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# STATE OF THE ARTS IN CHICAGO PUBLIC SCHOOLS

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PROGRESS REPORT 2014-15



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# 01 EXECUTIVE SUMMARY<sup>11, 15</sup>

Chicago Public Schools (CPS), the nation's third-largest school district, has experienced numerous changes over the past four years including an increase in instructional minutes, school closures, Common Core<sup>†</sup> implementation, fiscal challenges, changes to student assessments and budgeting, an increase in high school graduation rates, and a decrease in student enrollment. Despite these fundamental changes, and as a result of the collective efforts of school leaders, community arts partners<sup>†</sup>, and local funders, the 2014–15 State of the Arts progress report demonstrates steady improvements in the district's capacity to deliver arts instruction to all students.

## A QUALITY ARTS EDUCATION FOR EVERY CHILD IN EVERY SCHOOL

The 2012 CPS Arts Education Plan elevated the arts to a core subject and articulates that a quality arts education must include instruction in every art form—visual art<sup>†</sup>, music<sup>†</sup>, dance<sup>†</sup>, and theatre<sup>†</sup>—that is ongoing and sequential<sup>†</sup>. Additionally, this instruction is delivered in the following ways—by credentialed arts instructors<sup>†</sup> teaching discipline-specific classes, by non-arts credentialed instructors authentically integrating the arts with other content areas, and by community arts partners connecting students to professional works of art and practices both in school and in cultural venues.

At the core of the CPS Arts Education Plan<sup>†</sup> is a set of high-level goals that are central to its overall progress. These include:

● ONGOING GOALS ● COMPLETED GOALS

- **GOAL 1A:** Make the arts a core subject<sup>†</sup> 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<sup>†</sup> to establish school and network-level supports to help principals plan for and implement the arts.
- **GOAL 4B:** Match at least one community arts partner to every school in collaboration with an arts, or other instructor.

- **GOAL 5A:** Create a system to track the quantity of elementary-level arts instruction.
- **GOAL 5D:** Integrate the arts into the school progress report card.
- **GOAL 6A:** Require each school to maintain a budget for the arts.

This progress report outlines the results from the 2014–15 Creative Schools Certification data collection process. Ingenuity's data collection efforts to support arts education access in CPS began in 2012–13 and resulted in a baseline report<sup>13</sup> followed by a 2013–14 progress report.<sup>14</sup> In the 2014–15 school year—our third year of data collection—86 percent of CPS schools completed the Creative Schools Certification survey in full, sustaining a significant participation increase from the baseline year. A higher proportion of elementary schools participated than high schools.

**68%**  
OF SCHOOLS  
MET THE  
RECOMMENDED  
STAFFING  
RATIO

**58%**  
OF ELEMENTARY  
SCHOOLS  
PROVIDED  
2 HOURS OF  
WEEKLY ARTS  
INSTRUCTION

**57%**  
OF SCHOOLS  
WERE  
CLASSIFIED AS  
EITHER STRONG  
OR EXCELLING

## PROGRESS IN A CHALLENGING ENVIRONMENT

Gains were seen in some of the Plan's most critical areas this past year. Over two-thirds of schools reported meeting the recommended goal of one full-time certified arts instructor for every 350 students, an increase for the second consecutive year. Additionally, 58 percent of elementary schools met the recommended 120 minutes of weekly arts instruction—a 45 percent increase from the baseline year.<sup>9</sup> This past school year the total number of arts instructors in the district rose, with the greatest increases in total visual arts and dance instructors. In 2014–15, there were six times as many visual arts and music instructors as there were theatre and dance instructors. Ninety-one percent of schools reported utilizing arts integration strategies, and 96 percent partnered with at least one arts organization.

<sup>†</sup>Refer to Glossary

## TRACKING VIA THE CREATIVE SCHOOLS CERTIFICATION

Figures like those just mentioned are tracked via the Creative Schools Certification (CSC). The CSC creates an infrastructure to expand and track growth in arts instruction across all schools and was designed in part to support decision making at the school level. Participating schools submit data that indicate their arts instruction opportunities, access to certified arts instructors, professional development<sup>†</sup>, arts integration, partnerships, and parent/community engagement.

The Creative Schools Survey inventories school-level arts education assets including staffing and instructional time. Each school then receives a rating along a five category continuum. **In the 2014–15 school year, 57 percent of schools were classified as either Strong or Excelling in the arts**, an increase from 50 percent in 2013–14.<sup>10</sup> Of the 551 schools that responded in both Years 2 and 3, 87 percent maintained or improved their certification category.<sup>10</sup>

Data indicates that significant strides have been made to improve equitable access to certified arts instructors, and overall, schools made strategic choices that resulted in improved CSC rankings. As CPS faces a critical budget crisis, it is more important than ever to recognize the progress made in arts education and to reaffirm stakeholder commitments to continuing this progress in the coming years.

In the end, while we can draw some district-level conclusions, the data sets used in this report are even more powerful when examined at the school level. When principals, instructors, arts partners, parents, and other stakeholders can track their school's strengths and opportunities, they can make more strategic choices when planning for the arts, and then the District will move toward a quality arts education for every CPS student.

**91 SCHOOLS**  
MOVED ALONG THE  
CONTINUUM FROM A CATEGORY  
OF DEVELOPING OR EMERGING  
TO STRONG OR EXCELLING

**3**  
YEARS OF DATA  
COLLECTION

**86%**  
OF SCHOOLS  
REPORTING

**114**  
MINUTES (ON  
AVERAGE)  
OF WEEKLY  
ELEMENTARY-  
LEVEL ARTS  
INSTRUCTION

**664**  
CPS SCHOOLS

**1,322**  
ARTS  
INSTRUCTORS

**550**  
ACTIVE  
COMMUNITY  
ARTS PARTNERS

## HOW TO USE THIS REPORT

### SCHOOL LEADERS

- Note the improvement trends in the district
- Compare your school's Creative Schools Certification (CSC) category to the district's overall results
- Create/update arts education goals for this school year

### FUNDERS

- Note areas of greatest improvement, where there is evidence that investing in CPS arts education is paying off
- Note areas in most need of improvement and additional investment
- Consider proposed areas for additional study

### COMMUNITY ARTS PARTNERS

- Note the trends in how schools engage community arts partners
- Consider the arts education needs of CPS
- Determine how your organization can best support schools in meeting their arts education goals

### PARENTS/ADVOCATES

- Note which arts education policies are currently in place to support student learning
- Review your school's CSC category in the appendix
- Ask your school leaders questions about arts education goals for this school year

Ingenuity's ability to report on this progress would not be possible without the work done by the hundreds of Arts Liaisons<sup>†</sup> who volunteer their time to report data on the schools where they work, and the hundreds of community arts partners and funders who contribute to positive institutional change that will result in a quality arts education for every CPS student.

<sup>†</sup>Refer to Glossary

# 02 KEY FINDINGS


This report examines Chicago Public Schools' arts education resources in the 2014–15 school year. This most recent school year represents the third year of data collected following the approval of the CPS Arts Education Plan and the launch of the Creative Schools Initiative<sup>†</sup>. By surveying CPS schools; tracking the number of credentialed arts instructors, community arts partners, and the services they provided; and looking more closely at the 571 schools that participated in the Creative Schools Certification, Ingenuity has mapped the dynamic landscape of arts education in Chicago.

The goal of this and future progress reports is to track the year-to-year expansion of arts instruction across Chicago Public Schools, and to provide accountability standards for the CPS Arts Education Plan's goals, using the first State of the Arts Baseline Report 2012–13 as the benchmark. There was a 31 percentage point increase in schools reporting data from the 2012–13 school year to the 2013–14 school year.<sup>9,10</sup> Over 85 percent of schools reported their data both in 2013–14 and 2014–15.<sup>10,11</sup> These strong participation rates over the past two years allows for clear comparisons to be made for the first time.

## KEY FINDINGS

 In 2014–15, 57% of CPS schools achieved a Creative Schools Certification rating of Strong or Excelling, up from 50% in 2013–14.<sup>10,11</sup>


See page 42

 Of the 360 CPS schools that submitted data all three years, significant growth was found, with 72% achieving the highest categories of Strong or Excelling in Year 3 versus 52% in Year 1.<sup>9,10,11</sup>


See page 44

 Total identified funding, including both District-allocated and private sector investments, held constant from 2013–14 to 2014–15.<sup>17</sup>


See page 37

 68% of CPS schools reporting met the 1:350 instructor-to-student ratio recommendation. This is an increase from 58% in the previous year.<sup>10,11</sup>


See page 27

 Over 30,000 CPS students have greater access to arts staffing and instruction than one year ago.<sup>4,11</sup>

See page 29

 The total number of arts instructors increased from 1,278 in 2013–14 to 1,322 in 2014–15, with the greatest increases in visual arts and dance instructors.<sup>10,11</sup>

See page 24

 58% of elementary schools met the 120 minutes of weekly arts instruction recommendation, an increase from 47% in 2013–14.<sup>10,11</sup>

See page 29

 96% of CPS schools partnered with at least one community arts partner; partners were most likely to work with one to three schools.<sup>8,11</sup>

See page 32

This progress report opens with an update on the CPS Arts Education Plan and an overview of the Creative Schools Initiative, the district-level infrastructure that was launched to move the Plan from concept to action. The next section provides an overview of the 2014–15 arts education landscape, and is followed by a more detailed overview of arts staffing and instructional time, community arts partners, and funding. The final section of this report compares Years 2 and 3 of the CSC, and shares findings from the longitudinal sample of schools that have reported all three years.

<sup>†</sup>Refer to Glossary

# THE PLAN

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# 03 CPS ARTS EDUCATION PLAN PROGRESS <sup>15</sup>

The CPS Arts Education Plan (“the Plan”) was formulated in 2012 with the input of numerous public and private sector stakeholders including CPS District leaders, principals, instructors, students, parents and community arts partners as well as higher education and philanthropic leaders. Incorporating their policy and program recommendations, the Chicago Board of Education passed a resolution adopting the Plan in November 2012.

As indicated by the following graphic, significant progress has been made on the Plan despite a great deal of change within the District in the past three years.

While progress in some areas is evident, there is an acknowledgment by the same broad set of stakeholders who assisted in the Plan’s formulation that systemic change takes time. The next phase reflects a commitment to complete some of the Plan’s most important remaining elements including curricular expansion and improvement (Goals 2A–C) and assessment initiatives (Goal 5E), both of which are aimed at ensuring that all CPS students have access to the highest quality arts instruction.



