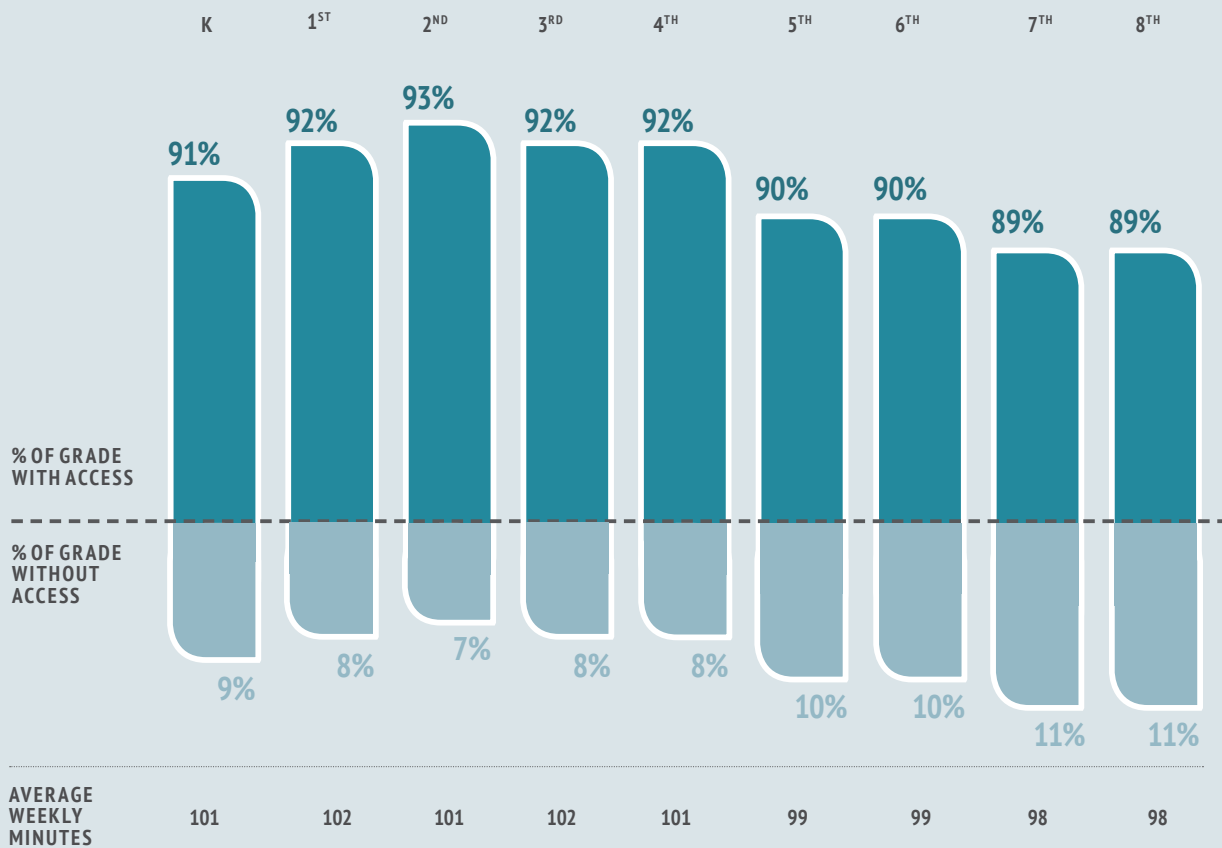
SCHOOLS AND INSTRUCTORS

ELEMENTARY INSTRUCTIONAL TIME

Appropriate staffing numbers for arts instructors is a good first step toward providing an arts education for all students, but if those arts instructors are not teaching the arts, students may still not have access. With this in mind, Ingenuity examined grade-by-grade arts instructional time across 462 CPS elementary schools³ in 2013-14.

With 96 percent of elementary schools reporting, the data revealed the following:

ARTS MINUTES AND ACCESS BY GRADE LEVEL^{1,7}

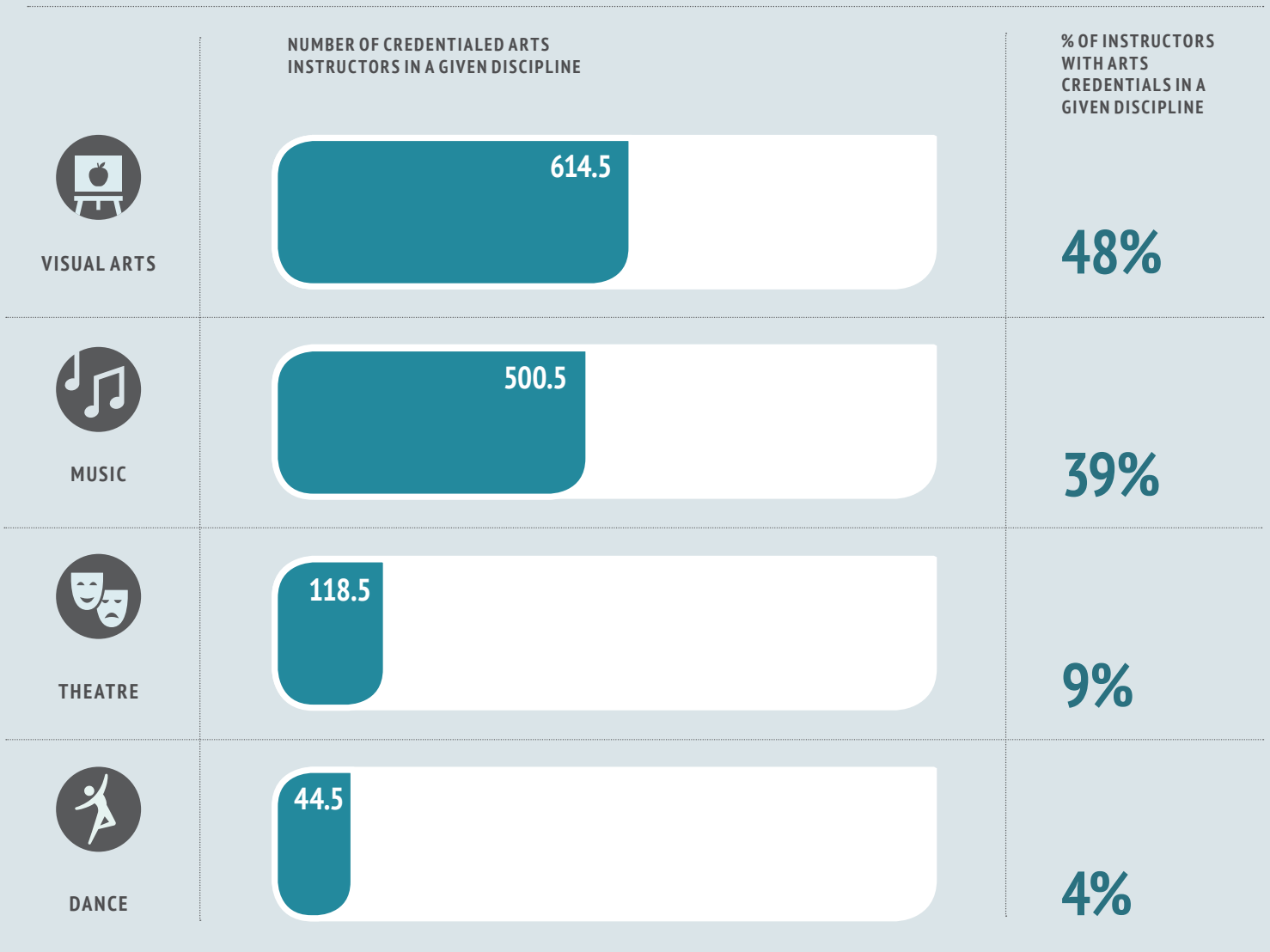


WHAT CPS INSTRUCTORS CAN TEACH

Credentialed arts instructors provide instruction in one of four state-recognized disciplines: visual arts, music, theatre, or dance. On average, an arts instructor holds two credentials in the arts, most commonly visual arts or music. While new data identified an increase in dance instructors in CPS, significantly fewer instructors hold credentials in dance and theatre. Thirty percent of schools completing the CSC survey expressed interest in procuring additional arts programming resources in dance and theatre. This disparity mirrors national trends and may also be indicative of a limited pool of instructors certified in theatre and/or dance.

The 1,278 FTE arts instructors in 2013-14 are distributed across disciplines as follows:

CREDENTIALLED ARTS INSTRUCTORS⁷



Note: Most arts instructors hold more than one credential

COMMUNITY ARTS PARTNERS

WHY ARE PARTNERSHIPS IMPORTANT?

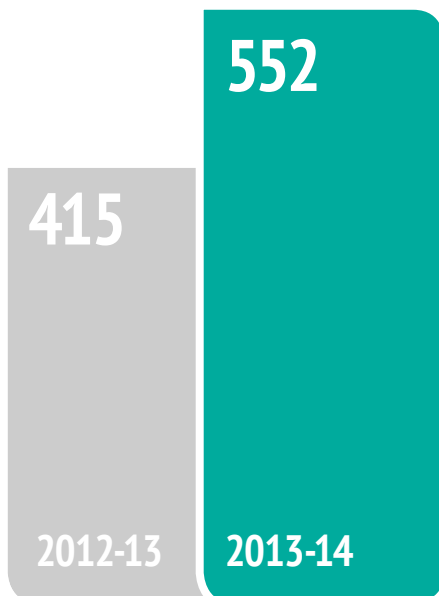
The arts are typically taught in a tiered approach with a credentialed instructor anchoring instruction that is supported by community arts partners. Partnerships are designed to supplement, but not replace, instruction by credentialed arts instructors. In a city with vast cultural resources such as Chicago, giving schools and instructors access to these programs exponentially expands the depth and breadth of learning opportunities for students.

WHO PARTNERS ARE ^{5,6,7}

COMMUNITY ARTS PARTNER defines a broad spectrum of program providers, ranging from individual teaching artists who work with a single school to grassroots organizations and large nonprofits working with as many as 50 schools, as well as museums and major cultural institutions.

ACTIVE COMMUNITY ARTS PARTNERS ^{6,7}

Partners working with CPS during the school year.



Not every partner provides programming every year. In 2013-14, Arts Liaisons identified an additional 226 community arts partners for a total of 803. During the 2013-14 school year, 552 of the 803 identified community arts partners provided programming to students.

KEY FINDINGS

While the number of identified community arts partners has grown each year, the number of independent teaching artists has remained steady, making up 11 percent of community arts partners working with schools.

One-time field trips are the most common type of in-school-time partnership⁶.

Classroom residencies, the form of school arts partnership with the deepest student engagement, represent only 14 percent of all partner programs provided to schools district-wide.

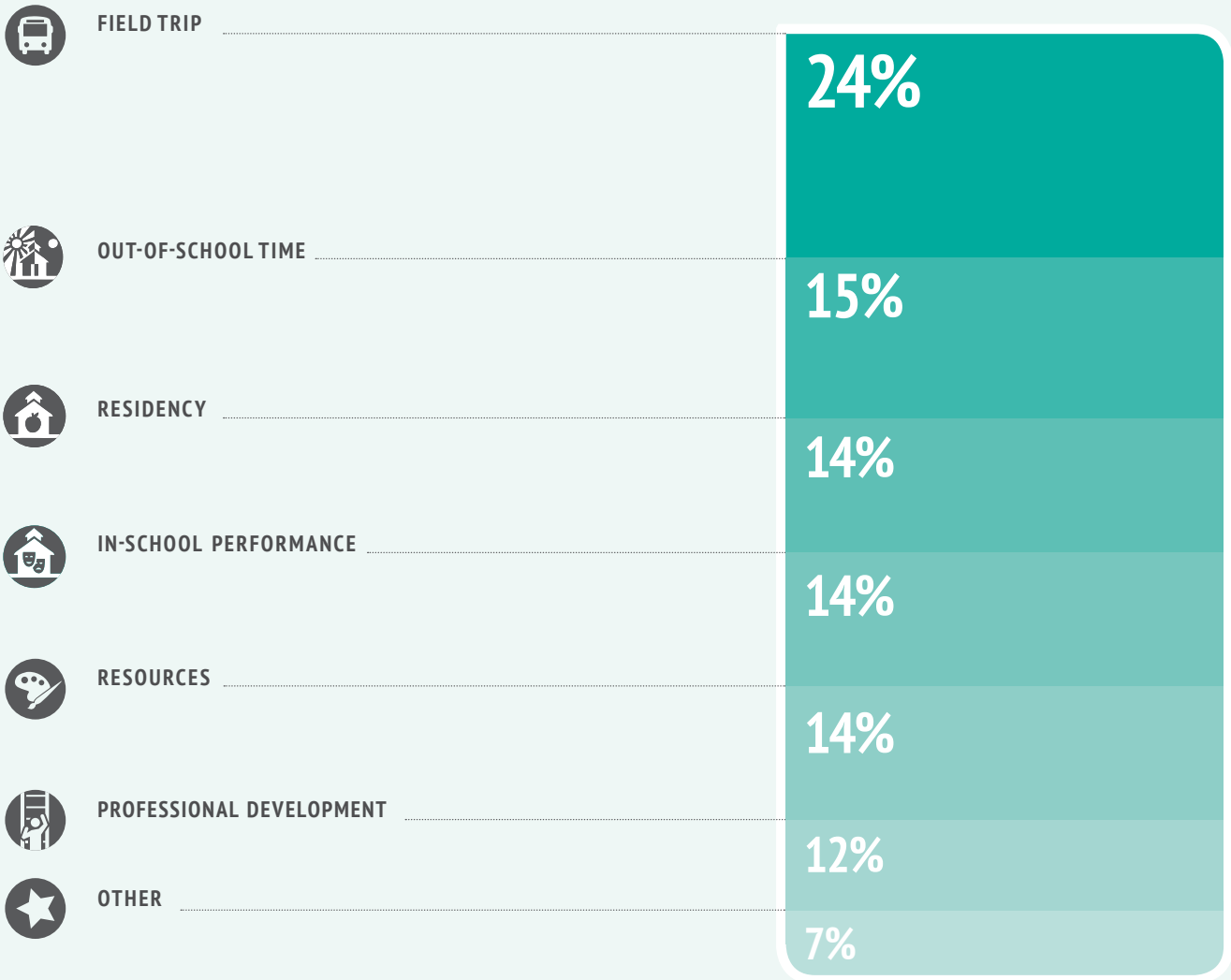
REACH OF COMMUNITY ARTS PARTNERS IN SCHOOLS⁶

Of the 552 active community arts partners that worked with schools in 2013-14, 52 percent worked with a single school, while 48 percent worked with multiple schools. These results are similar to those shown in the 2012-13 State of the Arts Baseline Report, indicating there are a wide array of small grassroots, community- and neighborhood-based arts organizations—upwards of 400 annually—that work with just a single school.

TYPES OF PARTNER PROGRAMS

Ingenuity collected data from both community arts partners and schools about the kinds of programs they offered and the most frequently accessed arts experiences. School arts partnerships take many forms; including 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. To ensure all resources are captured, this report also includes non-traditional providers of arts-education resources—typically in-kind donations—such as materials and supplies, use of exhibition spaces, and volunteers⁷.

PROGRAMS PROVIDED BY TYPE^{6,7}



Total programs provided by community arts partners in 2013-14:

7,211

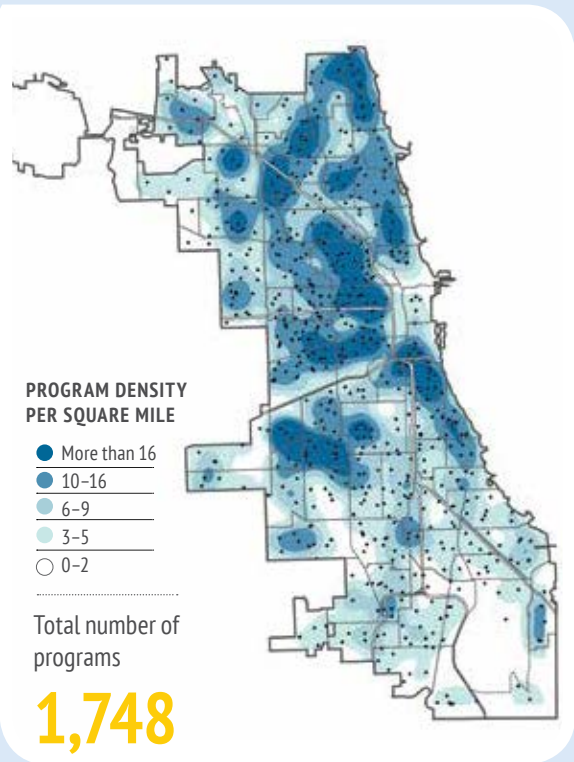
Field trips were the most common form of in-school-time arts partnership. Recent studies show the significant positive impact of field trips on students⁹. That being said, it is widely recognized that the longer-term in-school arts residency offers the deepest student arts experience; however in 2013-14, residencies comprised just 14 percent of partner programs. The limited number of residencies is likely influenced by the higher costs associated with these longer term engagements¹⁰. In the end, while both field trips and residency programs significantly augment classroom instruction, neither can sufficiently replace the full-time presence of a dedicated arts instructor on staff.