IN  
PROCESS



NOT YET  
ADOPTED



PARTIALLY  
ADOPTED



ADOPTED



PARTIALLY  
IMPLEMENTED



FULLY  
IMPLEMENTED



## GOAL 1: DISTRICT ARTS POLICY

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

**A**

Make arts a core subject by dedicating 120 minutes of arts instruction per week for elementary schools.

**B**

Expand the number of arts forms offered to include visual arts, music, dance, and theatre at all grade levels.

**C**

Expand high school graduation requirements to include all four Illinois recognized art forms.

**D**

Set minimum staffing requirements in the arts at one certified full-time employee per school or an improved ratio such as one instructor for every 350 students.

**E**

Identify and activate an Arts Liaison in every school and network for improved coordination and communication in the arts.

## GOAL 2: ARTS CURRICULUM, INSTRUCTION AND ASSESSMENT

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

**A**

Map and align arts curriculum to the Common Core State Standards in order to support high school graduation, college entry, college graduation, and career readiness.

**B**

Align the *Chicago Guide for Teaching and Learning in the Arts* to the forthcoming Core Arts Standards.

**C**

Add additional art forms (i.e. media arts) to the curriculum in the *Chicago Guide*.

**D**

Require that the arts be represented on each school’s Continuous Improvement Work Plan (CIWP).



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**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 a 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.

---

**GOAL 4:  
PARTNERSHIP**

Facilitate and support strategic partnerships and collaborations in the arts, built upon quality indicators, to enhance student learning at all levels and celebrate and honor student voice, culture, and traditions.

---

**A** 

Design and implement a request for proposal process that supports and elevates the quality of programs provided by arts partners and independent teaching artists.

**B** 

Match at least one 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).

**C** 

Measure reach, implementation, and effectiveness outcomes of arts partnerships, so schools can determine "quality" partnerships.

**D** 

Integrate the arts into the school scorecard with multiple indicators, FAQs, an information portal, and a summary of data.

**E** 

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

**C** 

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

**\*D** 

Develop and maintain external funding streams via previously untapped sources such as corporate and public donation.

**\*GOAL 6D PROGRESS:**

**In 2014, Be Creative: The Campaign for Creative Schools was launched to raise \$38 million for the arts in CPS. More information can be found at: [www.BeCreativeChicago.org](http://www.BeCreativeChicago.org)**

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# 04 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 goal of expanding arts instruction across all schools over a three-year implementation period. The Creative Schools Initiative was launched to move the 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 of which responds to a central issue or challenge identified by instructors, community arts partners, and others during the Plan's town hall sessions.



1

## 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.



2

## DATA

To develop their arts programs, schools must first recognize the existing infrastructure 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.



3

## 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.



4

## 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.

†Refer to Glossary

# 05 THE CREATIVE SCHOOLS CERTIFICATION PROCESS

The Creative Schools Certification (CSC)<sup>†</sup> is the centerpiece of the CPS Arts Education Plan and the Creative Schools Initiative. A team of CPS leaders joined principals, instructors, community arts partners, higher education officials, and philanthropic leaders to develop the CSC rubric, which was then 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.

## CREATIVE SCHOOLS CERTIFICATION

PHASE 1\* + PHASE 2 = SCHOOL CATEGORY RATING

Arts Liaisons submit their arts education data via the Creative Schools survey. **This survey inventories school-level arts education assets such as levels of arts instruction, access to certified arts instructors, professional development, arts integration efforts, partnerships, and parent/community engagement.** Each school then receives a rating along a five-category continuum from Incomplete Data to Excelling based on submitted data. Publishing the CSC categories on the CPS school progress reports raises arts education awareness for all stakeholders. School leaders in particular use this certification process to set strategic arts education goals for their schools.

## SCHOOL CATEGORY RATING

### EXCELLING

MEETS CPS ARTS EDUCATION GOALS FOR ARTS INSTRUCTION

### STRONG

NEARLY MEETS GOALS

### DEVELOPING

OCCASIONALLY MEETS GOALS

### EMERGING

RARELY MEETS GOALS

### INCOMPLETE DATA

SCHOOLS THAT HAVE EITHER NOT RESPONDED COMPLETELY; OR AT ALL

## PHASE 1

ELEMENTARY SCHOOLS ARE CATEGORIZED BASED ON



STAFFING



ACCESS



MINUTES OF INSTRUCTION

HIGH SCHOOLS ARE CATEGORIZED BASED ON



STAFFING



DISCIPLINES AND DEPTH

\* PHASE 1 HOLDS MORE WEIGHT THAN PHASE 2 IN THE SCHOOL EVALUATION PROCESS

## PHASE 2

ELEMENTARY AND HIGH SCHOOLS ARE BOTH CATEGORIZED BASED ON



BUDGET



PROFESSIONAL DEVELOPMENT



ARTS INTEGRATION



PARTNERSHIPS



PARENT AND COMMUNITY ENGAGEMENT

<sup>†</sup>Refer to Glossary

# 06 THE CREATIVE SCHOOLS CERTIFICATION PARTICIPATION<sup>9, 10, 11</sup>

Participation in the Creative Schools Initiative grew significantly from 2012–13 to the 2013–14 school year, as more schools submitted their arts education data and completed the Creative Schools survey. The CSC maintained a high participation rate of 86 percent in the 2014–15 school year, including 11 schools that participated for the first time, demonstrating a continued commitment to arts education in CPS. Ninety-three schools did not report their arts education data in 2014–15.

In 2014–15, the 571 CPS schools (86 percent of 664) represent 443 elementary schools (92 percent of all elementary schools), and 128 high schools (71 percent of all high schools), **which together account for 90 percent of the CPS student population.**<sup>4</sup> The slight participation decrease (from 88 percent in 2013–14 to 86 percent in 2014–15) reflects a three percent decline in response rates from elementary schools. The high school response rate increased from 69 percent to 71 percent.

To offer a more accurate picture of school practices, outlier schools—those with data significantly higher or lower than the average—were removed from these analyses.<sup>18</sup> Finally, it is also important to highlight that the total number of CPS schools decreased from 681 to 664 between the baseline year (2012–13) and the following school year; the total number of CPS schools remained at 664 in 2014–15.

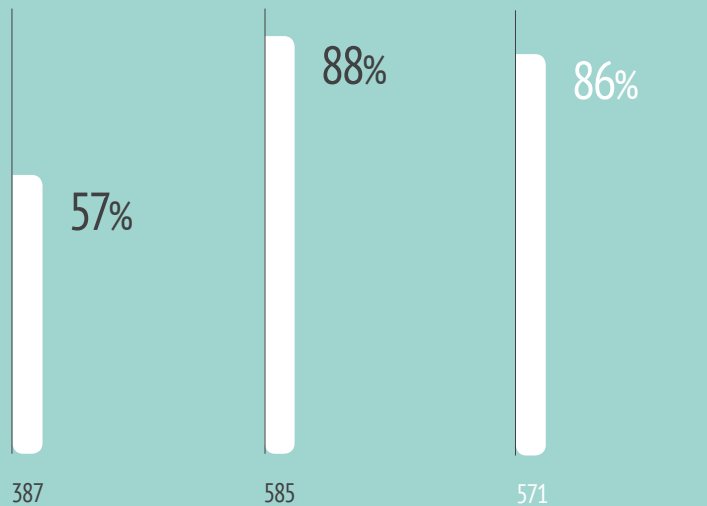


## CREATIVE SCHOOLS SURVEY RESPONSE RATES OVER 3 YEARS

TOTAL NUMBER OF SCHOOLS IN THE DISTRICT

2012-13	2013-14	2014-15
681	664	664

NUMBER OF SCHOOLS THAT RESPONDED



**Note:** The analyses in this report are based on CPS' list of 664 unique school IDs for the 2014–15 school year. It is worth noting that Ingenuity received a handful of completed surveys from Alternative Learning Opportunities Programs (ALOPs). ALOPs that completed the Creative Schools survey are included in the index of this report, but they are not included in the analyses that follow.