COMMUNITY ARTS PARTNER PROGRAMS



FIELD TRIP

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



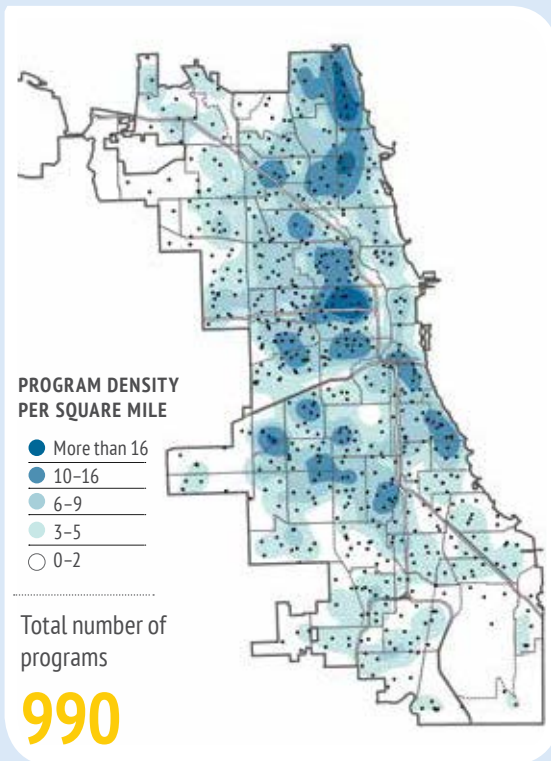
IS DISTRIBUTION EQUAL?^{5,6,7}

The number of known community arts partners serving Chicago Public Schools has risen significantly in recent years. In 2012-13, approximately 250 organizations were identified through data collection as providing some sort of arts program to schools across the city. Today that number reaches over 800. From field trips to long-term classroom residencies, performances, or professional development for instructors, the type of programs they provide varies greatly. In 2013-14, there were 1,748 field trips provided by partners across the city. In-school performances and arts residencies were the next most commonly available program types, though student access to both was significantly less consistent. The maps here reflect the distribution and access to these programs by region across the city. Professional development programs for instructors for example, were concentrated most densely on Chicago's North Side, and on the West Side in Pilsen, Little Village, and Marquette Park. Arts residencies had more isolated neighborhood-specific concentrations—from Rogers Park in the North to Englewood and Archer Heights in the South and West—dotted across the breadth of the city. Out-of-school time arts programs appeared most widely available on a geographic basis of all program types.



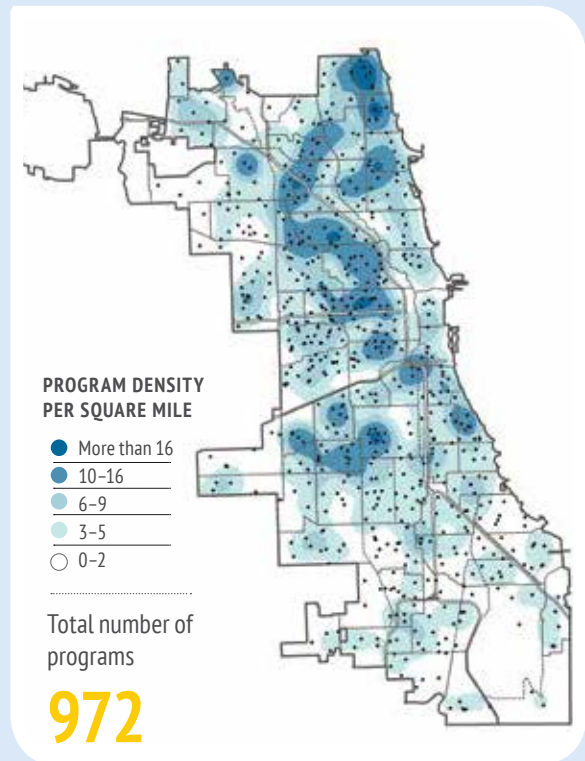
RESIDENCY

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.



IN-SCHOOL PERFORMANCE

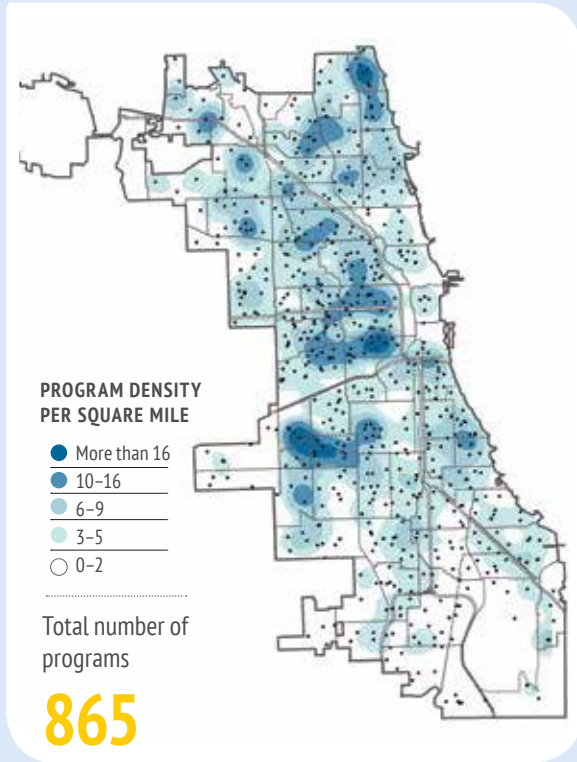
An external arts organization comes into a school to provide a single-day performance, exhibit, lecture/demonstration, or event to a specific grade, class, or entire student body.





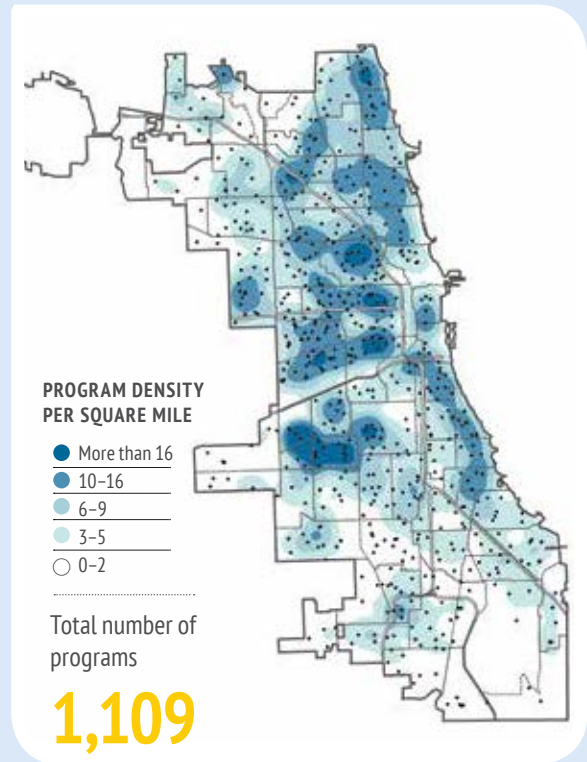
PROFESSIONAL DEVELOPMENT

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.



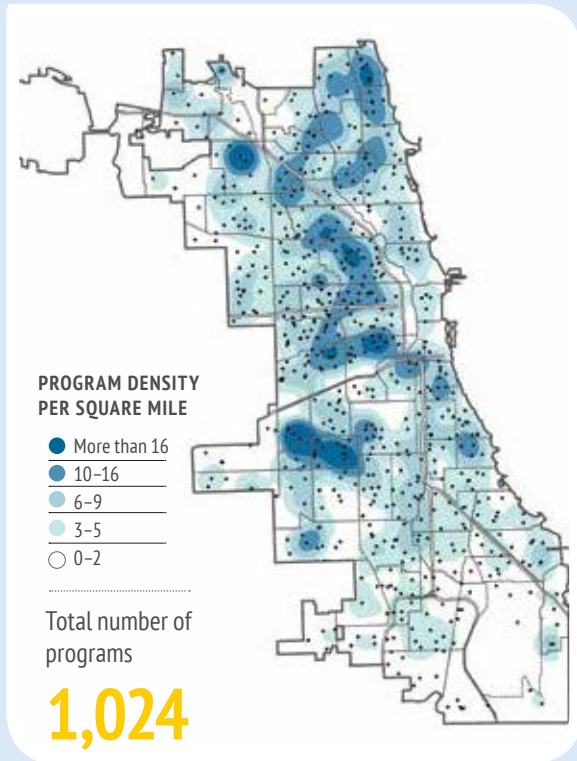
OUT-OF-SCHOOL TIME

Any arts-based programming in which CPS youth participate before or after the traditional school day.



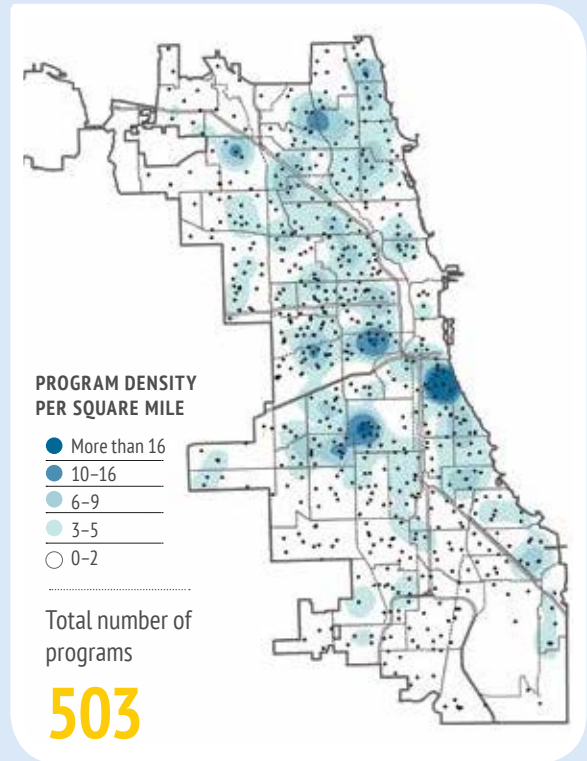
RESOURCES

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



OTHER

Services not captured in the above-mentioned categories (e.g., parent and community programs and classes, planning services, and hosting exhibitions and competitions).



FUNDING^{2,7,8}

IS THERE ENOUGH?

While the CPS Arts Education Plan¹⁴ outlines improved policies for arts staffing and instructional minutes and makes recommendations to schools for arts budgeting, these changes must still be backed by adequate school-level financial resources to make those policies come alive in schools. In 2013-14, a follow-up analysis was conducted to examine the total financial resources that went towards arts instruction in CPS from both CPS' annual budget and from external funders.

The greatest challenge in CPS, as in other large urban school districts, remains balancing district funding school-by-school to allow adequate resources for each to fulfill the staffing and instructional minute goals of the CPS Arts Education Plan. As mentioned previously in this report, CPS allocated TIF surplus funds to add 84 new staffing positions in 2014-15. The following chart does not include this funding.

In 2013-14, Chicago Public Schools also allocated funds at the district level to the Department of Arts Education, which manages arts programs and curricula. Principals used Student Based Budgeting funds to fund arts instructor positions. Individual schools' investments, including school-level public monies such as federal Title I and state supplements to high-poverty schools, were earmarked by principals from their individual budgets.

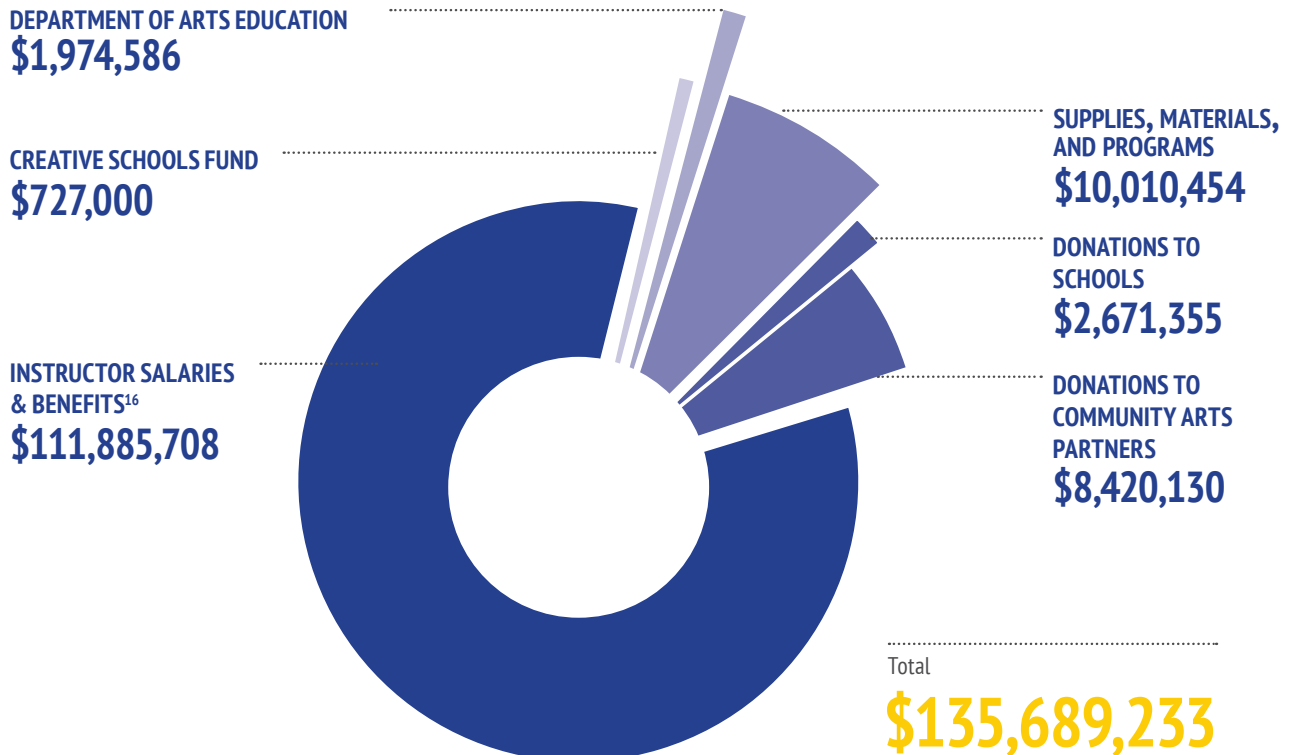
KEY FINDINGS

Key District and external funds committed to arts education in CPS increased 11 percent, or by nearly \$14 million.

Schools that reported receiving external grant funding for arts instruction or programs fell 8 percent from the previous year¹⁶.

District funding dedicated to arts instructor positions increased approximately 8 percent from the previous school year¹⁶.

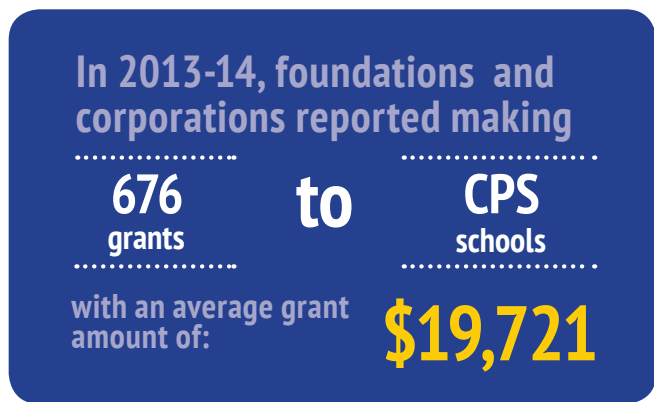
The external investments listed were reported by a dedicated group of foundations and corporations that provide grants and resources to either schools or community arts partners, and does not represent the complete universe of external investments, which is still unknown. Harder to track, and not represented in this report, is funding raised by individuals, parent groups, and small associations across all schools. Additionally, data does not account for donations made by individual patrons to arts education organizations and institutions; 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.



PRIVATE PHILANTHROPY

WHERE FUNDS COME FROM^{7,8}

In 2013-14, 53 percent of the schools that completed the Creative Schools Certification reported receiving external funding, compared to 61 percent in 2012-13. Of that 53 percent reporting, 8 out of 10 schools received some form of foundation or corporate grant for arts education.

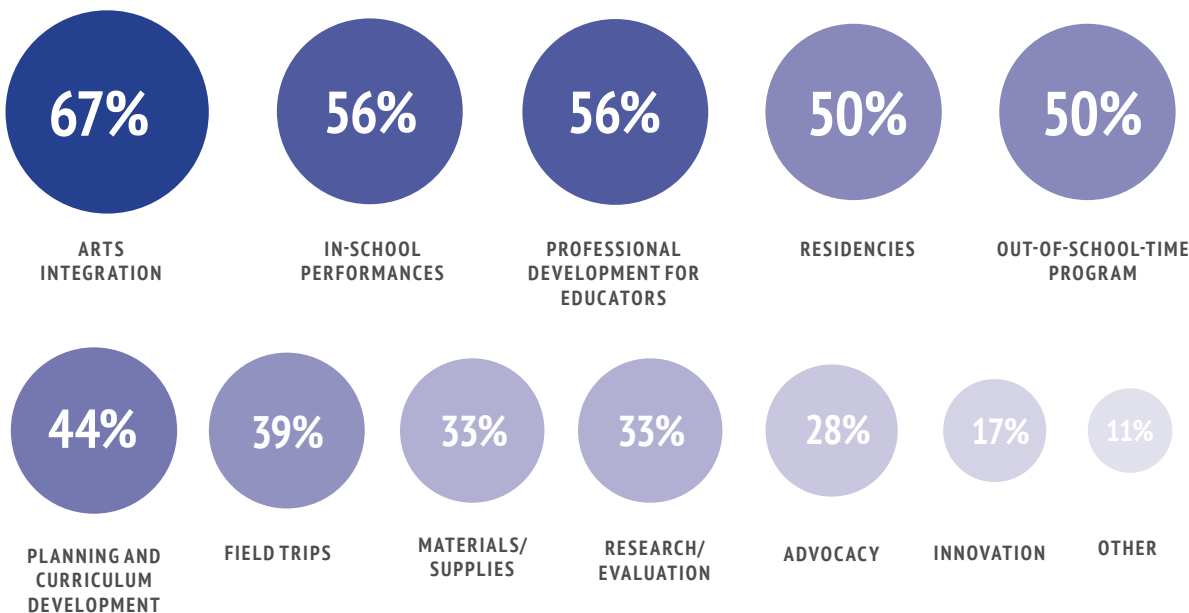


Chicago's philanthropic community has an extensive track record of investing in arts education. Ingenuity surveyed Chicago's leading institutional funders to determine their 2013-14 grant making in arts education and how it was allocated. Twenty-four foundations and corporations responded to the survey, an increase of three from the 2012-13 school year respondents. These responses do not represent all philanthropic arts education giving, but provide insights into the funding priorities set by private donors.

Many schools and parent communities made great efforts to obtain other funds for arts instruction, including through ticket and T-shirt sales, alumni association support, student fees, individual giving drives, book fairs, LSC support, and the allocation of parking lot funds. These funds raised by individual school communities are harder to track, and not represented here.

WHAT PHILANTHROPISTS SUPPORT

The institutional funding in this report reflects grants for arts instruction that took place both during and outside of school time. Some foundations and corporations funded more than one program type in 2013-14; therefore, numbers below do not add up to 100 percent.



THE CREATIVE SCHOOLS FUND

Goal 6C of the CPS Arts Education Plan calls for the creation of an "external Arts Expansion and Alignment Fund to support schools directly for external partnerships that are in addition to certified arts staff." Mayor Rahm Emanuel and the Chicago Department of Cultural Affairs and Special Events provided the funding that launched this Fund in 2013-14, and these funds were in turn disbursed to schools. Administered by Ingenuity, the Creative Schools Fund addresses this Arts Plan goal by providing grants directly to CPS schools to help them augment their arts education programs. In 2013-14, the Fund disbursed nearly \$250,000 in materials and supplies grants to 379 schools, and approximately \$450,000 in larger grants to 45 schools for work with partners to supplement and diversify the art programs available to their students.

THE PLAN



CPS ARTS EDUCATION PLAN



CREATIVE SCHOOLS INITIATIVE



CREATIVE SCHOOLS CERTIFICATION





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 in grades K-12 with ongoing, sequenced arts education from a credentialed instructor. The chart below details the progress made against the Plan's six goals and 26 recommendations through the end of the 2013-14 school year.





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 community 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. 

In 2013-14, CPS launched the Creative Compass program, a peer-to-peer principal arts mentoring program that is currently available to select schools. The District also issued additional guidance regarding arts staffing to principals in the annual Budget Guidance Document.




-  NOT YET ADOPTED
-  PARTIALLY ADOPTED
-  ADOPTED
-  PARTIALLY IMPLEMENTED
-  FULLY IMPLEMENTED


-  Status from the 2012-13 Baseline Report
-  Status from the 2013-14 School Year


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. 


CPS released a Request For Qualifications (RFQ) in 2013-14 to pre-qualified providers of in-school-time arts education services. Completing the RFQ was not required to continue doing business within the district and did not address program quality. More than 80 community arts partners completed the RFQ.


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

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


GOAL 5: DATA-DRIVEN DECISIONS


Build 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). 

CPS added a question regarding arts education provision to the principal evaluation form. The form is completed by Local School Councils (LSCs), which are responsible for assessing their principal's performance annually, and determining whether the principal's contract should be renewed after four years.

- 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. 


The Creative Schools Certification was placed on the publicly available CPS School Report Card alongside other academic content areas beginning with the fall 2013-14 Report Card, which reflected 2012-13 school year data. Both the CPS website and Ingenuity's *artlook* Map provide information on the rubric and data summaries for schools, as does this report in the list of CPS schools and their CSC.

- E** Create an assessment system that qualitatively and quantitatively captures, measures, and communicates arts learning outcomes and 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. 

The Arts Essentials Fund distributed its first round of grants in 2013-14 to schools which completed the CSC. As the name denotes, funding was allocated for each school to spend on their most pressing arts materials, supplies, and resource needs. The Arts Essentials Fund is a program of the externally managed Creative Schools Fund.

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

The Creative Schools Fund launched in 2013-14, and provided \$500,000 in grants to 45 CPS schools for instructor-designed programs that incorporated community arts partners.

- 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 marked the first time Chicago Public Schools set broader long-term goals to bring the arts to all students, with the overarching goal of expanding arts instruction across all schools over a three-year implementation period. The Creative Schools Initiative was launched to move the CPS Arts Education Plan from concept to action.

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 support at the school level, to promote growth in arts instruction.

The Creative Schools Initiative has four interlocking strategies, each responding to a central issue or challenge that was identified by instructors, community arts partners, and others during the Arts Education Plan's town hall sessions:



SCHOOL LEADERSHIP

The long-term goal is to have a solid arts infrastructure in each CPS school. This includes new peer-to-peer principal and instructor professional development programs, along with blueprints for school decision-making. Arts Liaisons help drive each school's budgeting and planning, report progress, and coordinate curricula, programs, and partnerships.



DATA

To develop their arts programs, schools must first recognize the infrastructure in place on which to build. Ingenuity's *artlook* Suite 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

Each school is identified along the Creative Schools Certification continuum; that ranking is then placed on each CPS school report card. The Certification's five categories create a roadmap for expanding quality and access. The certification is a tool to support principals' decisions to grow arts instruction in their school.



THE CREATIVE SCHOOLS FUND

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



Photo by Todd Rosenberg Photography

2013-14 CREATIVE SCHOOLS PARTICIPATION

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 from Incomplete Data to Excelling.

A team of CPS leaders joined community arts partners, higher education officials, and philanthropic leaders to develop the rubric, which was approved by the 40-member CPS Arts Education Plan advisory committee. The group also considered the Arts Education Plan goals, as well as real-time school data, to understand how schools can implement programs given varying 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. It is important to note that the schools that did not complete the Certification process could fall anywhere on the spectrum from excelling to offering little or no arts education.

TOTAL SCHOOLS REPORTING^{7,12}

ALL SCHOOLS

2013-14



88%

2012-13



57%

ELEMENTARY SCHOOLS

2013-14



95%

2012-13



60%

HIGH SCHOOLS

2013-14



69%

2012-13



46%

KEY FINDINGS^{7,12}

Of the 371 schools reporting both years, 31 percent improved in category, while 14 percent declined in category.

Forty-seven percent of elementary schools completing the Creative Schools Certification report providing the recommended 120 minutes of weekly arts instruction, compared to 40 percent in 2012-13^{7,12}.

Of schools reporting for two consecutive years, 65 percent were classified as either Strong or Excelling in the arts, compared to 52 percent in 2012-13^{7,12}.

Nearly 9 out of 10 schools reporting use arts integration, which is using the arts to teach a different academic subject to meet learning objectives in both areas.

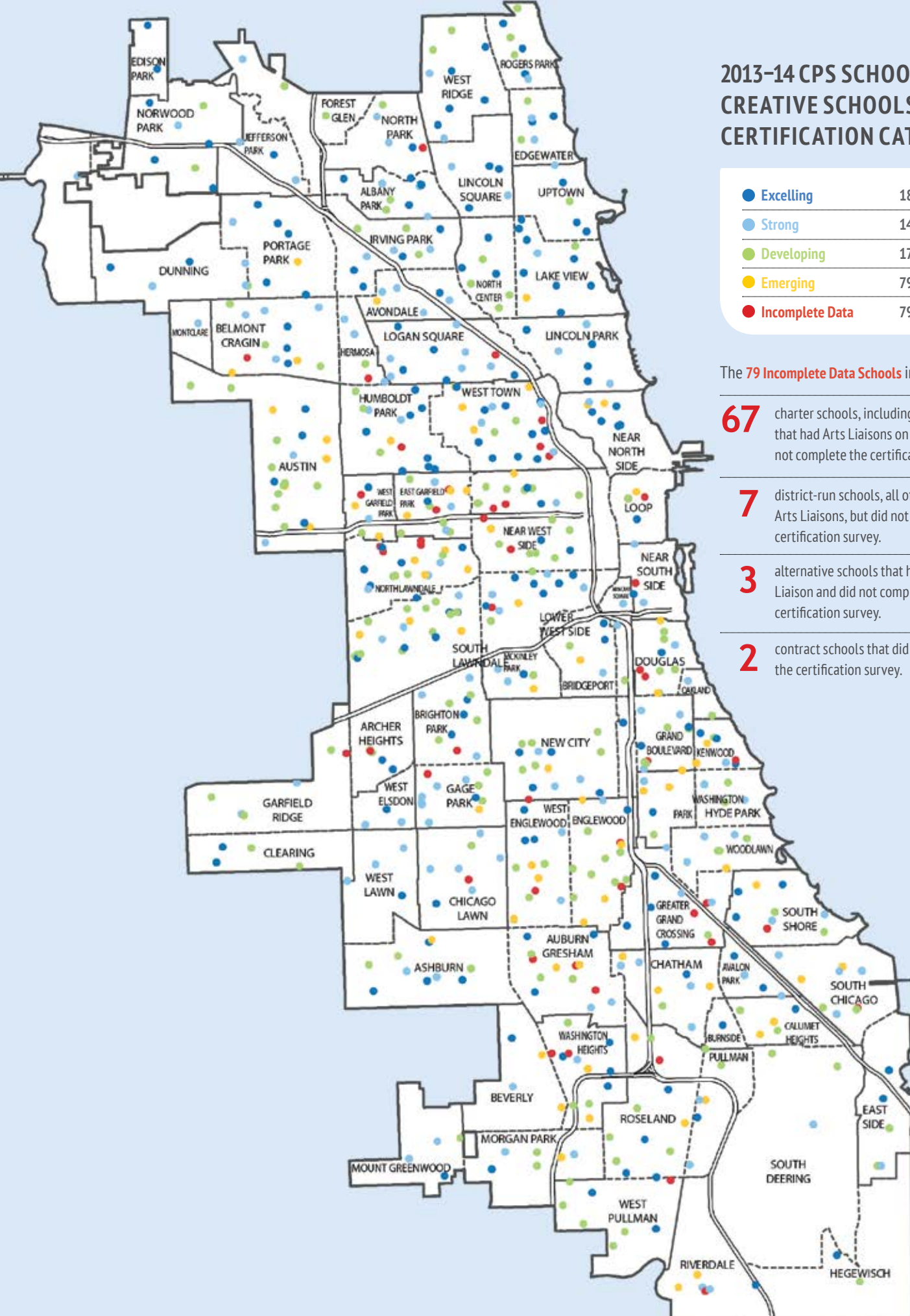
For the 371 schools that reported data in both year one and two of the Creative Schools Certification, growth was seen in almost all categories of arts instruction, including minutes of weekly instruction, staffing, arts integration and professional development, and number of arts partnerships^{7,12}.

2013-14 CPS SCHOOLS BY CREATIVE SCHOOLS CERTIFICATION CATEGORY⁷

● Excelling	185	28%
● Strong	148	22%
● Developing	173	26%
● Emerging	79	12%
● Incomplete Data	79	12%

The **79 Incomplete Data Schools** include⁷:

- 67** charter schools, including 10 charters that had Arts Liaisons on staff, but did not complete the certification survey.
- 7** district-run schools, all of which had Arts Liaisons, but did not complete the certification survey.
- 3** alternative schools that had no Arts Liaison and did not complete the certification survey.
- 2** contract schools that did not complete the certification survey.





2013-14 CREATIVE SCHOOLS CERTIFICATION

WHO REPORTED?

The Creative Schools Initiative was designed in part to foster arts growth by supporting principal decision-making. Participation in the Creative Schools Initiative grew significantly from the 2012-13 to the 2013-14 school year, as participating schools grew from 57 percent to 88 percent^{7,12}.

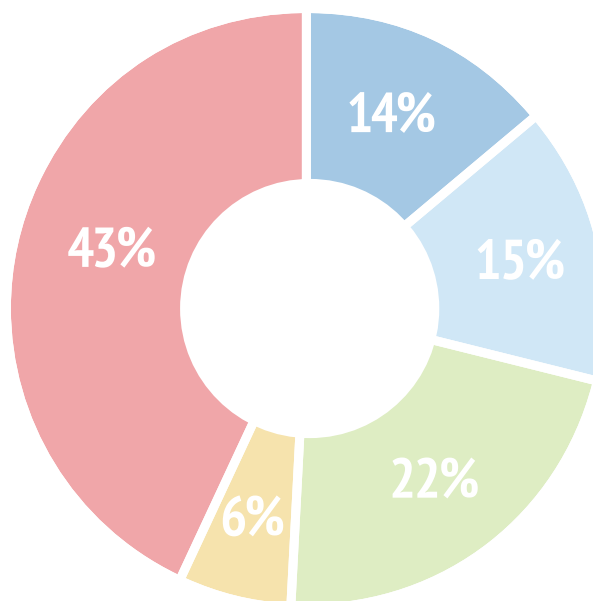
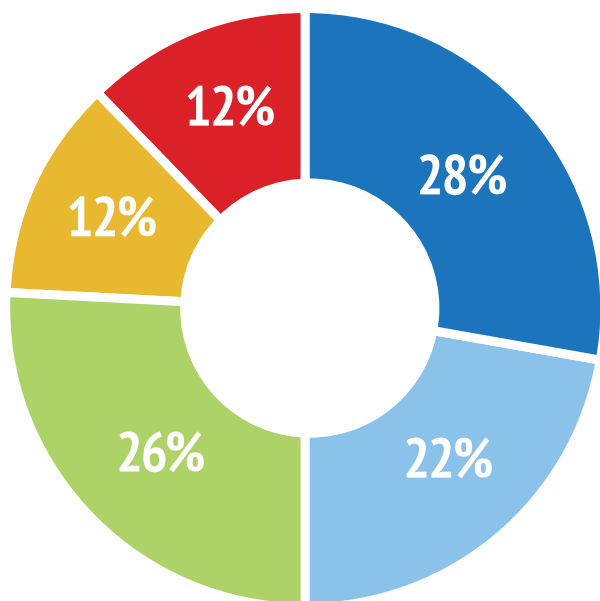
In 2013-14, 585 of CPS' 664 schools completed the Creative Schools Certification (CSC). The 585 schools represented 462 elementary and middle schools, and 123 high schools, which together account for 86 percent of the CPS student population. Seventy-nine schools did not participate in the CSC.

While increased participation may indicate growing support for the arts by school leaders, true growth within the District can only be ascertained with one to two more years of data. To offer a more accurate picture of CSC school practices, outlier schools—those with data points significantly higher or lower than the average—were removed from these analyses.