## CREATIVE SCHOOLS SURVEY RESPONSE RATES OVER 3 YEARS BY SCHOOL TYPE

### ELEMENTARY SCHOOLS

TOTAL NUMBER OF SCHOOLS

2012-13

527

60%

317

2013-14

485

95%

462

2014-15

484

92%

443

NUMBER OF ELEMENTARY SCHOOLS THAT RESPONDED

### HIGH SCHOOLS

TOTAL NUMBER OF SCHOOLS

2012-13

154

45%

70

2013-14

179

69%

123

2014-15

180

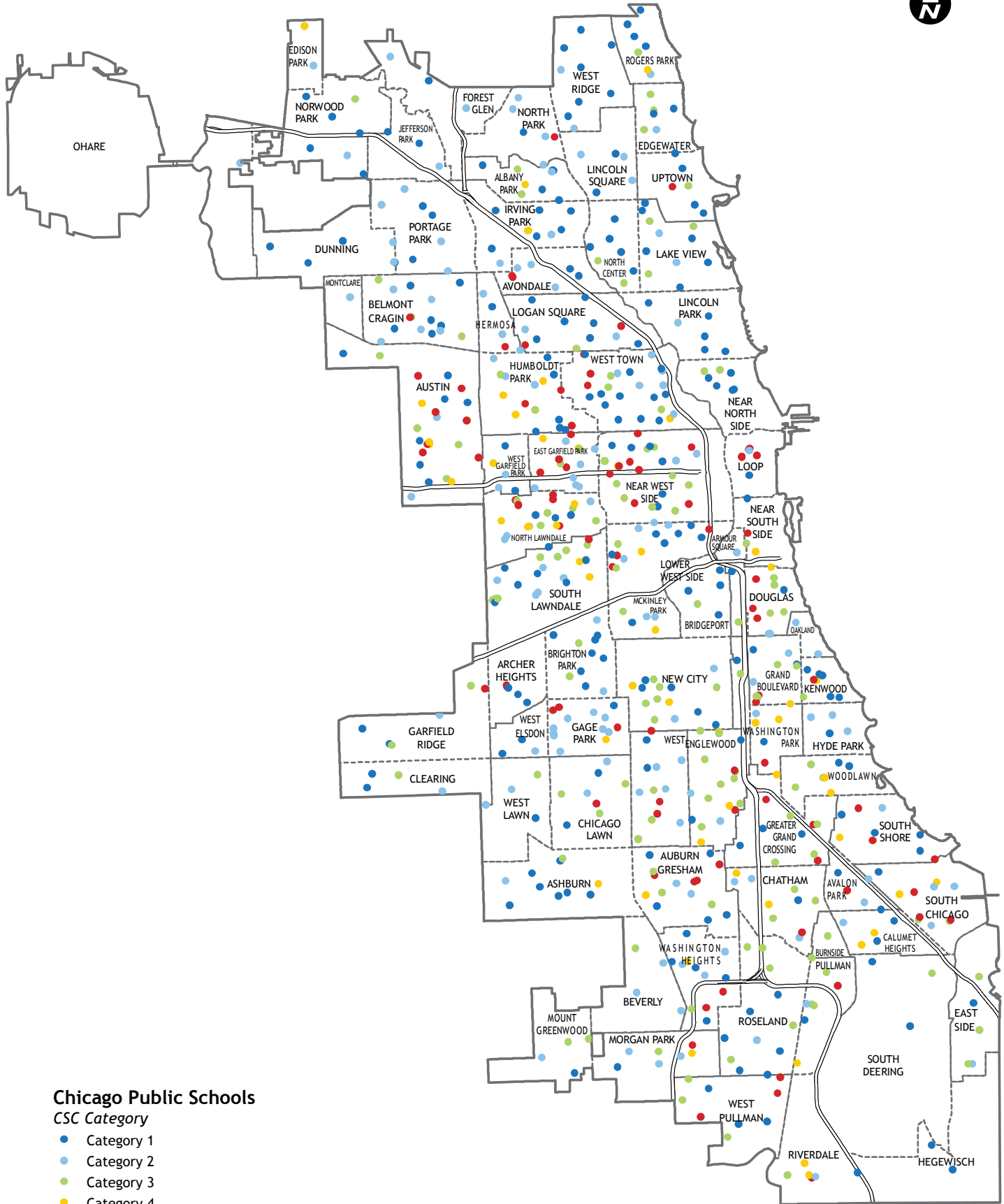
71%

128

NUMBER OF HIGH SCHOOLS THAT RESPONDED

Charter schools remain underrepresented in the Creative Schools Certification process, which may be attributed to their autonomous governance structure. In 2014-15, there were over 120 charter schools in CPS, enrolling over 52,000 students.<sup>4</sup> Just over half of these students (51 percent) attended charter schools that did not submit CSC data. A complete picture of arts education in Chicago requires a better understanding of what these programs look like across charter schools.

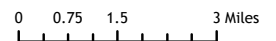
# 06 THE CREATIVE SCHOOLS CATEGORIES



## Chicago Public Schools

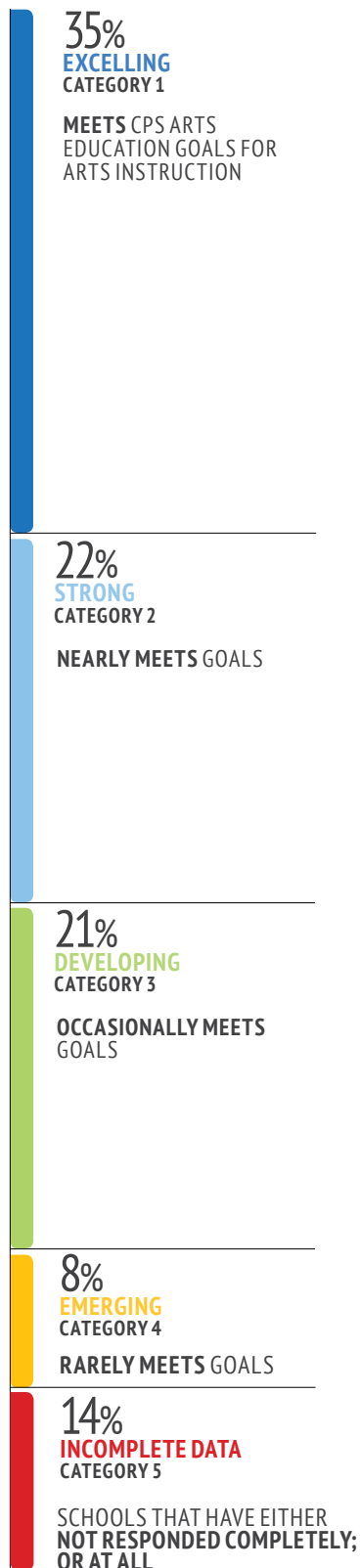
### CSC Category

- Category 1
- Category 2
- Category 3
- Category 4
- Category 5



# 06 THE CREATIVE SCHOOLS RANKINGS<sup>11</sup>

## 2014-15 CPS SCHOOLS BY CREATIVE SCHOOLS CERTIFICATION CATEGORY



### The 93 Incomplete Data schools include:

75

Charter schools<sup>†</sup>, including 18 charters that had Arts Liaisons on staff, but did not complete the certification survey\*

16

District-run schools<sup>†</sup>, 14 of which had Arts Liaisons, but did not complete the certification survey

1

Performance school that had an Arts Liaison and did not complete the certification survey

1

Contract school<sup>†</sup> that had an Arts Liaison and did not complete the certification survey

\*Identifying an Arts Liaison is typically the first step a school will take to begin the CSC process. When attempting to complete the certification survey for the first time, it is likely that some of the school data are currently unavailable or difficult to obtain in a timely manner, resulting in an incomplete data submission and a Category 5 ranking. However, Ingenuity interprets schools identifying an Arts Liaison and beginning to complete the survey as indicators of future full participation in the CSC process.

<sup>†</sup>Refer to Glossary



Photo by Liz Lauren, courtesy of Chicago Shakespeare Theater



# THE LANDSCAPE

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# 07 STAFFING AND ACCESS <sup>10,11</sup>

This section provides an overview of the 2014–15 arts education landscape and compares key data between Year 2 and Year 3. This section concludes with a closer look at the state of arts staffing and instructional time in the 2014–15 school year.

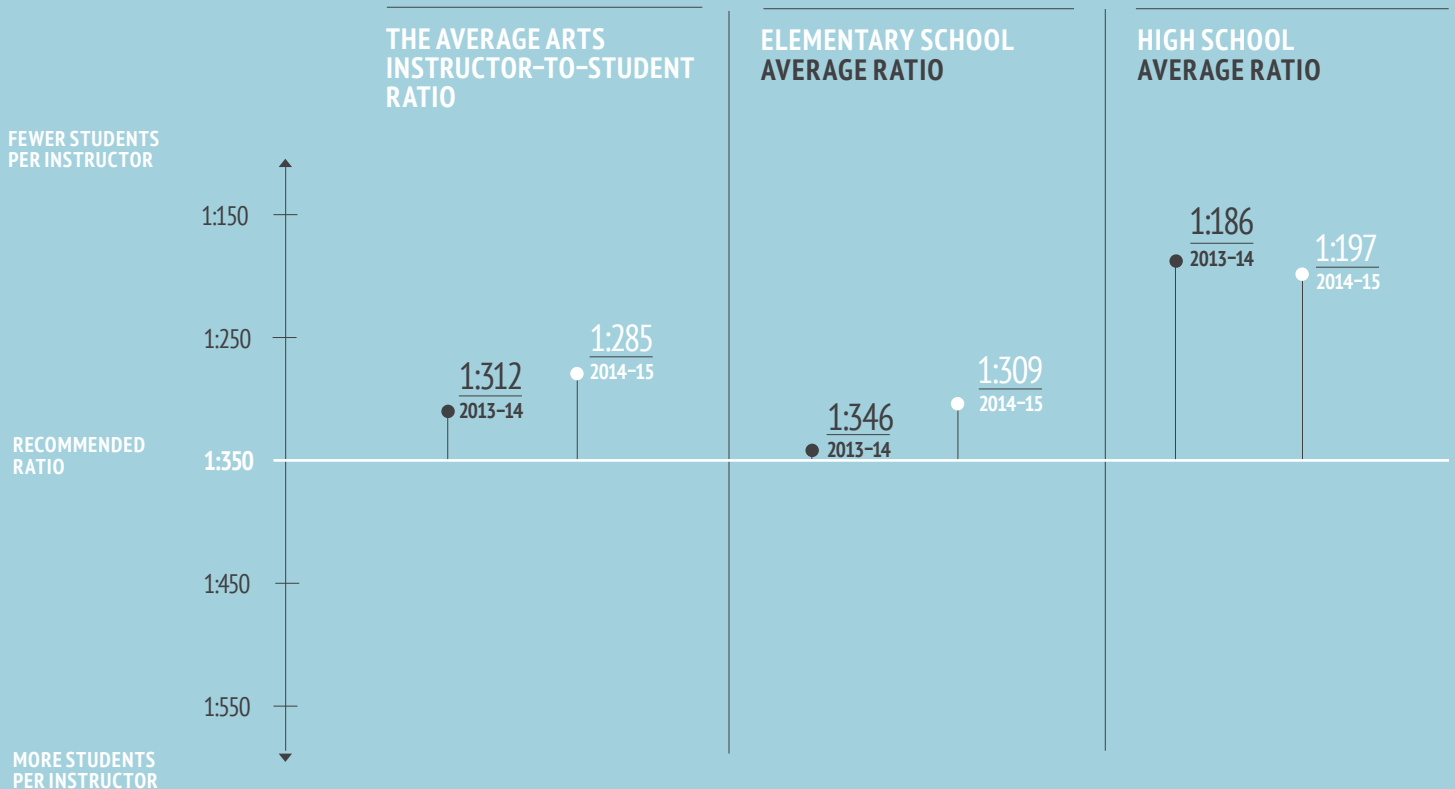
THE RECOMMENDED STAFFING POLICY IS A 1:350 RATIO

1  
CERTIFIED FULL-TIME ARTS INSTRUCTOR FOR EVERY  
350  
STUDENTS



68%  
OF THE 571 REPORTING SCHOOLS MET THE RATIO IN 2014-15

The Creative Schools Certification recommends a ratio of 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. **Sixty-eight percent of reporting schools met the 1:350 arts instructor-to-student ratio in 2014-15, an increase from 58 percent the previous year.** Additionally, the adjusted average arts instructor-to-student ratio for all reporting schools in 2014–15 was 1:285 as compared to 1:312 in 2013–14. The graphic below shows the arts instructor-to-student ratios for 2013–14 and 2014–15. The elementary school ratio improved from 1:346 to 1:309 over the two years. The high school ratio regressed from 1:186 in 2013–14 to 1:197 in 2014–15. It is worth noting that 77 of the 84 Tax Increment Financing (TIF)<sup>†</sup>-funded arts positions—mentioned in our previous report—went to elementary schools.<sup>16</sup>