TOTAL SCHOOLS BY CATEGORY (ALL RESPONDENTS)^{7,12}

2013-14

2012-13



Total CPS Schools

664

185	28%	Excelling	97	14%
148	22%	Strong	99	15%
173	26%	Developing	146	22%
79	12%	Emerging	44	6%
79	12%	Incomplete Data	295	43%

Total CPS Schools

681

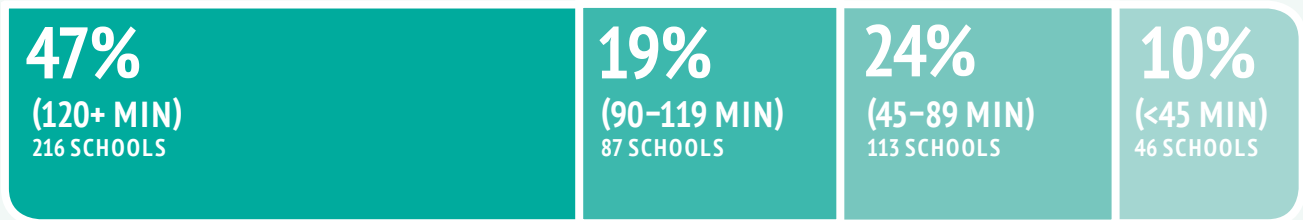
CREATIVE SCHOOLS CERTIFICATION 2013-14

The CPS Arts Education Plan recommends that each K-8 student receive 120 minutes of weekly instruction by a credentialed arts instructor. The Creative Schools Certification collects the average number of minutes of arts instruction provided at each grade level and the percentage of students receiving the arts in each grade. Four hundred and sixty-two elementary schools responded, and 216 schools, or 47 percent of respondents, reported offering their students 120 minutes or more of weekly arts instruction during the 2013-14 school year.

The following graphics present data on the 462 CPS elementary and 123 CPS high schools that completed the CSC for the 2013-14 school year⁷:



MINUTES OF WEEKLY ARTS INSTRUCTION BY SCHOOL⁷



INSTRUCTOR TO STUDENT RATIOS^{4,7}

1:319

Average for elementary schools

1:181

Average for high schools

1:290

Average for elementary and high school

The CPS Arts Education Plan sets the District staffing policy at one certified full-time arts instructor for every 350 students. This is a significant improvement from the previous policy, which called for a ratio of 1:750. CPS' Excelling schools are among the best in the nation for providing dedicated staffing and arts instruction to students.



ARTS INTEGRATION⁷

87%

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



PROFESSIONAL DEVELOPMENT⁷

78%

OF SCHOOLS received arts specific professional development



PARTNERSHIP WITH AT LEAST ONE ARTS ORGANIZATION^{6,7}

95%

OF SCHOOLS reported at least one community arts partnership



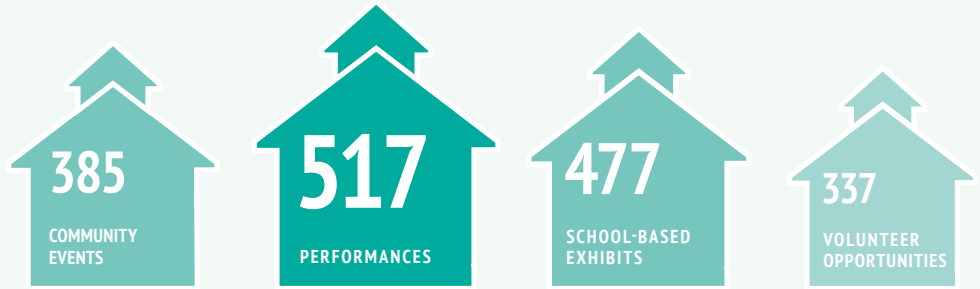
PARENT AND COMMUNITY ENGAGEMENT⁷

97%

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

Of the 566 schools reporting, the following events were hosted:

19 SCHOOLS had no parent and community engagement in the arts.



NUMBER OF COMMUNITY ARTS PARTNERS^{6,7}



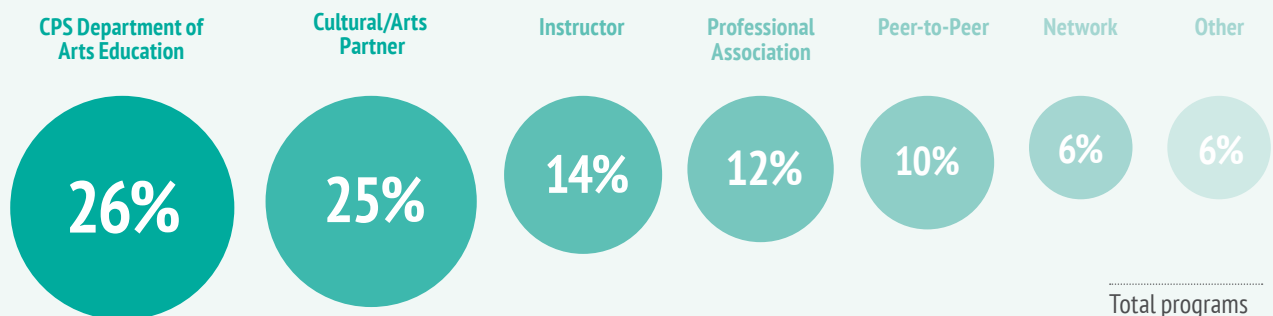
For schools with community arts partners, the average number of partners is:

4



TOP SOURCES OF PROFESSIONAL DEVELOPMENT⁷

Ongoing Professional Development (PD)—defined as training for instructors and staff designed to enhance instruction and propagate best practices—is critical to elevate the quality of classroom arts instruction. Instructors can receive PD from a wide array of sources. In 2013-14, the CPS Department of Arts Education was the largest provider of PD to arts instructors. Community Arts Partners nearly matched the volume of PD provided to instructors by the District.



Total programs provided

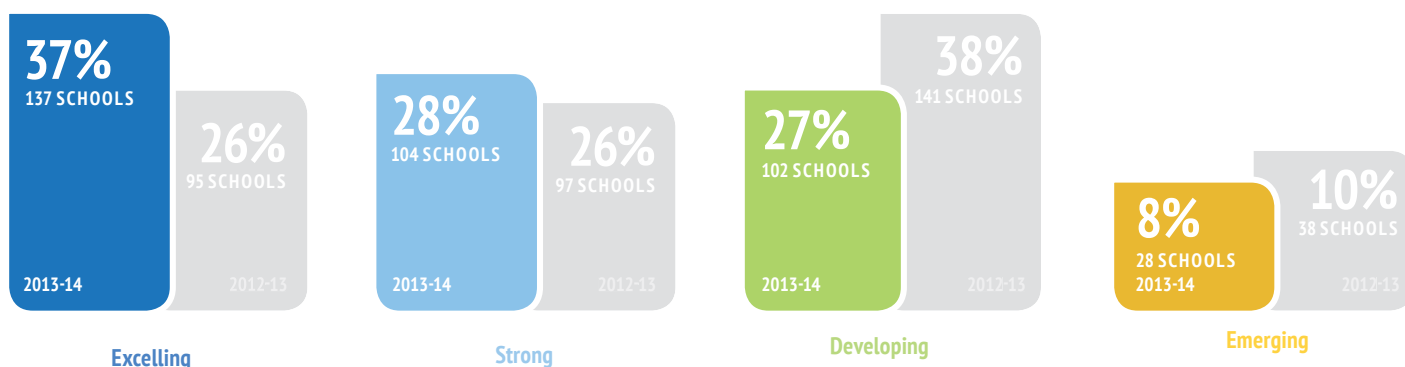
1,022

CREATIVE SCHOOLS CERTIFICATION: PROGRESS FINDINGS FOR 371 SCHOOLS

The data collected for this progress report provides the first opportunity to compare year-to-year growth in the arts in CPS.

The following graphics track the progress of the 371 schools that reported data in both years one and two of the Creative Schools Certification. Moving forward, reports will examine the longitudinal progress toward expanding arts instruction across CPS and explore how the Arts Education Plan's goals translate to the classroom.

CATEGORY GROWTH ^{7,12}



In the two-year analysis of 371 schools reporting for both years, 65 percent of schools completing the Creative Schools Certification were categorized as either Strong or Excelling in 2013-14 compared to 52 percent in 2012-13. Despite graduation requirements in the arts at the high school level, data shows the greater share of high schools were still Emerging or Developing in their arts programs, while the majority of elementary schools were Strong or Excelling in the arts. This said, high schools had consistently better arts staff-per-student ratios than elementary schools.

IMPROVEMENTS VS. DECLINES


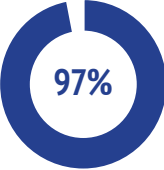
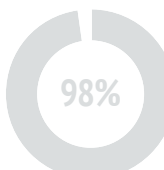

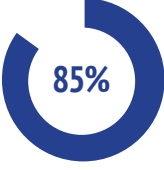






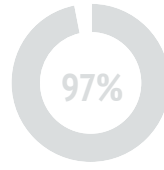





It is difficult to draw conclusions about district-wide arts growth because the sample size grew dramatically between year one and year two. Reasonable comparisons can be drawn, however, for the 371 schools that reported data in both years. Of these 371 schools, approximately half held steady in arts offerings, and of those that did move categories, more improved than declined.



It should be noted that schools' Certifications are impacted by multiple factors, and staffing is a key element. Elementary indicators are based on instructors, access, and minutes, for example. If an elementary instructor is added, student access is positively affected. High school indicators, by contrast include instructors, disciplines, and depth (e.g., Art I, II, III). Adding high school staff does not always translate into new or deeper arts discipline offerings, so high school growth on the Creative Schools Certification may show slower movement.

YEAR-TO-YEAR PROGRESS FOR 371 SCHOOLS^{7,12}

For the 371 schools reporting and participating in the Creative Schools Certification in both of the first two years, growth was seen in almost all categories of arts instruction, including minutes of weekly instruction, staffing, arts integration and professional development, and number of arts partnerships.

	2013-14	2012-13
 PARENT AND COMMUNITY ENGAGEMENT	 97%	 98%
 PROFESSIONAL DEVELOPMENT	 85%	 76%
 ARTS INTEGRATION	 90%	 83%
 PARTNERSHIP WITH AT LEAST ONE ARTS ORGANIZATION	 99%	 97%
 NUMBER OF COMMUNITY ARTS PARTNERS	440	406
 INSTRUCTOR TO STUDENT RATIOS	1:299	1:308
 MINUTES OF WEEKLY ARTS INSTRUCTION BY SCHOOL	 110 MINUTES	 102 MINUTES

CPS Arts Liaisons reported the average number of minutes provided for each elementary grade level as well as the percentage of students who received arts instruction within each grade. High school arts access was tracked by course credits. The CPS Arts Education Plan calls for 120 minutes of instruction per week by a credentialed arts instructor for grades K-8, and a provision of arts in at least two disciplines for high school students.

BASELINE RECOMMENDATIONS: AN UPDATE

The district and the arts education sector have acted upon two of the five recommendations made in Ingenuity's State of the Arts Baseline Report. Below is a summation of progress.

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

Progress to Date: The overall number of known District arts instructors increased 10 percent from the 2012-13 school year. Additionally, the number of overall schools meeting the recommended instructors to student staffing ratio of 1:350 held steady from the previous school year.

- 45 percent of CPS schools are yet to meet the goal of one full-time arts instructor for every 350 students.
- 47 percent of CPS Elementary schools report providing the District's recommended 120 minutes of weekly arts instruction. This is an increase of 7 percent from the previous school year. 53 percent are yet to meet this goal.

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.

Progress to Date: The Creative Schools Campaign was launched publicly in October of 2014. The \$38 million private fundraising effort will help fuel continued implementation of the CPS Arts Education Plan's initiatives over the next four school years, beginning in 2014-15.

The Campaign for Creative Schools is being led by a Leadership Committee, which is tasked with developing the strategies to secure long-term public funding to sustain the work of the CPS Arts Education Plan for the coming decade.

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.

Progress to Date: The percentage of schools participating in the Creative Schools Initiative grew from 57 percent of schools participating in 2012-13, to 88 percent of schools participating in 2013-14.

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GLOSSARY

Arts Integration

The meaningful connection of essential content in an arts discipline subject and 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 community 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 community arts partners, shows the schools and communities where they work, and gathers the demographic information on the students they serve. Both systems help to populate *artlook* Map, an interactive online tool for the public to view all reported arts education-related activities.

Charter School

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 initiatives, that elementary schools provide 120 minutes of weekly arts instruction and that high schools offer credits in at least two arts disciplines.

Community Arts Partner

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

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

Common Core State Standards

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

Contract School

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

Core Subject

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

Creative Compass Program

A program which helps Emerging 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 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 receive 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 (Category 1)

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

Strong (Category 2)

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

Developing (Category 3)

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

Emerging (Category 4)

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

Incomplete Data (Category 5)

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

Creative Schools Fund

Provides grants directly to schools and supports their progress along the 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 community arts partner's facilities for an arts-related education experience or performance.

FTE (Full-Time Equivalent)

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

In-School Performance

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

International Baccalaureate

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

Local School Council

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

Magnet Cluster Schools

More than 100 specialized neighborhood schools that focus their 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 serve specific classroom interests and goals.

Residency

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

Resources

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

Rubric

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

Selective Enrollment

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

Sequential (in the context of arts education)

Occurring year-to-year from grades K-12.

STEM Program

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

Student-Based Budgeting

The practice of assigning dollars to schools based on a per-student formula. This is a shift from traditional budgeting, which assigns dollars to schools in the form of numbers of instructor positions on the basis of student enrollment. Under student-based budgeting, schools have more flexibility to determine how they spend their money and bear the direct cost of paying for instructors.

Supplemental General State Aid

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

Tax Increment Financing (TIF)

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

Theatre

A student's theatre education experience may include, but is not limited to, acting, theatre, film acting and film 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.

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.



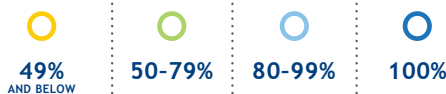
MINUTES OF INSTRUCTION

Average minutes of instruction per week throughout the school year.



ACCESS

Percentage of grade levels having access to art classes.



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.

$$\text{PHASE 1} + 0$$

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.

$$\text{PHASE 1} + 1$$

FINAL CATEGORY RATING _____

Please note that Creative Schools Certification data is accurate as of 6/30/14. Periodic audits of Certification survey responses may alter a school's category. For up-to-date Creative Schools Certification categories, please use CPS' School Locator function at www.cps.edu or Ingenuity's artlook Map at <http://www.artlookmap.com>.

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

2013-14 LIST OF SCHOOLS AND CERTIFICATION CATEGORIES

Creative Schools Category

- Excelling
- Strong
- Developing
- Emerging
- Incomplete Data

ELEMENTARY SCHOOLS

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

The following details the arts resources at each CPS elementary school as they existed in the 2013-14 school year. Schools are listed in alphabetical order by their common name, under which is their formal school name.

CPS Elementary Schools	Creative Schools Category	Staffing	Minutes of Instruction	Access	Budget	Professional Development	Arts Integration	Partnerships	Parent Community Engagement
ADDAMS <i>Jane Addams</i>	Developing	●	●	●	✓	✗	✓	✓	✓
AGASSIZ <i>Louis A Agassiz</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
ALBANY PARK <i>Albany Park Multicultural Academy - Middle</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
ALCOTT <i>Louisa May Alcott</i>	Strong	●	●	●	✓	✓	✓	✓	✓
ALDRIDGE <i>Ira F Aldridge</i>	Emerging	●	●	●	✗	✗	✗	✓	✓
AMES <i>Ames - Middle</i>	Strong	●	●	●	✓	✗	✗	✓	✓
ARIEL <i>Ariel</i>	Excelling	●	●	●	✓	✗	✓	✓	✓
ARMOUR <i>Phillip D Armour</i>	Emerging	●	●	●	✓	✓	✓	✓	✓
ARMSTRONG, G <i>George B Armstrong International Studies</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
ASHBURN <i>Ashburn</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
ASHE <i>Arthur R Ashe</i>	Emerging	●	●	●	✓	✗	✗	✗	✓
ASIAN HUMAN SERVICES - PASSAGES CHARTER <i>Asian Human Services - Passages Charter</i>	Developing	●	●	●	✓	✗	✓	✓	✓
ASPIRA CHARTER - HAUGAN <i>ASPIRA Charter - Haugan Campus - Middle</i>	Developing	●	●	●	✓	✗	✗	✓	✓
ATTUCKS <i>Crispus Attucks</i>	Strong	●	●	●	✗	✗	✗	✓	✗
AUDUBON <i>John J Audubon</i>	Excelling	●	●	●	✓	✗	✓	✓	✓



AVALON PARK <i>Avalon Park</i>	Excelling	●	●	●	✗	✓	✓	✓	✓
AZUELA <i>Mariano Azuela</i>	Strong	●	●	●	✓	✓	✓	✓	✓
BARNARD <i>Alice L. Barnard Computer Math & Science</i>	Emerging	●	●	●	✓	✓	✗	✓	✓
BARRY <i>John Barry</i>	Strong	●	●	●	✓	✓	✓	✓	✓
BARTON <i>Clara Barton</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
BASS <i>Perkins Bass</i>	Developing	●	●	●	✓	✓	✓	✓	✓
BATEMAN <i>Newton Bateman</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
BEARD <i>Daniel C Beard</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
BEASLEY <i>Edward Beasley - Magnet</i>	Strong	●	●	●	✓	✓	✓	✓	✓
BEAUBIEN <i>Jean Baptiste Beaubien</i>	Strong	●	●	●	✓	✓	✓	✓	✓
BEETHOVEN <i>Ludwig Van Beethoven</i>	Excelling	●	●	●	✗	✓	✓	✓	✓
BEIDLER <i>Jacob Beidler</i>	Strong	●	●	●	✓	✗	✓	✓	✓
BELDING <i>Hiram H Belding</i>	Developing	●	●	●	✓	✓	✓	✓	✓
BELL <i>Alexander Graham Bell</i>	Developing	●	●	●	✓	✓	✓	✓	✓
BELMONT-CRAGIN <i>Belmont-Cragin</i>	Developing	●	●	●	✓	✓	✓	✓	✓
BENNETT <i>Frank I Bennett</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
BLACK <i>Robert A Black - Magnet</i>	Emerging	●	●	●	✓	✗	✓	✓	✓
BLAINE <i>James G Blaine</i>	Strong	●	●	●	✓	✓	✓	✓	✓
BLAIR <i>Blair Early Childhood Center</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
BOND <i>Carrie Jacobs Bond</i>	Developing	●	●	●	✓	✓	✓	✓	✓
BOONE <i>Daniel Boone</i>	Excelling	●	●	●	✗	✓	✓	✓	✓
BOUCHET <i>Edward A Bouchet Math & Science Academy</i>	Developing	●	●	●	✓	✓	✓	✓	✓
BRADWELL <i>Myra Bradwell Communications Arts & Sciences</i>	Developing	●	●	●	✓	✓	✓	✓	✓
BRENNEMANN <i>Joseph Brennemann</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
BRENTANO <i>Lorenz Brentano Math & Science Academy</i>	Strong	●	●	●	✓	✓	✓	✓	✓
BRIDGE <i>Norman A Bridge</i>	Excelling	●	●	●	✓	✓	✗	✓	✓
BRIGHT <i>Orville T Bright</i>	Strong	●	●	●	✓	✓	✓	✓	✓
BRIGHTON PARK <i>Brighton Park</i>	Developing	●	●	●	✓	✓	✓	✓	✓



School Name	Overall Rating	Arts	Sports	Globe	Key	Money	Person	Globe	Handshake	Group of People
BRONZEVILLE LIGHTHOUSE CHARTER <i>Bronzeville Lighthouse - Charter</i>	Strong	●	●	●	✓	✗	✓	✓	✓	✓
BROWN, R <i>Ronald Brown</i>	Developing	●	●	●	✓	✗	✓	✓	✓	✓
BROWN, W <i>William H Brown</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
BROWNELL <i>Charles S Brownell</i>	Excelling	●	●	●	✗	✓	✗	✓	✓	✓
BRUNSON <i>Milton Brunson Math & Science Specialty</i>	Developing	●	●	●	✓	✗	✓	✓	✓	✓
BUDLONG <i>Lyman A Budlong</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
BURBANK <i>Luther Burbank</i>	Emerging	●	●	●	✓	✓	✓	✓	✓	✓
BURKE <i>Edmond Burke</i>	Emerging	●	●	●	✓	✗	✗	✓	✓	✓
BURLEY <i>Augustus H Burley</i>	Emerging	●	●	●	✓	✓	✓	✓	✓	✓
BURNHAM <i>Burnham</i>	Developing	●	●	●	✓	✗	✓	✓	✓	✓
BURNSIDE <i>Burnside</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
BURR <i>Jonathan Burr</i>	Emerging	●	●	●	✓	✗	✓	✓	✓	✓
BURROUGHS <i>John C Burroughs</i>	Strong	●	●	●	✓	✗	✓	✓	✓	✓
BYRNE <i>Michael M Byrne</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
CALDWELL <i>Charles P Caldwell Academy of Math & Science</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
CALMECA <i>Calmecca Academy of Fine Arts and Dual Language</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
CAMELOT <i>Camelot Safe Academy</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	✗
CAMERON <i>Daniel R Cameron</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
CAMRAS <i>Marvin Camras</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
CANTER <i>Miriam G Canter - Middle</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	✗
CANTY <i>Arthur E Canty</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
CARDENAS <i>Lazaro Cardenas</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
CARNEGIE <i>Andrew Carnegie</i>	Strong	●	●	●	✓	✗	✓	✓	✓	✓
CARROLL <i>Carroll-Rosenwald</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
CARSON <i>Rachel Carson</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
CARTER <i>William W Carter</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
CARVER, G <i>George Washington Carver Primary</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
CASALS <i>Pablo Casals</i>	Excelling	●	●	●	✗	✗	✓	✓	✓	✓



CASELL <i>George F Cassell</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
CASTELLANOS <i>Rosario Castellanos</i>	Emerging	●	●	●	✗	✗	✓	✓	✓
CATALYST CHARTER - CIRCLE ROCK <i>Catalyst - Circle Rock - Charter</i>	Developing	●	●	●	✓	✓	✓	✓	✓
CATALYST CHARTER - HOWLAND <i>Catalyst - Howland - Charter</i>	Strong	●	●	●	✓	✓	✓	✓	✓
CATALYST CHARTER - MARIA <i>Catalyst Maria Charter</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
CATHER <i>Willa Cather</i>	Emerging	●	●	●	✗	✗	✗	✓	✓
CHALMERS <i>Thomas Chalmers Specialty</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
CHAPPELL <i>Eliza Chappell</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
CHASE <i>Salmon P Chase</i>	Strong	●	●	●	✓	✓	✓	✓	✓
CHAVEZ <i>Cesar E Chavez</i>	Strong	●	●	●	✓	✗	✓	✓	✓
CHICAGO ACADEMY <i>Chicago Academy</i>	Developing	●	●	●	✗	✓	✓	✓	✓
CHICAGO TALENT DEVELOPMENT <i>Chicago Talent Development</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
CHOPIN <i>Frederic Chopin</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
CHRISTOPHER <i>Walter S Christopher</i>	Developing	●	●	●	✓	✗	✓	✓	✓
CHRISTOPHER CHARTER HOUSE <i>Christopher Charter House</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
CICS - AVALON /SOUTH SHORE <i>Chicago International Charter School - Avalon / South Shore</i>	Strong	●	●	●	✓	✗	✓	✓	✓
CICS - BASIL <i>Chicago International Charter School - Basil</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
CICS - BUCKTOWN <i>Chicago International Charter School - Bucktown</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
CICS - IRVING PARK <i>Chicago International Charter School - Irving Park</i>	Developing	●	●	●	✓	✗	✓	✓	✓
CICS - LLOYD BOND <i>Chicago International Charter School - Lloyd Bond</i>	Strong	●	●	●	✓	✗	✓	✓	✓
CICS - LOOMIS <i>Chicago International Charter School - Loomis</i>	Excelling	●	●	●	✓	✗	✓	✓	✓
CICS - PRAIRIE <i>Chicago International Charter School - Prairie</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
CICS - WASHINGTON PARK <i>Chicago International Charter School - Washington Park</i>	Developing	●	●	●	✗	✗	✓	✗	✓
CICS - WEST BELDEN <i>Chicago International Charter - West Belden</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
CICS - WRIGHTWOOD <i>Chicago International Charter School - Wrightwood</i>	Developing	●	●	●	✓	✓	✓	✗	✓
CLAREMONT <i>Claremont Academy</i>	Strong	●	●	●	✓	✗	✓	✓	✓
CLARK, G <i>George Rogers Clark</i>	Strong	●	●	●	✓	✓	✓	✓	✓
CLAY <i>Henry Clay</i>	Developing	●	●	●	✓	✗	✓	✓	✓



CLEVELAND <i>Grover Cleveland</i>	Strong	●	●	●	✓	✓	✓	✓	✓
CLINTON <i>DeWitt Clinton</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
CLISSOLD <i>Henry R Clissold</i>	Strong	●	●	●	✓	✓	✓	✓	✓
COLEMAN <i>Johnnie Coleman</i>	Developing	●	●	●	✓	✓	✓	✓	✓
COLES <i>Edward Coles Language Academy</i>	Emerging	●	●	●	✓	✗	✓	✓	✓
COLUMBIA EXPLORERS <i>Columbia Explorers Academy</i>	Developing	●	●	●	✓	✓	✓	✓	✓
COLUMBUS <i>Christopher Columbus</i>	Developing	●	●	●	✓	✓	✓	✓	✓
COOK <i>John W Cook</i>	Emerging	●	●	●	✓	✗	✗	✗	✓
COONLEY <i>John C Coonley</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
COOPER <i>Peter Cooper Dual Language Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
CORKERY <i>Daniel J Corkery</i>	Developing	●	●	●	✓	✗	✗	✓	✓
COURTENAY <i>Mary E Courtenay Language Arts Center</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
CROWN <i>Crown Community Academy of Fine Arts Center</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
CUFFE <i>Paul Cuffe Math & Science Technology Academy</i>	Developing	●	●	●	✓	✓	✓	✗	✓
CULLEN <i>Countee Cullen</i>	Emerging	●	●	●	✓	✗	✓	✓	✓
CURTIS <i>George W Curtis</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
DALEY <i>Richard J Daley</i>	Developing	●	●	●	✓	✓	✓	✓	✓
DARWIN <i>Charles R Darwin</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
DAVIS, M <i>Sir Miles Davis - Magnet</i>	Emerging	●	●	●	✓	✗	✓	✓	✓
DAVIS, N <i>Nathan S Davis</i>	Developing	●	●	●	✓	✓	✓	✓	✓
DAWES <i>Charles Gates Dawes</i>	Strong	●	●	●	✓	✓	✓	✓	✓
DE PRIEST <i>Oscar DePriest</i>	Developing	●	●	●	✓	✗	✓	✓	✓
DECATUR <i>Stephen Decatur Classic</i>	Developing	●	●	●	✓	✗	✓	✓	✓
DENEEN <i>Charles S Deneen</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
DETT <i>Robert Nathaniel Dett</i>	Developing	●	●	●	✗	✓	✓	✓	✓
DEVER <i>William E Dever</i>	Strong	●	●	●	✓	✓	✓	✓	✓
DEWEY <i>Dewey Academy of Fine Arts</i>	Excelling	●	●	●	✓	✗	✗	✓	✓
DIEGO <i>Jose De Diego</i>	Excelling	●	●	●	✓	✓	✓	✓	✓



School Name	Overall Rating	Arts	Sports	Math	Reading	Science	History	Art	Music
DIRKSEN <i>Everett McKinley Dirksen</i>	Strong	●	●	●	✓	✓	✓	✓	✓
DISNEY <i>Walt Disney - Magnet</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
DISNEY II <i>Disney II - Magnet</i>	Strong	●	●	●	✓	✓	✓	✓	✓
DIXON <i>Arthur Dixon</i>	Excelling	●	●	●	✗	✓	✓	✓	✓
DODGE <i>Mary Mapes Dodge Renaissance Academy</i>	Emerging	●	●	●	✓	✗	✓	✓	✓
DOOLITTLE <i>James R Doolittle Jr.</i>	Developing	●	●	●	✓	✗	✓	✗	✓
DORE <i>John C Dore</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
DRAKE <i>John B Drake</i>	Developing	●	●	●	✓	✗	✓	✓	✓
DRUMMOND <i>Thomas Drummond</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
DUBOIS <i>William E B Dubois</i>	Emerging	●	●	●	✗	✗	✗	✓	✓
DULLES <i>John Foster Dulles</i>	Strong	●	●	●	✓	✓	✓	✓	✓
DUNNE TECH ACADEMY <i>Dunne Technology Academy</i>	Developing	●	●	●	✓	✗	✓	✓	✓
DURKIN PARK <i>Durkin Park</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
DVORAK TECH ACADEMY <i>Dvorak Technology Academy</i>	Developing	●	●	●	✗	✓	✓	✗	✓
EARHART <i>Amelia Earhart Options for Knowledge</i>	Emerging	●	●	●	✗	✗	✗	✓	✓
EARLE <i>Charles W Earle</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
EBERHART <i>John F Eberhart</i>	Strong	●	●	●	✓	✓	✓	✓	✓
EBINGER <i>Christian Ebinger</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
EDGEBROOK <i>Edgebrook</i>	Developing	●	●	●	✗	✓	✓	✓	✓
EDISON PARK <i>Edison Park</i>	Excelling	●	●	●	✗	✓	✓	✓	✓
EDISON,T <i>Thomas A Edison Regional Gifted Center</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
EDWARDS <i>Richard Edwards</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
ELLINGTON <i>Edward K Ellington</i>	Excelling	●	●	●	✓	✓	✓	✓	✗
ERICSON <i>Leif Ericson</i>	Emerging	●	●	●	✓	✗	✗	✓	✗
ERIE CHARTER CAMPUS <i>Erie - Charter</i>	Emerging	●	●	●	✗	✗	✓	✓	✓
ESMOND <i>Esmond</i>	Developing	●	●	●	✓	✓	✓	✓	✓
EVERETT <i>Edward Everett</i>	Strong	●	●	●	✓	✗	✗	✓	✗
EVERGREEN <i>Evergreen Academy - Middle</i>	Developing	●	●	●	✓	✗	✓	✓	✓

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School Name	Overall Status	Arts	Sports	Globe	Key	Money	Person	Globe	Handshake	Group of People
EVERS <i>Medgar Evers</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
FAIRFIELD <i>Fairfield Academy</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
FALCONER <i>Laughlin Falconer</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
FARADAY <i>Michael Faraday</i>	Excelling	●	●	●	✓	✓	✓	✗	✓	✓
FARNSWORTH <i>James B Farnsworth</i>	Excelling	●	●	●	✓	✗	✗	✓	✓	✓
FERNWOOD <i>Fernwood</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
FIELD <i>Eugene Field</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
FINKL <i>William F Finkl</i>	Excelling	●	●	●	✓	✗	✓	✓	✓	✓
FISKE <i>John Fiske</i>	Strong	●	●	●	✓	✗	✓	✓	✓	✓
FORT DEARBORN <i>Fort Dearborn</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
FOSTER PARK <i>Foster Park</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
FRANKLIN <i>Franklin Fine Arts</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
FRAZIER CHARTER <i>Frazier Preparatory Academy</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	✗
FRAZIER PROSPECTIVE <i>Frazier Prospective IB Magnet</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
FULLER <i>Melville W Fuller</i>	Strong	●	●	●	✗	✗	✗	✓	✓	✓
FULTON <i>Robert Fulton</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
FUNSTON <i>Frederick Funston</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
GALAPAGOS CHARTER CAMPUS <i>Galapagos - Charter</i>	Emerging	●	●	●	✓	✗	✓	✓	✓	✓
GALE <i>Stephen F Gale</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
GALILEO <i>Galileo Math & Science Scholastic Academy</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
GALLISTEL <i>Matthew Gallistel Language Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
GARVEY <i>Marcus Moziah Garvey</i>	Developing	●	●	●	✓	✓	✗	✓	✓	✓
GARVY <i>John W Garvy</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
GARY <i>Joseph E Gary</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
GILLESPIE <i>Frank L Gillespie</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
GLOBAL CITIZENSHIP CHARTER <i>Academy for Global Citizenship</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	✗
GOETHE <i>Johann W von Goethe</i>	Strong	●	●	●	✗	✓	✓	✓	✓	✓
GOMPERS <i>Samuel Gompers Fine Arts Options</i>	Excelling	●	●	●	✗	✓	✓	✓	✓	✓