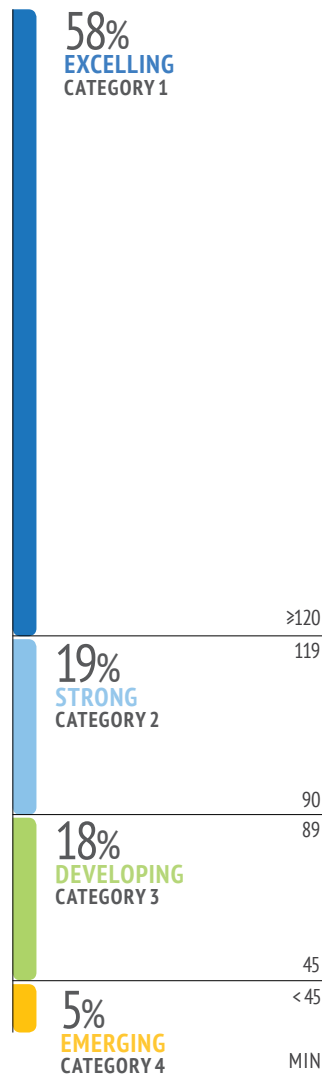


# 07 MINUTES OF INSTRUCTION<sup>11</sup>

THE CPS ARTS EDUCATION PLAN RECOMMENDS THAT EACH K-8 STUDENT RECEIVES 120 MINUTES OF WEEKLY ARTS INSTRUCTION



## MINUTES OF WEEKLY ARTS INSTRUCTION



The CPS Arts Education Plan recommends that each K–8 student receives 120 minutes of weekly instruction by a credentialed arts instructor.<sup>15</sup> The Creative Schools Certification collects the average number of minutes of arts instruction provided at each grade level and the percentage of students receiving arts education in each grade. Schools completing the Certification survey showed an increase in the number of minutes provided for the third year in a row.<sup>9,10,11</sup> In the 2014–15 school year, 443 elementary schools responded, and of those, 58 percent, or 258 schools, reported offering their students 120 minutes or more of weekly arts instruction. The number of schools meeting this recommended level of instructional time has increased with each data collection year. The adjusted average minutes of instruction across all CPS elementary schools in 2014–15 was 114.

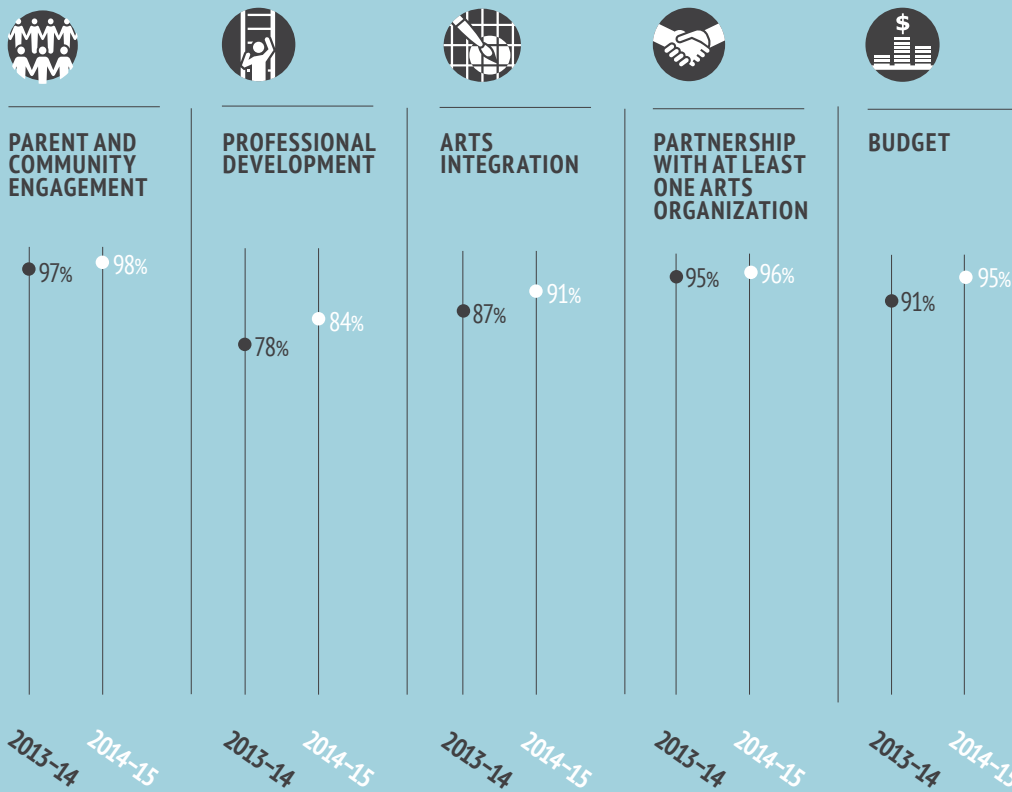
**30,000**  
CPS STUDENTS HAVE GREATER ACCESS TO ARTS STAFFING AND INSTRUCTION<sup>4</sup>

It is important to note the strong tie between schools' staffing levels and instructional time dedicated to the arts. Many schools that made gains in staffing were also able to offer more minutes of arts instruction each week and make arts classes available to more students. Seventy schools increased both staffing and instructional time. **These gains alone impact over 30,000 CPS students who now have greater access to the arts than in the previous school year.**<sup>4</sup>

# 07 ARTS ASSETS IN SCHOOLS <sup>10, 11</sup>

The Creative Schools survey explores all existing assets within schools that contribute to each school's Creative Schools category. Along with tracking school staffing and minutes of instruction, Arts Liaisons are asked if their schools offer professional development in the arts, whether the arts are integrated into other subject areas, if the school budget includes the arts, whether the school partners with at least one community arts program provider, and if the school provides opportunities for parents and the community to engage with the school around the arts. A detailed Creative Schools rubric for both elementary and high schools can be found in the appendix.

## PERCENTAGE OF SCHOOLS WITH ARTS ASSETS

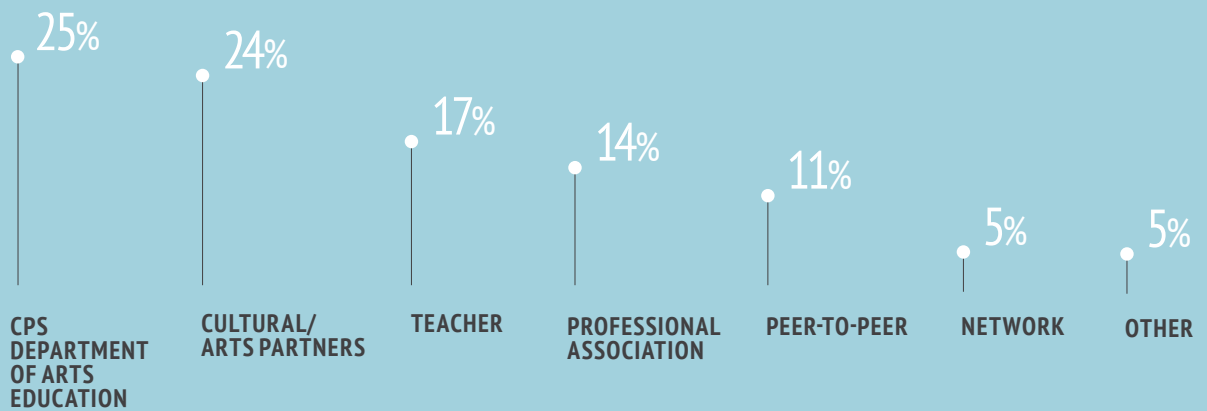


THE ADJUSTED AVERAGE NUMBER OF PARTNERS IS

**6**  
(RANGING FROM 1-44) <sup>8, 11</sup>



### SOURCES OF PROFESSIONAL DEVELOPMENT



Ongoing Professional Development (PD)—defined as training for instructors and staff designed to enhance instruction and propagate best practices—is critical to elevating the quality of classroom arts instruction. There is a wide range of providers who offer arts education PD. As with the previous year, the CPS Department of Arts Education (25 percent) and Cultural/Arts Partners (24 percent) delivered the largest portion of PD programs.