GOUDY <i>William C Goudy</i>	Strong	●	●	●	✓	✓	✓	✓	✓
GRAHAM <i>Alexander Graham</i>	Developing	●	●	●	✓	✓	✓	✓	✓
GRAY,W <i>William P Gray</i>	Emerging	●	●	●	✓	✓	✓	✓	✓
GREELEY <i>Horace Greeley</i>	Developing	●	●	●	✓	✓	✓	✓	✓
GREEN <i>Wendell E Green</i>	Strong	●	●	●	✓	✓	✓	✓	✗
GREENE <i>Nathanael Greene</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
GREGORY <i>John Milton Gregory</i>	Developing	●	●	●	✓	✓	✓	✓	✓
GRESHAM <i>Walter Q Gresham</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
GRIMES <i>Robert L Grimes</i>	Developing	●	●	●	✓	✓	✓	✓	✓
GRISSOM <i>Virgil Grissom</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
GUNSAULUS <i>Frank W Gunsaulus</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HAINES <i>John Charles Haines</i>	Strong	●	●	●	✓	✓	✓	✓	✓
HALE <i>Nathan Hale</i>	Developing	●	●	●	✓	✓	✓	✓	✓
HALEY <i>Alex Haley</i>	Excelling	●	●	●	✓	✓	✗	✓	✓
HAMILTON <i>Alexander Hamilton</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HAMLIN <i>John H Hamline</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HAMMOND <i>Charles G Hammond</i>	Strong	●	●	●	✗	✓	✓	✓	✓
HAMPTON <i>Lionel Hampton Fine & Performing Art</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HANSON PARK <i>Hanson Park</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HARTE <i>Bret Harte</i>	Strong	●	●	●	✓	✓	✓	✓	✓
HARVARD <i>John Harvard</i>	Excelling	●	●	●	✓	✗	✓	✓	✓
HAUGAN <i>Helge A Haugan</i>	Developing	●	●	●	✓	✓	✓	✓	✓
HAWTHORNE <i>Hawthorne Scholastic Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HAY <i>John Hay</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HAYT <i>Stephen K Hayt</i>	Developing	●	●	●	✓	✓	✗	✓	✓
HEALY <i>Robert Healy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HEARST <i>Phoebe A. Hearst</i>	Developing	●	●	●	✓	✓	✗	✓	✗
HEDGES <i>James Hedges</i>	Excelling	●	●	●	✓	✓	✓	✓	✓

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HEFFERAN <i>Helen M Hefferan</i>	Emerging	●	●	●	✓	✗	✗	✓	✓
HENDERSON <i>Charles R Henderson</i>	Excelling	●	●	●	✓	✗	✓	✓	✓
HENDRICKS <i>Thomas A Hendricks</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HENRY <i>Patrick Henry</i>	Developing	●	●	●	✓	✓	✓	✓	✓
HERNANDEZ <i>Irene C. Hernandez Middle School for the Advancement of Science</i>	Strong	●	●	●	✓	✓	✓	✓	✓
HEROES <i>Ninos Heroes Academic Center</i>	Strong	●	●	●	✗	✓	✓	✓	✓
HERZL <i>Theodore Herzl</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HIBBARD <i>William G Hibbard</i>	Strong	●	●	●	✓	✓	✓	✓	✓
HIGGINS <i>Thomas J Higgins</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HINTON <i>William A Hinton</i>	Emerging	●	●	●	✓	✓	✗	✓	✓
HITCH <i>Rufus M Hitch</i>	Strong	●	●	●	✓	✓	✓	✓	✓
HOLDEN <i>Charles N Holden</i>	Developing	●	●	●	✓	✓	✓	✓	✓
HOLMES <i>Oliver Wendell Holmes</i>	Emerging	●	●	●	✗	✗	✗	✓	✗
HOPE CONTRACT <i>Hope Institute Learning Academy</i>	Developing	●	●	●	✓	✗	✗	✓	✓
HOWE <i>Julia Ward Howe</i>	Strong	●	●	●	✓	✓	✓	✓	✓
HOYNE <i>Thomas Hoyne</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HUGHES, C <i>Charles Evans Hughes</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HUGHES, L <i>Langston Hughes</i>	Developing	●	●	●	✓	✓	✓	✓	✓
HURLEY <i>Edward N Hurley</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
INTER-AMERICAN <i>Inter-American - Magnet</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
IRVING <i>Washington Irving</i>	Emerging	●	●	●	✓	✓	✓	✓	✓
JACKSON, A <i>Andrew Jackson Language Academy</i>	Developing	●	●	●	✓	✓	✓	✓	✓
JACKSON, M <i>Mahalia Jackson</i>	Strong	●	●	●	✓	✓	✓	✓	✓
JAHN <i>Friedrich Ludwig Jahn</i>	Developing	●	●	●	✓	✗	✗	✓	✓
JAMIESON <i>Minnie Mars Jamieson</i>	Strong	●	●	●	✓	✓	✓	✓	✓
JENNER <i>Edward Jenner Academy of the Arts</i>	Excelling	●	●	●	✓	✓	✓	✗	✓
JENSEN <i>Jensen Scholastic Academy</i>	Developing	●	●	●	✓	✗	✓	✓	✓
JOHNSON <i>James Weldon Johnson</i>	Strong	●	●	●	✓	✓	✓	✓	✓



School Name	Overall Rating	Arts	Sports	Math	Reading	Science	History	Art	Music	Physical Education
JOPLIN <i>Scott Joplin</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
JORDAN <i>Jordan</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
JUNGMAN <i>Joseph Jungman</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
KANOON <i>Gerald Delgado Kanoon - Magnet</i>	Developing	●	●	●	✗	✓	✓	✗	✓	✓
KELLER <i>Annie Keller - Gifted Magnet</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
KELLMAN <i>Joseph Kellman Corporate Community</i>	Strong	●	●	●	✗	✓	✓	✓	✓	✓
KELLOGG <i>Kate S Kellogg</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
KERSHAW <i>Joshua D Kershaw</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
KILMER <i>Joyce Kilmer</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
KINZIE <i>John H Kinzie</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
KIPLING <i>Rudyard Kipling</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
KIPP ASCEND CHARTER CAMPUS <i>KIPP Ascend Academy Charter</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
KIPP CHARTER BLOOM <i>KIPP Charter Bloom</i>	Emerging	●	●	●	✓	✓	✗	✓	✓	✓
KIPP CHARTER CREATE <i>KIPP Charter Create</i>	Emerging	●	●	●	✗	✗	✗	✓	✗	✗
KOZMINSKI <i>Charles Kozminski</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
LANGFORD <i>Anna R. Langford</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
IARA <i>Agustin Lara</i>	Developing	●	●	●	✓	✗	✓	✓	✓	✓
LASALLE <i>LaSalle Language Academy</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
LASALLE II <i>LaSalle II - Magnet</i>	Developing	●	●	●	✓	✗	✓	✓	✓	✓
LAVIZZO <i>Mildred I Lavizzo</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
LAWNDALE <i>Lawndale</i>	Emerging	●	●	●	✓	✗	✓	✗	✗	✗
LEARN CHARTER - SOUTH CHICAGO <i>LEARN Charter - South Chicago Campus</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	✗
LEARN CHARTER - CAMPBELL <i>LEARN Charter - Charles and Dorothy Campbell</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
LEARN CHARTER - HUNTER PERKINS <i>LEARN Charter - Hunter Perkins</i>	Developing	●	●	●	✓	✓	✓	✗	✓	✓
LEARN CHARTER - 7 <i>Learn Charter 7</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	✗
LEARN CHARTER - BUTLER <i>LEARN Charter - Romano Butler Campus</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	✗
LEARN CHARTER - EXCEL <i>LEARN Charter - Excel</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	✗
LEARN CHARTER MIDDLE SCHOOL <i>LEARN Charter - Middle School Campus</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	✗

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School Name	Overall Rating	Arts	Sports	Globe	Key	Money	Person	Globe	Handshake	Group of People
LEE <i>Richard Henry Lee</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
LEGACY CHARTER CAMPUS <i>Legacy Charter</i>	Excelling	●	●	●	✓	✓	✗	✓	✓	✓
LELAND <i>George Leland</i>	Excelling	●	●	●	✗	✓	✗	✓	✓	✓
LENART <i>Lenart - Regional Gifted Center</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
LEWIS <i>Leslie Lewis</i>	Excelling	●	●	●	✓	✓	✗	✓	✓	✓
LIBBY <i>Arthur A Libby</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
LINCOLN <i>Abraham Lincoln</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
LITTLE VILLAGE <i>Little Village</i>	Strong	●	●	●	✓	✗	✓	✓	✓	✓
LLOYD <i>Henry D Lloyd</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
LOCKE, A CHARTER <i>Alain Locke - Charter</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	✗
LOCKE, J <i>Josephine C Locke</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
LOGANDALE <i>Avondale-Logandale</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
LORCA <i>Federico Garcia Lorca</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
LOVETT <i>Joseph Lovett</i>	Developing	●	●	●	✓	✗	✓	✗	✗	✗
LOWELL <i>James Russell Lowell</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
LOZANO <i>Rodolfo Lozano Bilingual & International Center</i>	Strong	●	●	●	✓	✓	✗	✓	✓	✓
LYON <i>Mary Lyon</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
MADERO <i>Francisco I Madero - Middle</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
MADISON <i>James Madison</i>	Excelling	●	●	●	✗	✓	✓	✓	✓	✓
MANIERRE <i>George Manierre</i>	Emerging	●	●	●	✓	✓	✓	✓	✓	✓
MANN <i>Horace Mann</i>	Strong	●	●	●	✓	✗	✓	✓	✓	✓
MARQUETTE <i>Marquette</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
MARSH <i>John L Marsh</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
MARSHALL, T <i>Thurgood Marshall - Middle</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
MASON <i>Roswell B Mason</i>	Strong	●	●	●	✓	✓	✗	✓	✓	✓
MAYER <i>Oscar F Mayer</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
MAYS <i>Benjamin E Mays</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
MCAULIFFE <i>Sharon Christa McAuliffe</i>	Strong	●	●	●	✓	✗	✗	✓	✓	✓



MCCLELLAN <i>George B McClellan</i>	Strong	●	●	●	✓	✓	✓	✓	✓
MCCORMICK <i>Cyrus H McCormick</i>	Developing	●	●	●	✓	✓	✓	✓	✓
MCCUTCHEON <i>John T McCutcheon</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
MCDADE <i>James E McDade - Classical</i>	Developing	●	●	●	✓	✓	✗	✓	✓
MCDOWELL <i>Mary E McDowell</i>	Developing	●	●	●	✓	✗	✓	✓	✓
MCKAY <i>Francis M McKay</i>	Strong	●	●	●	✓	✓	✓	✗	✓
MCNAIR <i>Ronald E McNair</i>	Emerging	●	●	●	✓	✓	✓	✓	✓
MCPHERSON <i>James B McPherson</i>	Strong	●	●	●	✓	✓	✓	✓	✓
MELODY <i>Genevieve Melody</i>	Strong	●	●	●	✓	✓	✓	✓	✓
METCALFE <i>Ralph H Metcalfe</i>	Emerging	●	●	●	✗	✗	✓	✗	✓
MIRELES <i>Arnold Mireles</i>	Strong	●	●	●	✓	✓	✓	✓	✓
MITCHELL <i>Ellen Mitchell</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
MOLLISON <i>Irvin C Mollison</i>	Developing	●	●	●	✓	✓	✓	✓	✓
MONROE <i>James Monroe</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
MONTEFIORE <i>Moses Montefiore Special</i>	Developing	●	●	●	✓	✓	✓	✓	✓
MONTESSORI CHARTER - ENGLEWOOD <i>The Montessori School of Englewood - Charter</i>	Developing	●	●	●	✓	✗	✓	✓	✓
MOOS <i>Bernhard Moos</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
MORRILL <i>Donald Morrill Math & Science</i>	Strong	●	●	●	✓	✓	✓	✓	✓
MORTON <i>Morton School of Excellence</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
MOUNT GREENWOOD <i>Mount Greenwood</i>	Strong	●	●	●	✓	✗	✓	✓	✓
MOUNT VERNON <i>Mount Vernon</i>	Emerging	●	●	●	✓	✓	✓	✓	✓
MOZART <i>Wolfgang A Mozart</i>	Strong	●	●	●	✓	✓	✓	✓	✓
MURPHY <i>John B Murphy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
MURRAY <i>Phillip Murray Language Academy</i>	Developing	●	●	●	✓	✓	✓	✓	✓
NAMASTE CHARTER CAMPUS <i>Namaste - Charter</i>	Emerging	●	●	●	✓	✓	✓	✓	✓
NASH <i>Henry H Nash</i>	Emerging	●	●	●	✓	✓	✗	✓	✓
NATIONAL TEACHERS <i>National Teachers Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
NEIL <i>Jane A Neil</i>	Emerging	●	●	●	✗	✗	✗	✓	✓

CPS Elementary Schools



School Name	Overall Rating	Arts	Sports	Globe	Key	Money	Person	Globe	Handshake	Group of People
NETTELHORST <i>Louis Nettelhorst</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
NEW FIELD <i>New Field</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
NEW SULLIVAN <i>William K New Sullivan</i>	Strong	●	●	●	✗	✓	✓	✓	✓	✓
NEWBERRY <i>Walter L Newberry Math & Science Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
NICHOLSON TECH ACADEMY <i>Nicholson Technology Academy</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
NIGHTINGALE <i>Florence Nightingale</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
NIXON <i>William P Nixon</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
NKRUMAH CHARTER <i>Kwame Nkrumah Academy</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
NOBEL <i>Alfred Nobel</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
NORTH RIVER <i>North River</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
NORTHWEST <i>Northwest - Middle</i>	Emerging	●	●	●	✗	✗	✗	✓	✓	✓
NORWOOD PARK <i>Norwood Park</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
OGDEN <i>William B Ogden</i>	Strong	●	●	●	✗	✓	✓	✓	✓	✓
OGLESBY <i>Richard J Oglesby</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
O'KEEFE <i>Isabelle C O'Keefe</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
ONAHAN <i>William J Onahan</i>	Developing	●	●	●	✓	✗	✗	✓	✓	✓
ORIOLE PARK <i>Oriole Park</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
OROZCO <i>Orozco Fine Arts & Sciences</i>	Excelling	●	●	●	✓	✗	✓	✓	✓	✓
ORTIZ DE DOMINGUEZ <i>Josefa Ortiz De Dominguez</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
OTIS <i>James Otis</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
O'TOOLE <i>Luke O'Toole</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
OWEN <i>William Bishop Owen Scholastic Academy</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
PALMER <i>John Palmer</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
PARK MANOR <i>Park Manor</i>	Strong	●	●	●	✓	✗	✓	✓	✓	✓
PARKER <i>Francis W Parker</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
PARKSIDE <i>Parkside</i>	Emerging	●	●	●	✗	✓	✗	✗	✗	✗
PASTEUR <i>Louis Pasteur</i>	Strong	●	●	●	✗	✗	✓	✓	✓	✓
PECK <i>Ferdinand Peck</i>	Strong	●	●	●	✓	✓	✓	✗	✓	✓



PEIRCE <i>Helen Peirce International Studies</i>	Strong	●	●	●	✓	✓	✓	✓	✓
PENN <i>William Penn</i>	Developing	●	●	●	✓	✗	✓	✓	✓
PEREZ <i>Manuel Perez</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
PERSHING <i>John J Pershing Humanities - Magnet</i>	Strong	●	●	●	✓	✓	✓	✓	✓
PETERSON <i>Mary Gage Peterson</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
PICCOLO <i>Brian Piccolo</i>	Excelling	●	●	●	✓	✗	✓	✓	✓
PICKARD <i>Josiah Pickard</i>	Strong	●	●	●	✓	✓	✓	✓	✓
PILSEN <i>Pilsen</i>	Strong	●	●	●	✓	✓	✓	✓	✓
PIRIE <i>John T Pirie Fine Arts & Academic Center</i>	Strong	●	●	●	✓	✓	✓	✓	✓
PLAMONDON <i>Ambrose Plamondon</i>	Emerging	●	●	●	✓	✓	✓	✓	✓
PLATO CONTRACT <i>Plato Learning Academy</i>	Developing	●	●	●	✓	✓	✗	✓	✓
POE <i>Edgar Allan Poe Classical</i>	Excelling	●	●	●	✓	✓	✗	✓	✓
POLARIS CHARTER CAMPUS <i>Polaris Charter Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
PORTAGE PARK <i>Portage Park</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
POWELL <i>Adam Clayton Powell - Paideia</i>	Strong	●	●	●	✓	✓	✓	✓	✓
PRESCOTT <i>William H Prescott</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
PRIETO <i>Dr. Jorge Prieto Math & Science</i>	Strong	●	●	●	✓	✓	✓	✓	✓
PRITZKER <i>A N Pritzker</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
PROVIDENCE CHARTER - BUNCHE <i>Providence Englewood Charter - Bunche</i>	Developing	●	●	●	✓	✓	✓	✗	✓
PRUSSING <i>Ernst Prussing</i>	Excelling	●	●	●	✗	✗	✓	✓	✓
PULASKI <i>Pulaski International School of Chicago</i>	Strong	●	●	●	✓	✓	✓	✓	✓
PULLMAN <i>George M Pullman</i>	Strong	●	●	●	✓	✗	✓	✓	✓
RANDOLPH <i>Asa Philip Randolph</i>	Emerging	●	●	●	✓	✗	✗	✓	✗
RAVENSWOOD <i>Ravenswood</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
RAY <i>William H Ray</i>	Developing	●	●	●	✓	✓	✓	✓	✓
REAVIS <i>William C Reavis Math & Science Specialty</i>	Emerging	●	●	●	✓	✓	✓	✓	✓
REILLY <i>Frank W Reilly</i>	Strong	●	●	●	✓	✓	✗	✓	✓
REINBERG <i>Peter A Reinberg</i>	Excelling	●	●	●	✓	✓	✓	✓	✓