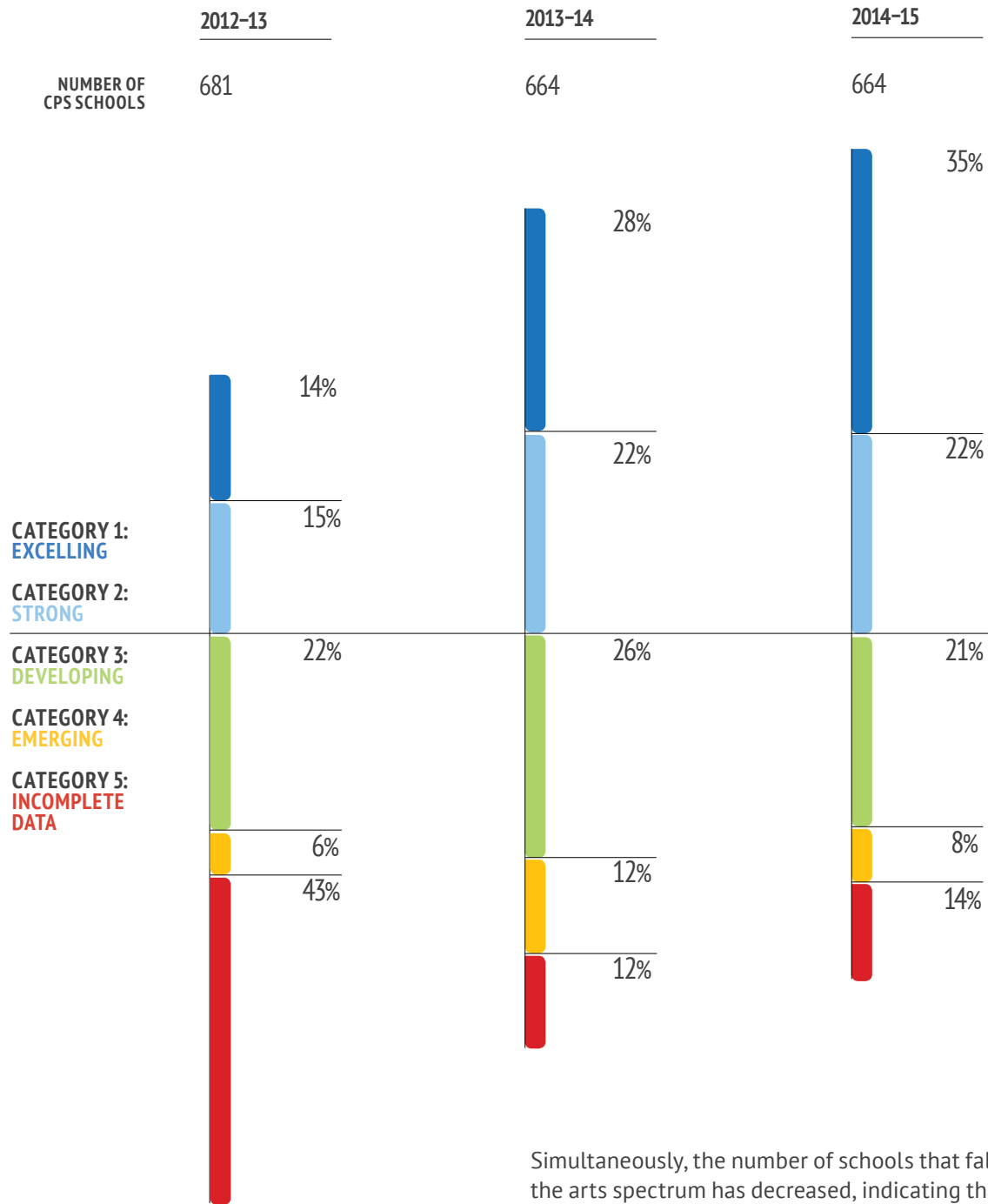


### PARENT AND COMMUNITY ENGAGEMENT

#### SCHOOLS HOSTED THE FOLLOWING EVENTS:



# 07 CREATIVE SCHOOLS CERTIFICATION PROGRESS FINDINGS <sup>9, 10, 11</sup>



An increase in student access to the arts in CPS schools over the past three years is evidenced by the shifts in Creative Schools categories. Schools rated Strong or Excelling in the arts have increased notably from 29 percent in Year 1 to 57 percent in Year 3.

Simultaneously, the number of schools that fall lower on the arts spectrum has decreased, indicating that schools are steadily building capacity in the arts and principals are making positive decisions around staffing and scheduling the arts.

**Over 30,000 CPS students now have greater access to arts staffing and instruction than one year ago.<sup>4</sup>**



**ART CAREERS A-Z**

ART CAREERS	DESCRIPTION
ARTIST	Creates visual art in various forms.
ART DIRECTOR	Oversees the visual style of a project.
ART THERAPIST	Uses art to help people with emotional issues.
ARTIST-IN-RESIDENCE	Works in a school or community center.
ART CURATOR	Manages art collections in museums.
ART RESTORER	Repairs and preserves old artworks.
ART CRITIC	Writes about and evaluates art.
ART HISTORIAN	Studies the history of art.
ART EDUCATOR	Teaches art in schools.
ART GALLERIST	Sells and displays art.
ART MANAGER	Handles the business side of art.
ART COLLECTOR	Buys and sells art.
ART APPRAISER	Evaluates the value of art.
ART LAWYER	Handles legal issues related to art.
ART ARCHIVIST	Preserves art records.
ART RESTORER	Repairs old artworks.
ART CRITIC	Writes about art.
ART HISTORIAN	Studies art history.
ART EDUCATOR	Teaches art.
ART GALLERIST	Sells art.
ART MANAGER	Handles art business.
ART COLLECTOR	Buys art.
ART APPRAISER	Evaluates art value.
ART LAWYER	Handles art law.
ART ARCHIVIST	Preserves art records.

What you leave behind is not what is engraved in stone monuments, but what is woven into the lives of others.  
Pericles



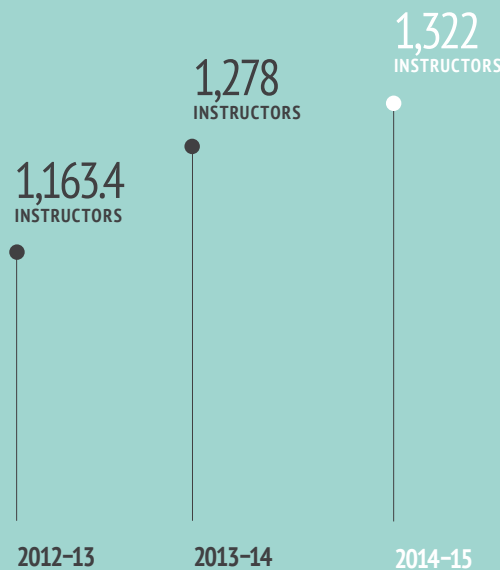
Photo courtesy of The Hyde Park Art Center

# 08 SCHOOLS AND INSTRUCTORS <sup>5,9,10,11</sup>

## IS STAFFING ADEQUATE?

Student access to arts instructors is improving. The total number of known CPS arts instructors increased each year for the past four years. Total arts instructors increased by three percent from 2013–14 and 14 percent overall from the 2012–13 school year. The 2014–15 data reflects the impact of a one-time allocation of surplus Tax Increment Financing (TIF) funds issued by the Office of the Mayor and approved by the Chicago Board of Education to hire 84 arts instructors. This temporary funding stream supported 75 percent of instructor salaries in the first year (2014–15) and will provide 50 percent of funding for the second year (2015–16). Schools will be responsible for fully funding these new positions thereafter making future decreases possible. In some cases, schools were unable to hire new instructors even though funds were available. In other cases, the District allotted funding for a 0.5 FTE<sup>†</sup> to schools seeking to hire a full-time instructor.

### WHAT THE DISTRICT HAS



Across the District for 2014–15 the aggregate number of known arts instructors increased. Ingenuity collected staffing information from district-run schools, charter schools, contract schools, and pre-kindergarten programs. Staffing figures are cross-checked with the Department of Arts Education data, then a third review is conducted if needed against the Illinois State Board of Education Educator Licensure Information System (ELIS). Therefore, by collecting data from all school types, Ingenuity is able to provide the clearest picture of arts staffing levels within CPS.

**14%**  
INCREASE IN CPS  
ARTS INSTRUCTORS

## KEY FINDINGS



The total number of known arts instructors increased from 1,278 in 2013–14 to 1,322 in 2014–15.



A one-time allocation of surplus TIF funding to hire arts instructors directly impacted an increase in instructors.

<sup>†</sup>Refer to Glossary





Schools used the one-time TIF funds primarily to hire visual arts and dance instructors.



Visual arts and music instructors outnumber their theatre and dance colleagues 6:1, which follows national trends.



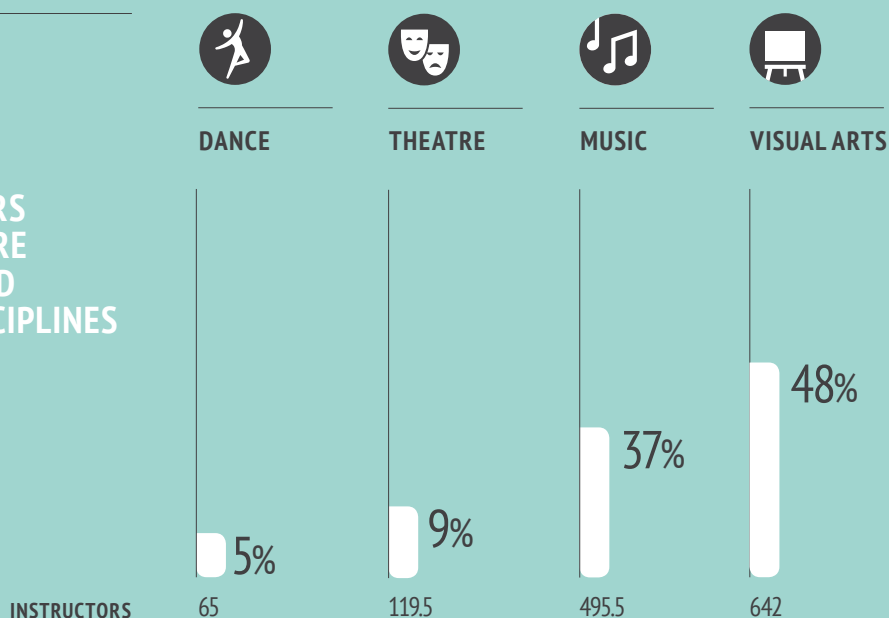
While still small in number relative to the other disciplines, the number of dance instructors increased by 46%.

## WHAT CPS INSTRUCTORS TEACH<sup>10,11,19</sup>

Credentialed arts instructors provide instruction in one of four state-recognized disciplines: visual arts, music, theatre, or dance. Most states have credentials for visual arts and music instructors, but Illinois is an exception by having credentials for dance and theatre as well.<sup>2</sup> While there are credentials in these four art forms, arts instructors in Chicago are most likely to hold credentials in visual arts or music. This disparity mirrors national trends and may also be indicative of a limited pool of instructors certified in theatre and/or dance.<sup>1</sup>

These data on arts instructors come from the 571 schools that completed the 2014–15 Creative Schools Survey. In 2014–15, the number of dance instructors increased 46 percent from the previous year while the number of theatre instructors remained stable. **Thirty percent of schools reporting expressed interest in procuring additional programming and resources in dance.** Creative dance, dance composition/choreography, and dance technique were the most frequently requested dance programs. Additionally, CPS recently expanded high school graduation requirements to include dance and theatre programs. This may, in part, account for the increased interest in these programs.

THE  
1,322  
FTE ARTS  
INSTRUCTORS  
IN 2014-15 ARE  
DISTRIBUTED  
ACROSS DISCIPLINES



# 08 SCHOOLS AND INSTRUCTORS <sup>9, 10, 11</sup>

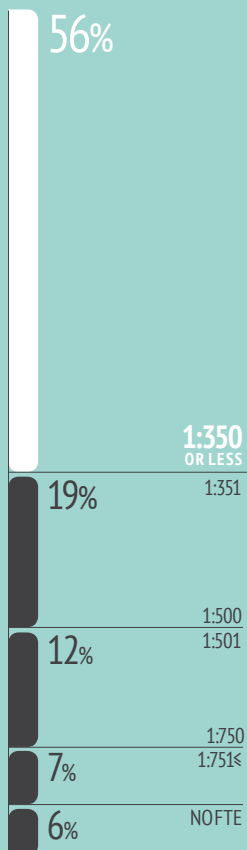
## WHAT THE DISTRICT NEEDS

The CPS Arts Education Plan recommends at least one FTE credentialed arts instructor per school regardless of student enrollment.<sup>15</sup> In 2014–15, 90 percent of reporting schools met this recommendation. This represents a slight increase from the previous year.