REVERE <i>Paul Revere</i>	Strong	●	●	●	✓	✗	✓	✗	✓
ROBINSON <i>Jackie Robinson</i>	Developing	●	●	●	✓	✓	✓	✓	✓
ROGERS <i>Philip Rogers</i>	Developing	●	●	●	✓	✓	✓	✓	✓
ROWE <i>Rowe</i>	Excelling	●	●	●	✓	✗	✓	✓	✓
RUDOLPH <i>Wilma Rudolph Learning Center</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
RUGGLES <i>Martha Ruggles</i>	Excelling	●	●	●	✓	✗	✓	✓	✓
RUIZ <i>Irma C Ruiz</i>	Strong	●	●	●	✓	✓	✓	✓	✓
RYDER <i>William H Ryder Math & Science Specialty</i>	Strong	●	●	●	✗	✓	✗	✗	✗
SABIN <i>Albert R Sabin - Magnet</i>	Strong	●	●	●	✓	✗	✓	✓	✓
SALAZAR <i>Rueben Salazar Bilingual Center</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
SANDOVAL <i>Socorro Sandoval</i>	Strong	●	●	●	✓	✓	✓	✓	✓
SAUCEDO <i>Maria Saucedo Scholastic Academy</i>	Developing	●	●	●	✓	✓	✓	✓	✓
SAUGANASH <i>Sauganash</i>	Developing	●	●	●	✓	✓	✓	✓	✓
SAWYER <i>Sidney Sawyer</i>	Strong	●	●	●	✓	✓	✓	✓	✓
SAYRE <i>Harriet E Sayre - Language Academy</i>	Developing	●	●	●	✗	✓	✓	✓	✓
SCAMMON <i>Jonathan Y Scammon</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
SCHMID <i>Theophilus Schmid</i>	Developing	●	●	●	✓	✗	✓	✓	✓
SCHUBERT <i>Franz Peter Schubert</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
SEWARD <i>William H Seward Communication Arts Academy</i>	Developing	●	●	●	✓	✓	✗	✓	✓
SHABAZZ CHARTER - SHABAZZ <i>Betty Shabazz International Charter</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
SHABAZZ CHARTER - SIZEMORE <i>Betty Shabazz International Charter - Barbara A Sizemore</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
SHERIDAN <i>Mark Sheridan Math & Science Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
SHERMAN <i>William T Sherman</i>	Strong	●	●	●	✓	✓	✗	✓	✓
SHERWOOD <i>Jesse Sherwood</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
SHIELDS <i>James Shields</i>	Strong	●	●	●	✓	✓	✓	✓	✓
SHIELDS MIDDLE <i>James Shields - Middle</i>	Strong	●	●	●	✓	✓	✓	✓	✓
SHOESMITH <i>Beulah Shoesmith</i>	Strong	●	●	●	✓	✓	✓	✓	✓
SHOOP <i>John D Shoop Math-Science Technical Academy</i>	Emerging	●	●	●	✓	✓	✓	✓	✓

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SKINNER <i>Mark Skinner</i>	Strong	●	●	●	✓	✓	✓	✓	✓
SKINNER NORTH <i>Skinner North Classical</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
SMITH <i>Wendell Smith</i>	Strong	●	●	●	✓	✓	✓	✓	✓
SMYSER <i>Washington D Smyser</i>	Strong	●	●	●	✓	✓	✓	✓	✓
SMYTH <i>John M Smyth</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
SOLOMON <i>Hannah G Solomon</i>	Developing	●	●	●	✓	✗	✗	✓	✓
SOUTH LOOP <i>South Loop</i>	Strong	●	●	●	✓	✓	✓	✓	✓
SOUTHSHORE <i>South Shore Fine Arts Academy</i>	Excelling	●	●	●	✗	✓	✓	✓	✓
SPENCER TECH ACADEMY <i>Spencer Technology Academy</i>	Developing	●	●	●	✓	✓	✓	✓	✓
SPRY <i>John Spry</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
STAGG <i>Amos Alonzo Stagg</i>	Emerging	●	●	●	✓	✓	✓	✓	✓
STEM <i>STEM Magnet Academy</i>	Excelling	●	●	●	✓	✗	✓	✓	✓
STEVENSON <i>Adlai E Stevenson</i>	Developing	●	●	●	✓	✓	✓	✓	✓
STOCK <i>Frederick Stock</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
STONE <i>Stone Scholastic Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
STOWE <i>Harriet Beecher Stowe</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
SUDER <i>Suder Montessori - Magnet</i>	Developing	●	●	●	✓	✓	✓	✓	✓
SUMNER <i>Charles Sumner Math & Science</i>	Developing	●	●	●	✓	✓	✓	✓	✓
SUTHERLAND <i>Elizabeth H Sutherland</i>	Strong	●	●	●	✓	✓	✓	✓	✓
SWIFT <i>George B Swift</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
TALCOTT <i>Mancel Talcott</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
TALMAN <i>Talman</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
TANNER <i>Henry O Tanner</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
TARKINGTON <i>Tarkington School of Excellence</i>	Excelling	●	●	●	✓	✓	✗	✓	✓
TAYLOR <i>Douglas Taylor</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
TELPOCHCALLI <i>Telpochcalli</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
THOMAS <i>Velma F Thomas Early Childhood Center</i>	Strong	●	●	●	✓	✓	✓	✓	✓
THORP, J <i>James N Thorp</i>	Developing	●	●	●	✓	✓	✓	✓	✓



THORP, O <i>Ole A Thorp Scholastic Academy</i>	Strong	●	●	●	✓	✓	✓	✓	✓
TILL <i>Emmett Louis Till Math & Science</i>	Strong	●	●	●	✓	✓	✓	✓	✓
TILTON <i>George W Tilton</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
TONTI <i>Enrico Tonti</i>	Strong	●	●	●	✓	✓	✓	✓	✓
TURNER-DREW <i>Turner-Drew Language Academy</i>	Emerging	●	●	●	✓	✗	✗	✗	✗
TWAIN <i>Mark Twain</i>	Strong	●	●	●	✓	✗	✓	✓	✓
UNIVERSITY OF CHICAGO CHARTER - DONOGHUE <i>University of Chicago Charter - Donoghue</i>	Strong	●	●	●	✗	✗	✗	✓	✓
UNIV OF CHGO CHARTER - NKO <i>University of Chicago Charter - NKO</i>	Developing	●	●	●	✓	✗	✓	✓	✓
UNIV OF CHGO CHARTER - WOODSON <i>University of Chicago Charter - Carter G Woodson</i>	Developing	●	●	●	✓	✗	✓	✗	✓
UNO CHARTER - SANDRA CISNEROS <i>UNO Charter - Sandra Cisneros</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
UNO CHARTER - NEAR WEST <i>UNO Charter - Near West</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
UNO CHARTER - PFC OMAR E TORRES <i>UNO Charter - PFC Omar E Torres Campus</i>	Developing	●	●	●	✓	✓	✓	✓	✓
UNO CHARTER - ROGERS PARK <i>UNO Charter - Rogers Park</i>	Developing	●	●	●	✓	✓	✓	✓	✓
UNO CHARTER - SPC DANIEL ZIZUMBO <i>UNO Charter - SPC Daniel Zizumbo Campus</i>	Developing	●	●	●	✓	✗	✗	✓	✓
UNO CHARTER - ST MARKS <i>UNO Charter - St Marks</i>	Emerging	●	●	●	✓	✗	✓	✗	✗
UNO CHARTER 15 - BRIGHTON PARK <i>UNO Charter 15 Brighton Park</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
UNO CHARTER - 51ST - HOMAN <i>UNO Charter - 51st and Homan Charter</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
UNO CHARTER - DE LAS CASAS <i>UNO Charter - Bartolome de Las Casas</i>	Developing	●	●	●	✓	✓	✓	✓	✓
UNO CHARTER - FUENTES <i>UNO Charter - Carlos Fuentes</i>	Developing	●	●	●	✓	✗	✗	✗	✓
UNO CHARTER - MARQUEZ <i>UNO Charter - Officer Donald J. Marquez</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
UNO CHARTER - PAZ <i>UNO Charter - Octavio Paz Campus</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
UNO CHARTER - TAMAYO <i>UNO Charter - Rufino Tamayo</i>	Strong	●	●	●	✓	✓	✓	✓	✓
VANDERPOEL <i>John H Vanderpoel - Magnet</i>	Emerging	●	●	●	✓	✓	✗	✓	✓
VICK <i>Barbara Vick Early Childhood & Family Center</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
VOLTA <i>Alessandro Volta</i>	Strong	●	●	●	✓	✓	✓	✓	✓
VON LINNE <i>Carl Von Linne</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
WACKER <i>Charles H Wacker</i>	Emerging	●	●	●	✓	✗	✓	✓	✓
WADSWORTH <i>James Wadsworth</i>	Developing	●	●	●	✓	✓	✗	✓	✓

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WALSH <i>John A Walsh</i>	Strong	●	●	●	✓	✓	✓	✓	✓
WARD, J <i>James Ward</i>	Strong	●	●	●	✓	✓	✓	✓	✓
WARD, L <i>Laura S Ward</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
WARREN <i>Joseph Warren</i>	Developing	●	●	●	✓	✓	✓	✓	✓
WASHINGTON, G <i>George Washington</i>	Strong	●	●	●	✓	✓	✓	✓	✓
WASHINGTON, H <i>Harold Washington</i>	Excelling	●	●	●	✗	✗	✓	✓	✓
WATERS <i>Thomas J Waters</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
WEBSTER <i>Daniel Webster</i>	Emerging	●	●	●	✓	✗	✓	✓	✓
WELLS, I <i>Ida B Wells Preparatory Academy</i>	Emerging	●	●	●	✓	✓	✓	✓	✓
WENTWORTH <i>Daniel S Wentworth</i>	Strong	●	●	●	✓	✓	✓	✓	✓
WEST PARK <i>West Park</i>	Developing	●	●	●	✓	✗	✓	✓	✓
WEST RIDGE <i>West Ridge</i>	Strong	●	●	●	✓	✓	✓	✓	✓
WESTCOTT <i>Oliver S Westcott</i>	Emerging	●	●	●	✓	✗	✗	✓	✗
WHISTLER <i>John Whistler</i>	Developing	●	●	●	✓	✓	✓	✓	✓
WHITE <i>Edward White - Career Academy</i>	Developing	●	●	●	✓	✓	✓	✗	✓
WHITNEY <i>Eli Whitney</i>	Strong	●	●	●	✓	✓	✗	✓	✓
WHITTIER <i>John Greenleaf Whittier</i>	Emerging	●	●	●	✓	✗	✗	✓	✓
WILDWOOD <i>Wildwood</i>	Strong	●	●	●	✓	✓	✓	✓	✓
WOODLAWN <i>Woodlawn Community</i>	Emerging	●	●	●	✗	✓	✓	✓	✓
WOODSON <i>Carter G Woodson South</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
YATES <i>Richard Yates</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
YOUNG WOMEN - CHARTER CAMPUS <i>Young Women's Leadership - Charter - Middle</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
YOUNG <i>Ella Flagg Young</i>	Emerging	●	●	●	✓	✗	✓	✓	✓
ZAPATA <i>Emiliano Zapata</i>	Emerging	●	●	●	✓	✓	✓	✓	✓



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.



DISCIPLINES AND DEPTH

Number of disciplines offered and number of levels per discipline.



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 _____

Please note that Creative Schools Certification data is accurate as of 6/30/14. Periodic audits of Certification survey responses may alter a school's category. For up-to-date Creative Schools Certification categories, please use CPS' School Locator function at www.cps.edu or Ingenuity's artlook Map at <http://www.artlookmap.com>.

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

2013-14 LIST OF SCHOOLS AND CERTIFICATION CATEGORIES









Creative Schools Category

- Excelling
- Strong
- Developing
- Emerging
- Incomplete Data

HIGH SCHOOLS

The CPS Creative Schools Certification is a quantitative examination of the resources dedicated to arts education in each Chicago public school that was launched in 2012-13. The High School Certification takes into account the levels of staffing, discipline and depth (Art I, II, III etc), as well as criteria such as budgeting and community partnerships. Because high schools have graduation requirements in the arts, minutes of weekly arts instruction are not tracked. Each school's Arts Liaison reports data specific to his/her school annually, and that information is then vetted against additional data sources including District budget files and partner data.

The following details the arts resources at each CPS High School as they existed in the 2013-14 school year. Schools are listed in alphabetical order by their common name, underneath which is as their formal school name.

CPS High Schools	Creative Schools Category	Staffing	Disciplines and Depth	Budget	Professional Development	Arts Integration	Partnerships	Parent Community Engagement
								
ACE TECHNICAL CHARTER <i>Architecture, Construction, and Engineering (ACE) Technical Charter</i>	Emerging	●	●	✓	✓	✓	✗	✓
AIR FORCE <i>Air Force Academy</i>	Developing	●	●	✓	✗	✓	✓	✓
ALCOTT <i>Alcott High School for the Humanities</i>	Developing	●	●	✓	✗	✓	✓	✓
AMANDLA CHARTER <i>Amandla Charter</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗
AMUNDSEN <i>Roald Amundsen</i>	Excelling	●	●	✓	✓	✓	✓	✓
ASPIRA CHARTER - EARLY COLLEGE <i>ASPIRA Charter - Early College</i>	Emerging	●	●	✓	✓	✓	✓	✓
ASPIRA CHARTER-RAMIREZ <i>ASPIRA Charter - Mirta Ramirez Computer Science</i>	Emerging	●	●	✓	✗	✗	✓	✓
AUSTIN BUSINESS & ENTREPRENEURSHIP <i>Austin Business and Entrepreneurship Academy</i>	Emerging	●	●	✓	✓	✓	✓	✓
AUSTIN POLY <i>Austin Polytechnical Academy</i>	Developing	●	●	✓	✓	✗	✓	✓
BACK OF THE YARDS <i>Back of the Yards IB</i>	Emerging	●	●	✓	✓	✗	✓	✓
BOGAN <i>William J Bogan</i>	Developing	●	●	✓	✓	✓	✓	✓
BRONZEVILLE <i>Bronzeville Scholastic Academy</i>	Developing	●	●	✓	✓	✓	✓	✓
BROOKS <i>Gwendolyn Brooks College Preparatory Academy</i>	Developing	●	●	✓	✓	✓	✓	✓
CAMELOT SAFE ACADEMY <i>Camelot Safe Academy</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗
CARVER MILITARY <i>George Washington Carver Military Academy</i>	Excelling	●	●	✓	✓	✓	✓	✓



School Name	Overall Rating	Arts	Education	Music	Finance	Technology	Globe	Handshake	Group of People
CHICAGO ACADEMY <i>Chicago Academy</i>	Strong	●	●	✓	✓	✓	✓	✓	✓
CHICAGO AG <i>Chicago High School for Agricultural Sciences</i>	Strong	●	●	✓	✓	✓	✓	✓	✓
CHIARTS <i>Chicago High School for the Arts - Contract</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
CHICAGO MATH & SCIENCE ACADEMY <i>Chicago Math and Science Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
CHICAGO MILITARY ACADEMY <i>Chicago Military Academy</i>	Developing	●	●	✓	✗	✓	✓	✓	✓
CHICAGO CHARTER COLLEGIATE <i>Chicago Charter Collegiate</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
CHICAGO EXCEL ACADEMY <i>Chicago Excel Academy</i>	Strong	●	●	✓	✓	✓	✗	✓	✓
CHICAGO QUEST NORTH <i>Chicago International Charter School - Chicago Quest North</i>	Emerging	●	●	✓	✓	✓	✓	✓	✓
CHICAGO TECH ACADEMY <i>Chicago Technology Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
CHICAGO VOCATIONAL <i>Chicago Vocational Career Academy</i>	Strong	●	●	✓	✓	✓	✓	✓	✓
CICS - HAWKINS <i>Chicago International Charter School - Larry Hawkins</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
CICS - ELLISON <i>Chicago International Charter School - Ellison</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
CICS - LONGWOOD <i>Chicago International Charter School - Longwood</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
CICS - NORTHTOWN <i>Chicago International Charter School - Northtown</i>	Strong	●	●	✓	✓	✗	✓	✓	✓
CLARK <i>Michele Clark Academic Prep Magnet</i>	Emerging	●	●	✓	✓	✗	✓	✓	✓
CLEMENTE <i>Roberto Clemente Community Academy</i>	Strong	●	●	✓	✓	✓	✓	✓	✓
COLLINS <i>Collins Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
COMMUNITY SERVICES WEST <i>Community Services West Academy</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
CORLISS <i>George H Corliss</i>	Emerging	●	●	✓	✗	✓	✗	✓	✓
CRANE <i>Richard T Crane Technical Preparatory</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
CURIE <i>Marie Skłodowska Curie Metropolitan</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
CVCS <i>Chicago Virtual Charter</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
DEVRY <i>DeVry University Advantage Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
DISNEY II MAGNET <i>Disney II Magnet</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
DOUGLASS <i>Frederick A Douglass Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
DUNBAR <i>Paul Laurence Dunbar Career Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
DYETT <i>Dyett</i>	Emerging	●	●	✗	✓	✓	✓	✓	✓
EPIC CHARTER <i>EPIC Academy</i>	Emerging	●	●	✓	✗	✗	✓	✓	✓