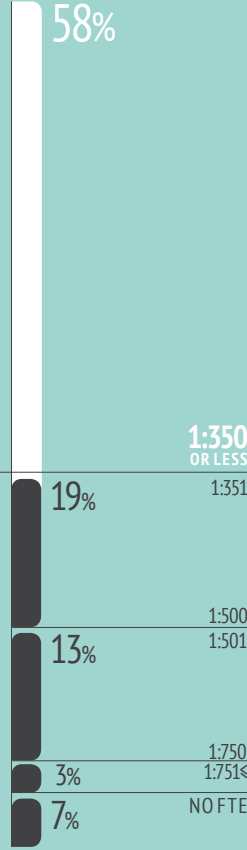
A larger percentage of high schools (98 percent) than elementary schools (88 percent) met this staffing criterion. Of the 57 reporting schools that did not meet this recommendation, 34 had a 0.5 FTE on staff, and 23 schools had no arts instructor on staff. **Importantly, 68 percent of all schools met the recommendation of a 1:350 instructor-to-student ratio, an increase from 58 percent the previous year.**

## PERCENTAGE OF SCHOOLS WITH SPECIFIED INSTRUCTOR-TO-STUDENT RATIOS

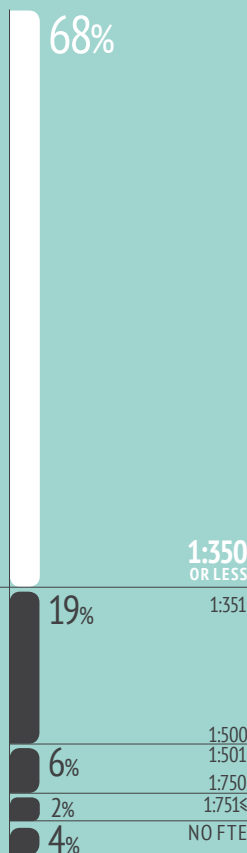
2012-13



2013-14



2014-15



**Note:** On average, there are more arts instructors per student in the high schools versus elementary schools.





## KEY FINDINGS



Over the past two years, the percentage of schools with at least one FTE arts instructor on staff has remained high at approximately 90%.



68% of schools met the 1:350 instructor-to-student ratio recommendation, an increase from 58% the previous year.



23 of the schools reporting in 2014–15 had no arts instructor.



The average instructor-to-student ratio improved in 2014–15 to 1:285, as compared to 1:312 in 2013–14.

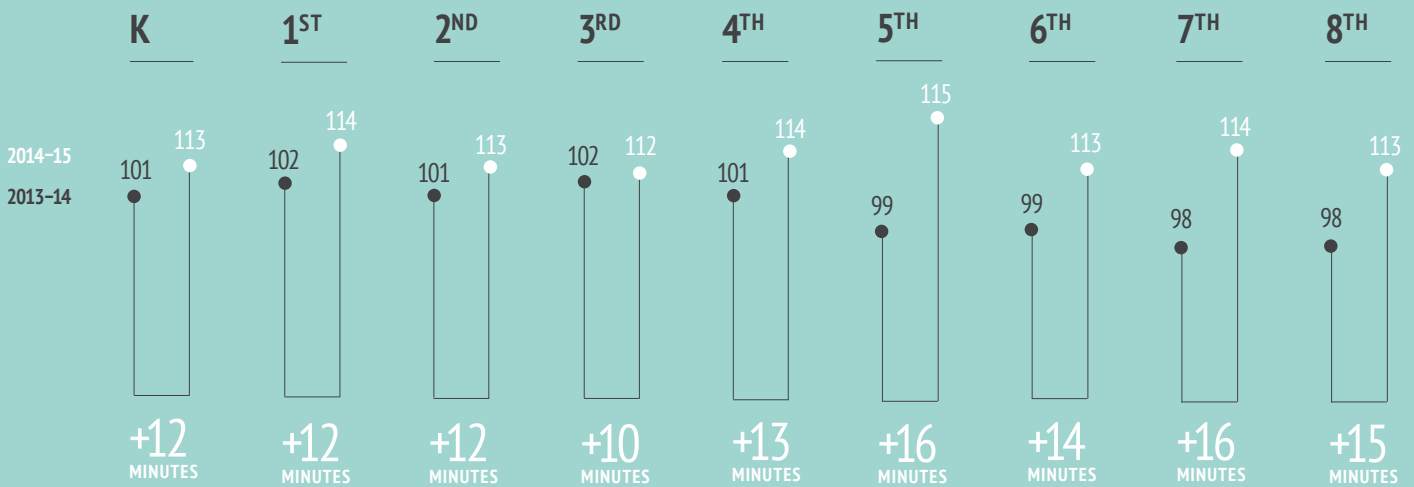
# 08 SCHOOLS AND INSTRUCTORS <sup>10,11</sup>

## ELEMENTARY INSTRUCTIONAL TIME

Evidence of adequate arts instructor staffing levels is the first step toward providing an arts education for all students. However, staffing levels alone do not ensure that all students have access to arts instruction. For example, arts instructors can have duties beyond teaching their arts subjects. Additionally, the existence of an arts instructor in a school does not mean that this instructor teaches all students in the building. With this in mind, Ingenuity examined grade-by-grade arts instructional time across 443 CPS elementary schools in 2014–15.

### AVERAGE MINUTES OF WEEKLY ARTS INSTRUCTION BY GRADE LEVEL <sup>18</sup>

WITH **92%** OF ELEMENTARY SCHOOLS REPORTING, THE DATA REVEALED THE FOLLOWING:



**Note:** While the ability to track arts instructional time has improved in the past three years, moving forward Ingenuity is working to cross reference these reported minutes of instruction against school-by-school master schedules to ensure fidelity of information.

# KEY FINDINGS



58% of reporting elementary schools met the 120 minutes of weekly arts instruction recommendation, as compared to 47% in 2013-14.



Adjusting for outliers, the average number of weekly arts instruction minutes for reporting schools increased from 102 in 2013-14 to 114 in 2014-15. The average instructor-to-student ratio in 2014-15 was 1:285, compared to 1:312 in 2013-14.



The number of reporting schools meeting the recommended level of instructional time has increased in each data collection year.



Over 30,000 CPS students have greater access to arts staffing and instruction than one year ago.

Results demonstrated a high degree of access to arts instruction across K-8 grades reporting, ranging from 95 percent to 99 percent. Additionally, access to arts instruction increased within each grade level from 2013-14 to 2014-15. These increases ranged from five percentage points to nine percentage points. The greatest increases were seen in the fifth, sixth and seventh grades. These increases correlate to more instructors in the system, which allow schools to provide more instructional time to more students.

## PERCENTAGE OF STUDENTS BY GRADE WITH ACCESS

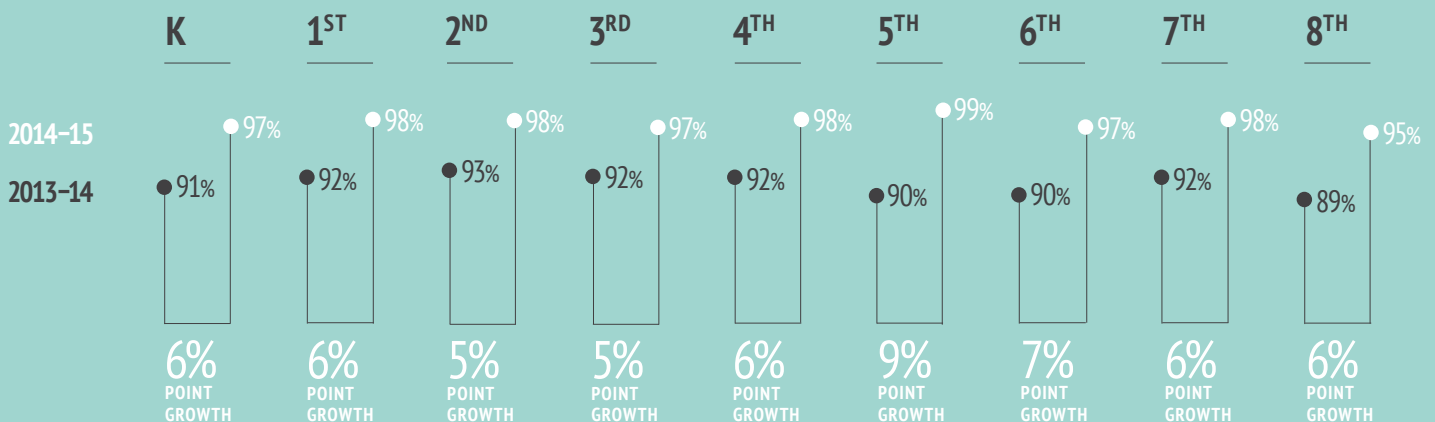




Photo by Joshua Longbrake, courtesy of The Museum of Contemporary Art Chicago

# SUPPORTING THE DISTRICT

09

## COMMUNITY ARTS PARTNERS

WHY ARE PARTNERSHIPS  
IMPORTANT? pg. 32

WHO PARTNERS ARE pg. 32

ACTIVE COMMUNITY  
ARTS PARTNERS pg. 33

TYPES OF  
PARTNER PROGRAMS pg. 33

REACH OF COMMUNITY  
ARTS PARTNERS IN SCHOOLS pg. 35

10

FUNDING pg. 36

PRIVATE PHILANTHROPY pg. 37

THE CREATIVE  
SCHOOLS FUND pg. 38

# 09 COMMUNITY ARTS PARTNERS<sup>8,11</sup>

## WHY ARE PARTNERSHIPS IMPORTANT?

While the primary responsibility of arts instruction falls on the credentialed arts instructors, community arts partners also play an important role. These partnerships are designed to augment, enhance, and reinforce arts instruction already in place at a school, but are not replacements for credentialed arts instructors. Working with community arts partners provides students with access to professional artists, spaces, and innovative instructional practices. Instructors also benefit from the unique professional learning opportunities that community arts partners offer. Partnering with arts organizations is particularly desirable in Chicago, given the richness of the city's arts and culture sector.

## WHO PARTNERS ARE

The term “community arts partner” encompasses a range of arts education providers, including individual teaching artists, grassroots organizations, and large cultural institutions such as the symphony and museums. These partners range in their organization size (from a single artist to 100+ staff) and their reach in schools (from partnering with one school to over 150 schools within a single school year).

As in years past, a small number of community arts partners accounted for a significant portion of the partnerships provided to schools. In 2014–15, **10 arts partners provided 28 percent of all school partnerships.**

## KEY FINDINGS



**96% of schools partnered with at least one community arts partner.**



**Partners were most likely to work with one to three schools.**



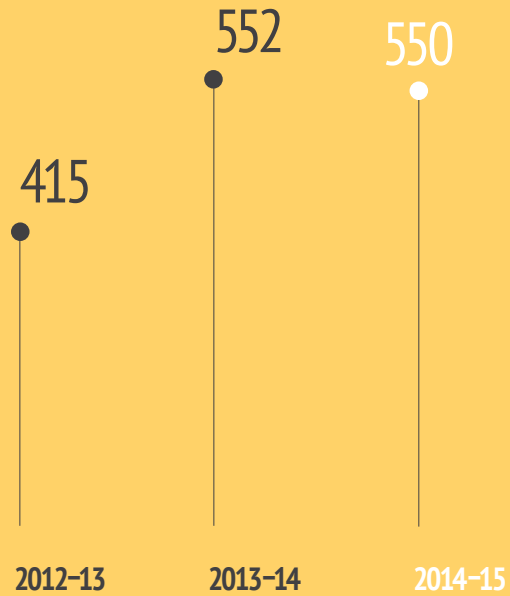


Of the 926 known community arts partners, 550 actively partnered with a CPS school in 2014-15.



Field trips<sup>†</sup> are the most frequently implemented partnership program.

## ACTIVE COMMUNITY ARTS PARTNERS<sup>8, 11</sup>



7%

OF ACTIVE COMMUNITY ARTS PARTNERS WERE INDEPENDENT TEACHING ARTISTS

Ingenuity's *artlook*<sup>™</sup> Suite identified 926 community arts partners over three years of data collection. Partners are identified by Arts Liaisons and are self-identified by the organizations themselves. There were 550 partners (59 percent of total partners identified) actively working in at least one school during the 2014-15 school year. The total number of identified community arts partners has increased each year of data collection as more Arts Liaisons and community arts partners engage with and update Ingenuity's *artlook*<sup>™</sup> Suite.

<sup>†</sup>Refer to Glossary

# 09 COMMUNITY ARTS PARTNERS <sup>8,11</sup>

## TYPES OF PARTNER PROGRAMS

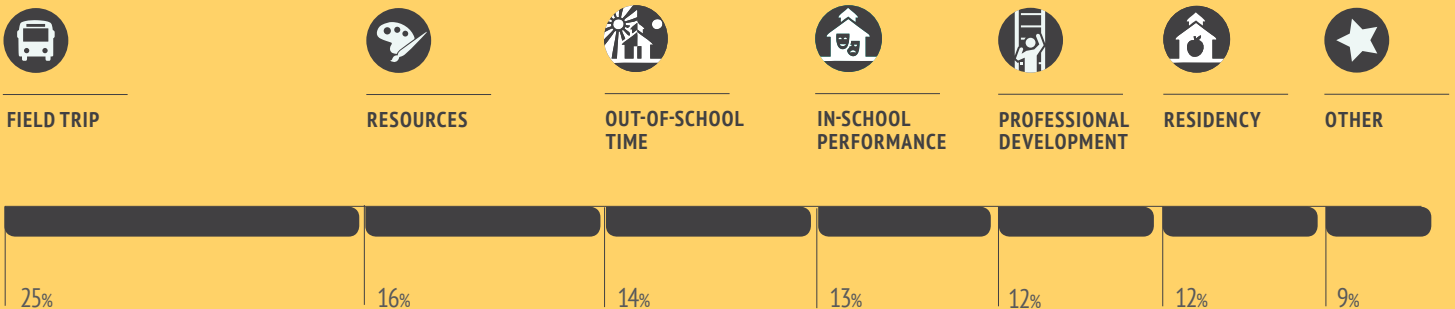
Ingenuity collected data from both community arts partners and schools about the kinds of programs partners offered and the most frequently accessed arts experiences.<sup>20</sup>

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 opportunities to see, hear, and feel art. To ensure all resources are captured, this report also includes nontraditional providers of arts-education resources—typically in-kind donations—such as materials and supplies, use of exhibition spaces, and volunteers. The graph below shows that the most frequently implemented arts program type was the field trip, followed by resources, and out-of-school time<sup>†</sup>.

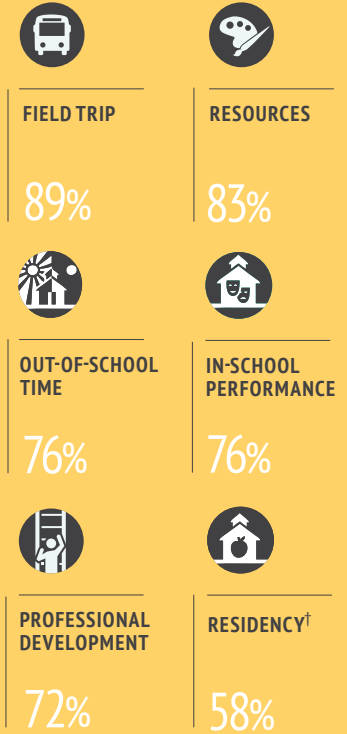
# 6,931

UNIQUE PROGRAMS WERE IMPLEMENTED IN CPS SCHOOLS BY COMMUNITY ARTS PARTNERS

## PERCENTAGE OF PARTNER PROGRAMS PROVIDED BY TYPE



## PERCENTAGE OF SCHOOLS REQUESTING PROGRAM TYPES



In total, 550 community arts partners implemented 6,931 unique programs in CPS schools. The 2014-15 distribution of program types resembles the programs schools requested. The Creative Schools Survey allows CPS schools to express interest in certain arts program types, and partners can use **artlook™** Map to locate that information and align resources to school and student needs. The graphic above shows that 89 percent of reporting schools were interested in field trips, and 83 percent were interested in additional arts resources.

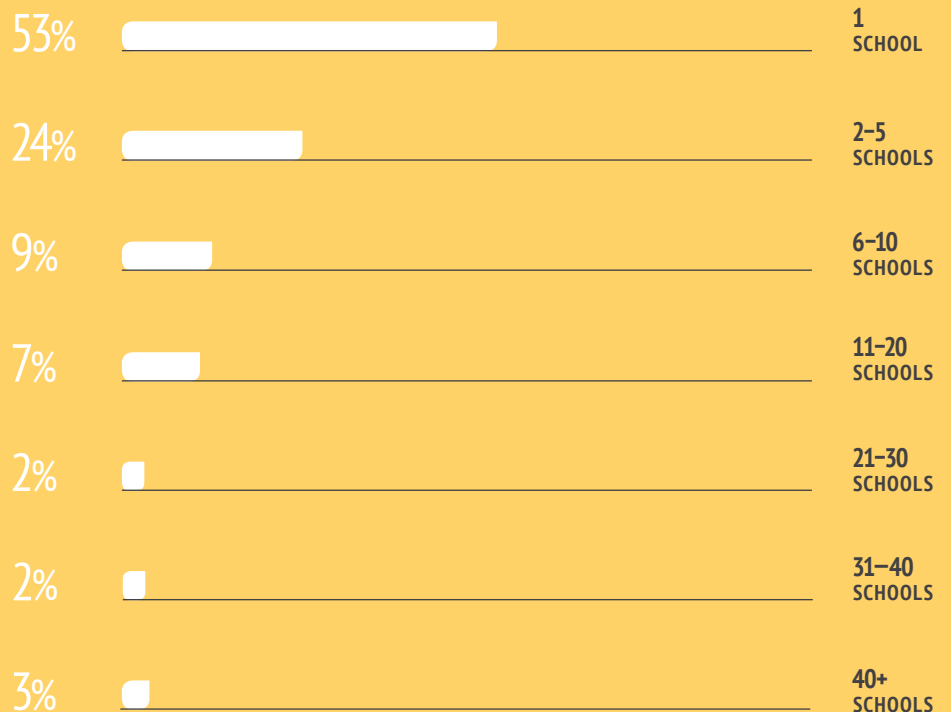
<sup>†</sup>Refer to Glossary

## REACH OF COMMUNITY ARTS PARTNERS IN SCHOOLS<sup>8,11</sup>

Of the 550 active community arts partners in 2014–15, 53 percent reported working with a single school, while 77 percent worked in five or fewer schools, which is on par with the previous school year.<sup>10</sup> Ninety-six percent of reporting schools partnered with at least one community arts partner. These combined results demonstrate that a large number of active partners are currently working on a small scale across CPS. In other words, while partners typically work with a small number of schools each year, their collective efforts are distributed relatively evenly in that they collectively reach nearly the entire district. And while both the number of arts instructors in the district and access to arts instruction increased, the number of partnerships remained unchanged.

**96%**  
**OF SCHOOLS  
 REPORTING  
 PARTNERED WITH  
 AT LEAST ONE  
 COMMUNITY ARTS  
 PARTNER**

### PERCENTAGE OF COMMUNITY ARTS PARTNERS WORKING WITH SCHOOLS



# 10 FUNDING

The CPS Arts Education Plan outlines policies for minimum arts staffing and instructional minutes, and principals now receive annual budget guidance for providing an adequate arts education.<sup>15</sup> The greatest challenge in CPS, as in other large urban school districts, remains balancing adequate resources so that each school can fulfill the Plan’s staffing and instructional minute goals. Anecdotal evidence indicates the primary challenge for schools in providing arts education is maintaining budget allocations each year for both instructors and programs amid myriad competing priorities and diminishing financial resources.

CPS allocated one-time TIF (Tax Increment Funding) surplus funds to add 84 new arts staffing positions beginning in 2014–15, with the funding lasting two years. Seventy-two of these positions were utilized by schools, resulting in an increase in the total dollar amount allocated to arts instructor salaries. CPS also allocated funds at the district level to the Department of Arts Education, which manages arts programs and curricula.