High School Name	Overall Status	Arts	Health Sciences	STEM	Finance	Career	Global	Community	Teamwork
EXCEL ACADEMY - ENGLEWOOD <i>Excel Academy of Englewood</i>	Incomplete Data	●	●	×	×	×	×	×	×
FARRAGUT <i>David G Farragut Career Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
FENGER <i>Christian Fenger Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
FORD - POWER HOUSE <i>Henry Ford Academy Power House Charter</i>	Incomplete Data	●	●	×	×	×	×	×	×
FOREMAN <i>Edwin G Foreman</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
GAGE PARK <i>Gage Park</i>	Emerging	●	●	✓	✓	✓	✓	✓	✓
GEORGE WESTINGHOUSE <i>George Westinghouse College Prep</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
GOODE ACADEMY <i>Sarah E. Goode STEM Academy</i>	Emerging	●	●	✓	×	✓	✓	✓	✓
GRAHAM, R <i>Ray Graham Training Center</i>	Strong	●	●	✓	✓	✓	✓	✓	✓
GREATER LAWNSDALE <i>Greater Lawndale for Social Justice</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
HANCOCK <i>John Hancock College Preparatory</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
HARLAN <i>John M Harlan Community Academy</i>	Incomplete Data	●	●	×	×	×	×	×	×
HARPER <i>William Rainey Harper</i>	Emerging	●	●	✓	✓	✓	✓	✓	×
HIRSCH <i>Emil G Hirsch Metropolitan</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
HOPE <i>Hope College Preparatory</i>	Strong	●	●	✓	×	✓	✓	✓	✓
HUBBARD <i>Gurdon S Hubbard</i>	Strong	●	●	✓	✓	✓	✓	✓	✓
HYDE PARK <i>Hyde Park Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
INFINITY <i>Infinity Math Science and Technology</i>	Developing	●	●	×	✓	×	✓	✓	✓
INSTITUTO ACADEMY CHARTER <i>Instituto Health Sciences Career Academy</i>	Incomplete Data	●	●	×	×	×	×	×	×
INSTITUTO CHARTER RUDY LOZANO <i>Instituto Charter Rudy Lozano - RLLAM</i>	Incomplete Data	●	●	×	×	×	×	×	×
INSTITUTO JUSTICE CHARTER ACADEMY <i>Instituto Justice and Leadership Academy Charter</i>	Developing	●	●	✓	×	✓	✓	✓	✓
INTRINSIC CHARTER <i>Intrinsic Charter</i>	Incomplete Data	●	●	×	×	×	×	×	×
JEFFERSON ALTERNATIVE <i>Nancy B Jefferson Alternative</i>	Developing	●	●	✓	×	✓	✓	✓	✓
JONES <i>William Jones College Preparatory</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
JUAREZ <i>Benito Juarez Community Academy</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
JULIAN <i>Percy L Julian</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
KELLY <i>Thomas Kelly</i>	Excelling	●	●	✓	✓	×	✓	✓	✓
KELVYN PARK <i>Kelvyn Park</i>	Strong	●	●	✓	✓	✓	✓	✓	✓



High School Name	Overall Rating	Arts	Education	Music	Finance	Career	Global	Community	Group
KENNEDY <i>John F Kennedy</i>	Strong	●	●	✓	✓	✓	✓	✓	✓
KENWOOD <i>Kenwood Academy</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
KING <i>Dr. Martin Luther King Jr. College Prep</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
LAKE VIEW <i>Lake View</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
LANE <i>Albert G Lane Technical</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
LEGAL PREP CHARTER - ACADEMY <i>Legal Prep Charter Academy</i>	Emerging	●	●	✓	✗	✗	✓	✗	✗
LINCOLN PARK <i>Lincoln Park</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
LINDBLOM <i>Robert Lindblom Math & Science Academy</i>	Excelling	●	●	✗	✓	✓	✓	✓	✓
LITTLE BLACK PEARL ACADEMY <i>Little Black Pearl Art and Design Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
MANLEY <i>Manley Career Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
MARINE MILITARY <i>Marine Military Math and Science Academy</i>	Developing	●	●	✗	✓	✓	✓	✓	✓
MARSHALL <i>John Marshall Metropolitan</i>	Developing	●	●	✓	✓	✗	✓	✓	✓
MATHER <i>Stephen T Mather</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
MORGAN PARK <i>Morgan Park</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
MULTICULTURAL ACADEMY OF SCHOLARSHIP <i>Multicultural Academy of Scholarship</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
NEW MILLENIUM <i>Bowen High School</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
NOBLE ST CHARTER - CHICAGO BULLS <i>Noble Street Charter - Chicago Bulls College Prep</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
NOBLE ST CHARTER - COMER <i>Noble Street Charter - Gary Comer College Prep</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
NOBLE ST CHARTER - GOLDER <i>Noble Street Charter - Golder College Prep</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
NOBLE ST CHARTER - MUCHIN <i>Noble Street Charter - Muchin College Prep</i>	Emerging	●	●	✓	✓	✓	✓	✓	✓
NOBLE ST CHARTER - NOBLE <i>Noble Street Charter - Noble Street College Prep</i>	Excelling	●	●	✓	✓	✗	✓	✓	✓
NOBLE ST CHARTER - PRITZKER <i>Noble Street Charter - Pritzker College Prep</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
NOBLE ST CHARTER - RAUNER <i>Noble Street Charter - Rauner College Prep</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
NOBLE ST CHARTER - ROWE CLARK <i>Noble Street Charter - Rowe-Clark Math & Science Academy</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
NOBLE ST CHARTER - UIC <i>Noble Street Charter - UIC College Prep</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
NOBLE STREET CHARTER - JOHNSON <i>Noble Street Charter - Johnson</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
NOBLE STREET CHARTER - PURPLE <i>Noble Street Charter - Purple</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
NOBLE STREET CHARTER - SILVER <i>Noble Street Charter - Hansberry College Prep</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗



NOBLE STREET CHARTER - CRIMSON <i>Noble Street Charter - Crimson</i>	Incomplete Data	●	●	×	×	×	×	×
NOBLE STREET CHARTER - ORANGE <i>Noble Street Charter - Orange</i>	Incomplete Data	●	●	×	×	×	×	×
NORTHSIDE LEARNING <i>Northside Learning Center</i>	Strong	●	●	✓	✓	✓	✓	✓
NORTH-GRAND <i>North-Grand</i>	Developing	●	●	✓	✓	×	✓	✓
NORTHSIDE PREP <i>Northside College Preparatory</i>	Incomplete Data	●	●	×	×	×	×	×
NORTH LAWDALE CHARTER - CHRISTIANA <i>North Lawndale College Prep Charter - Christiana</i>	Emerging	●	●	✓	✓	✓	✓	✓
NORTH LAWDALE CHARTER - COLLINS <i>North Lawndale College Prep Charter - Collins</i>	Emerging	●	●	✓	✓	✓	✓	✓
OGDEN <i>Ogden International</i>	Strong	●	●	✓	✓	✓	✓	✓
ORR <i>Orr Academy</i>	Developing	●	●	✓	✓	✓	✓	✓
PAYTON <i>Walter Payton College Preparatory</i>	Excelling	●	●	✓	✓	✓	✓	✓
PEACE & EDUCATION <i>Peace & Education Coalition</i>	Developing	●	●	✓	✓	✓	✓	✓
PERSPECTIVES CHARTER - LEADERSHIP ACADEMY <i>Perspectives Charter - Leadership Academy</i>	Incomplete Data	●	●	×	×	×	×	×
PERSPECTIVES CHARTER - CALUMET TECH <i>Perspectives Charter - Calumet Technology</i>	Emerging	●	●	✓	✓	✓	✓	✓
PERSPECTIVES CHARTER - IIT <i>Perspectives Charter - IIT Math & Science Academy</i>	Incomplete Data	●	●	×	×	×	×	×
PERSPECTIVES CHARTER - JOSLIN <i>Perspectives Charter - Rodney D Joslin</i>	Incomplete Data	●	●	×	×	×	×	×
PHILLIPS <i>Wendell Phillips Academy</i>	Developing	●	●	×	×	✓	✓	✓
PHOENIX MILITARY <i>Phoenix Military Academy</i>	Developing	●	●	✓	✓	✓	✓	✓
PROLOGUE <i>Prologue Early College</i>	Incomplete Data	●	●	×	×	×	×	×
PROLOGUE - JOHNSTON CHARTER <i>Prologue - Joshua Johnston Charter</i>	Incomplete Data	●	●	×	×	×	×	×
PROSSER <i>Charles Allen Prosser Career Academy</i>	Excelling	●	●	✓	✓	✓	✓	✓
RABY <i>Al Raby</i>	Developing	●	●	✓	×	×	✓	✓
RICHARD T CRANE <i>Richard T Crane Medical Preparatory</i>	Emerging	●	●	✓	×	✓	✓	✓
RICHARDS <i>Ellen H Richards Career Academy</i>	Emerging	●	●	✓	✓	×	✓	✓
RICKOVER <i>Hyman G Rickover Naval Academy</i>	Strong	●	●	✓	✓	✓	✓	✓
ROBESON <i>Paul Robeson</i>	Developing	●	●	✓	✓	✓	✓	✓
ROOSEVELT <i>Theodore Roosevelt</i>	Excelling	●	●	✓	✓	✓	✓	✓
SCHOOL OF LEADERSHIP <i>High School of Leadership at South Shore</i>	Incomplete Data	●	●	×	×	×	×	×
SCHURZ <i>Carl Schurz</i>	Excelling	●	●	✓	✓	✓	✓	✓



School Name	Overall Rating	ACTS	Graduation	Arts	Finance	Reading	Global	Leadership	Community
SENN <i>Nicholas Senn</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
SHABAZZ CHARTER - DUSABLE <i>Betty Shabazz International Charter - DuSable Leadership</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
SIMEON <i>Neal F Simeon Career Academy</i>	Strong	●	●	✗	✓	✓	✓	✓	✓
SIMPSON <i>Simpson Academy for Young Women</i>	Developing	●	●	✓	✓	✓	✗	✓	✓
SOLORIO <i>Eric Solorio Academy</i>	Strong	●	●	✓	✓	✓	✓	✓	✓
SOUTHSIDE <i>Southside Occupational Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
SOUTH SHORE INTERNATIONAL <i>South Shore International College Prep</i>	Strong	●	●	✓	✓	✓	✓	✓	✓
SPRY <i>Spry Community Links</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
STEINMETZ COLLEGE PREP <i>Charles P Steinmetz College Prep</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
SULLIVAN <i>Roger C Sullivan</i>	Excelling	●	●	✓	✗	✓	✓	✓	✓
TAFT <i>William Howard Taft</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
TEAM <i>TEAM Englewood Community Academy</i>	Emerging	●	●	✗	✗	✗	✓	✓	✓
TILDEN <i>Edward Tilden Career Community Academy</i>	Developing	●	●	✗	✗	✓	✓	✓	✓
UNIVERSITY OF CHICAGO CHARTER - WOODLAWN <i>University of Chicago Charter - Woodlawn</i>	Developing	●	●	✓	✓	✗	✓	✓	✓
UNO CHARTER - MAJOR HECTOR P. GARCIA <i>UNO Charter - Major Hector P. Garcia MD Campus</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
UNO CHARTER - SOCCER <i>UNO Charter - Soccer Academy</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
UPLIFT <i>Uplift Community</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
URBAN PREP CHARTER - BRONZEVILLE <i>Urban Prep Academy for Young Men - Bronzeville</i>	Emerging	●	●	✓	✓	✗	✓	✓	✓
URBAN PREP CHARTER - WEST <i>Urban Prep Academy for Young Men Charter - West</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
URBAN PREP CHARTER - ENGLEWOOD <i>Urban Prep Academy for Young Men Charter - Englewood</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
VAUGHN <i>Jacqueline B Vaughn Occupational</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
VOISE ACADEMY <i>VOISE Academy</i>	Developing	●	●	✓	✗	✓	✓	✓	✓
VON STEUBEN <i>Friedrich W von Steuben Metropolitan Science</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
WASHINGTON <i>George Washington</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
WELLS <i>Wells Community Academy</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
WILLIAMS, D <i>Daniel Hale Williams Prep School of Medicine</i>	Developing	●	●	✓	✗	✓	✓	✓	✓
WORLD LANGUAGE <i>World Language Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
YCCS CHARTER - ADDAMS <i>YCCS-Jane Addams Alternative</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗



YCCS CHARTER - ASPIRA PANTOJA <i>YCCS-ASPIRA, Antonia Pantoja Alternative</i>	Incomplete Data	●	●	×	×	×	×	×
YCCS CHARTER - ASSOCIATION HOUSE <i>YCCS-Association House, El Cuarto Ano</i>	Incomplete Data	●	●	×	×	×	×	×
YCCS CHARTER - AUSTIN CAREER <i>YCCS-Austin Career Education Center</i>	Incomplete Data	●	●	×	×	×	×	×
YCCS CHARTER - CAMPOS <i>YCCS-Dr. Pedro Albizu Campos Puerto Rican</i>	Incomplete Data	●	●	×	×	×	×	×
YCCS CHARTER - CCA ACADEMY <i>YCCS-CCA Academy</i>	Incomplete Data	●	●	×	×	×	×	×
YCCS CHARTER - CHATHAM <i>YCCS-Chatham Academy</i>	Incomplete Data	●	●	×	×	×	×	×
YCCS CHARTER - COMMUNITY ACADEMY <i>YCCS-Youth Connection Leadership Academy</i>	Emerging	●	●	✓	×	✓	✓	✓
YCCS CHARTER - COMMUNITY SERVICE <i>YCCS-Academy of Scholastic Achievement</i>	Incomplete Data	●	●	×	×	×	×	×
YCCS CHARTER - HOUSTON <i>YCCS-Charles Hamilton Houston Alternative</i>	Incomplete Data	●	●	×	×	×	×	×
YCCS CHARTER - INNOVATIONS <i>YCCS-Innovations of Arts Integration</i>	Emerging	●	●	✓	✓	✓	✓	✓
YCCS CHARTER - LATINO YOUTH <i>YCCS-Latino Youth Alternative</i>	Incomplete Data	●	●	×	×	×	×	×
YCCS CHARTER - MCKINLEY <i>YCCS-Ada S. McKinley-Lakeside</i>	Incomplete Data	●	●	×	×	×	×	×
YCCS CHARTER - OLIVE HARVEY <i>YCCS-Olive Harvey Middle College</i>	Incomplete Data	●	●	×	×	×	×	×
YCCS CHARTER - SULLIVAN <i>YCCS-Olive Harvey Middle College</i>	Developing	●	●	✓	✓	✓	✓	✓
YCCS CHARTER - TRUMAN <i>YCCS-Truman Middle College</i>	Incomplete Data	●	●	×	×	×	×	×
YCCS CHARTER - VIRTUAL <i>YCCS-Virtual</i>	Incomplete Data	●	●	×	×	×	×	×
YCCS CHARTER - WEST TOWN <i>YCCS-West Town Academy Alternative</i>	Incomplete Data	●	●	×	×	×	×	×
YCCS CHARTER - WESTSIDE HOLISTIC <i>YCCS-Westside Holistic Leadership Academy</i>	Incomplete Data	●	●	×	×	×	×	×
YCCS CHARTER - YOUTH DEVELOPMENT <i>YCCS-Community Youth Development Institute</i>	Incomplete Data	●	●	×	×	×	×	×
YOUNG WOMEN - CHARTER CAMPUS <i>Young Women's Leadership Charter</i>	Emerging	●	●	✓	✓	✓	✓	✓
YORK <i>Consuella B York Alternative</i>	Emerging	●	●	✓	✓	✓	×	×
YOUNG <i>Whitney M Young Magnet</i>	Excelling	●	●	✓	✓	✓	✓	✓
YOUTH CONNECTION CHARTER <i>Youth Connection Charter</i>	Incomplete Data	●	●	×	×	×	×	×

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



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