Individual schools’ investments, including school-level public monies such as federal Title I<sup>†</sup> and state supplements to high-poverty schools, were earmarked by principals from their individual budgets along with the student-based budget<sup>†</sup> allocations. Supplies, materials, and programs include schools’ budgets outside of instructor salaries, capital expenses, and external donations that were budgeted for the arts.

The donations listed were reported to Ingenuity by a dedicated group of foundations and corporations that provide grants and resources to CPS, individual schools, or community arts partners, and does not represent the complete universe of external investments, which is still unknown.

The funds raised by individuals, parent groups, and small associations across all schools, although not represented in this report, are equally important. Additionally, the data do not account for donations made by individuals for arts education programs; these donations likely amount to several million dollars.

## FUNDING SOURCES

	<b>CREATIVE SCHOOLS FUND</b> <sup>22</sup>	\$ 1,700,000
COMMUNITY	<b>DONATIONS TO SCHOOLS</b> <sup>12</sup>	\$ 2,177,985
	<b>DONATIONS TO COMMUNITY ARTS PARTNERS</b> <sup>12</sup>	\$ 7,364,315
	<b>DEPARTMENT OF ARTS EDUCATION</b> <sup>7</sup>	\$ 1,427,566
DISTRICT	<b>SUPPLIES, MATERIALS, AND PROGRAMS</b> <sup>11</sup>	\$ 9,038,007
	<b>INSTRUCTOR SALARIES AND BENEFITS</b> <sup>6, 11, 21</sup>	\$ 113,793,144
	<b>TOTAL</b>	<b>\$ 135,501,017</b>

<sup>†</sup>Refer to Glossary

## KEY FINDINGS



Total identified funding, including both District-allocated and private sector investments, held constant from 2013–14 to 2014–15.



84 TIF-funded positions were dedicated to the arts beginning in the 2014–15 school year. 72 of these temporarily funded positions were utilized by schools, resulting in an increase in the total dollar amount allocated to arts instructor salaries.



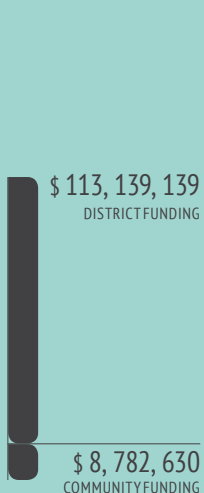
55% of schools that responded to the Creative Schools Survey reported receiving external funding for arts education. Schools continue to support their arts programs through fundraising, ticket sales, student fees, crowdfunding, and Local School Council (LSC)<sup>†</sup> support.



Nearly \$5 million in grants has been distributed through the Creative Schools Fund.

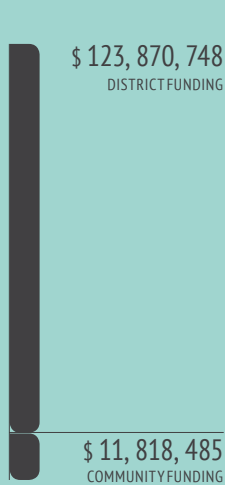
## DISTRICT FUNDING VS. COMMUNITY FUNDING

2012–13 <sup>13</sup>



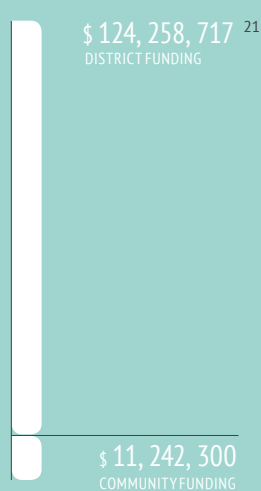
**TOTAL**  
\$ 121,921,769

2013–14 <sup>14</sup>



**TOTAL**  
\$ 135,689,233

2014–15 <sup>17</sup>



**TOTAL**  
\$ 135,501,017

<sup>†</sup>Refer to Glossary

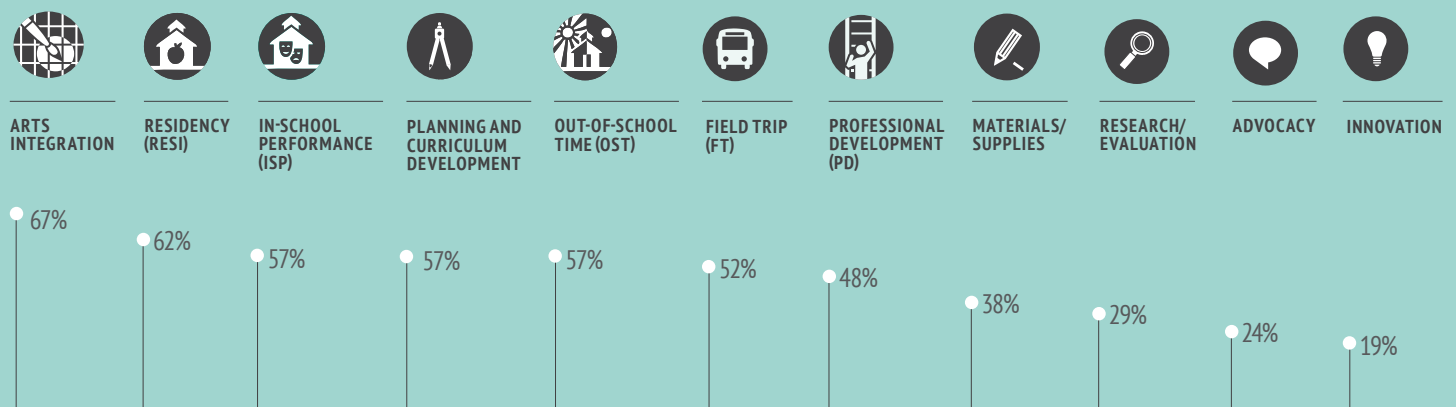
# 10 FUNDING

## PRIVATE PHILANTHROPY

In 2014–15, 55 percent of the schools that completed the Creative Schools Certification reported receiving external private funding, compared to 53 percent in 2013–14 and 61 percent in 2012–13.<sup>9,10,11</sup> While private philanthropy is generous to the arts in Chicago, a small number of schools reported receiving grants directly from foundations and/or corporations.

Many schools and parent communities make great efforts to obtain other funds for arts instruction, including through ticket and apparel sales, alumni support, student fees, individual giving drives, book fairs, crowdfunding, LSC support, and the allocation of parking lot funds. It is not uncommon for schools to report that without these external fundraising efforts, the school would not be able to fully support its arts instructors.

## WHAT PHILANTHROPISTS SUPPORT <sup>12</sup>



## THE CREATIVE SCHOOLS FUND<sup>22</sup>

The Creative Schools Fund—created to fulfill the goals outlined in the CPS Arts Education Plan—is an external, independent grant-making fund administered by Ingenuity. The Fund serves as one of the Creative Schools Initiative’s leading supports and incentivizes schools to prioritize arts education. It is the only grant-making entity in Chicago solely dedicated to providing direct financial support to CPS schools for the arts.

The Creative Schools Fund directs funds to schools that have a principal-approved Arts Liaison and have received a category rating on the Creative Schools Certification. The Fund encourages collaboration between school leaders, Arts Liaisons, and classroom instructors, and supports instructor-designed programs.

Each participating school receives Arts Essentials funds for arts materials and supplies, and these schools are also eligible to apply for larger grants to fund larger materials purchases, facility renovations to benefit arts instruction, and programs provided by community arts partners. In the past three years, Arts Essentials Funds have ranged between \$500–\$2,000 per school annually.

In 2014–15, the Fund disbursed \$370,000 in Arts Essentials to 585 schools, and approximately \$1 million in larger grants to 100 schools, mostly for work with partners to supplement and diversify the arts programs available to their students.



Prosser High School, *Rooted!* Concert

## GRANTEE SPOTLIGHT : PROSSER CAREER ACADEMY HIGH SCHOOL<sup>3</sup>

As an Excelling school, Prosser Academy received a Creative Schools Award grant to design and provide an innovative and potentially replicable arts program. Fine Arts Department chair Trevor Nicholas coordinated with Arts Liaison Heidi Georgaklis to partner with Orbert Davis' Chicago Jazz Philharmonic on a history and performance program appropriately titled *Rooted!*

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**“I wanted students to understand the history of how Chicago became such an artistically and racially diverse city and to learn about the ways in which artists have expressed these narratives through the eyes of the Great Migration and the legacy of African American influences. This project was particularly relevant given the increased awareness of race relations throughout our nation,”** said Nicholas.

Over the course of a semester, students worked with Orbert Davis, area musicians and composers to create and perform their own pieces. As they crafted, they also learned that they are rooted and very closely connected to the city. The final concert was performed in front of fellow students, parents and community members—some students performing in front of peers and family members for the first time in their lives. Students felt that they had just contributed something great to Chicago. They felt instilled with pride in themselves and in their city. They were no longer simply learning about history—they were making history. They were expressing their own histories.

“Because funding for arts projects isn’t in abundance, I am very thankful that we were able to create such a rich musical experience for our students,” said Nicholas. “One student in particular learned to use her voice to overcome the loss of her brother to gun violence. Seeing her gain the confidence to share her difficulties through music is something I will never forget.”



Photo courtesy of The Hyde Park Art Center



# PROGRESS TO DATE

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## 11

**TWO-YEAR PROGRESS** pg. 42

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## 12

**THREE-YEAR PROGRESS**

**CREATIVE SCHOOLS:  
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## 13

**AREAS FOR  
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# 11

## TWO-YEAR PROGRESS <sup>10, 11, 23</sup> (OF 551 SCHOOLS)

Using data from the Creative Schools Survey, we can highlight changes, improvements and declines over two consecutive years. In Years 2 and 3, 551 schools reported, which is the largest set of continuing data on arts education in Chicago to date. CPS schools rated Strong or Excelling in the arts increased from 57 percent to 67 percent. From Year 2 to Year 3, 59 percent of these schools maintained their category, while 28 percent improved their category. The percentage of these schools achieving the top category of Excelling increased from 32 percent in Year 2 to 41 percent in Year 3. The percentage of schools in the Strong category remained relatively constant, and the percentage of schools in the Developing and Emerging categories decreased.

### KEY FINDINGS



551 schools completed the Creative Schools Survey in both Years 2 and 3.



In 2014–15, 57% of CPS schools achieved a Creative Schools Certification rating of Strong or Excelling, up from 50% in 2013–14.



Elementary schools were more likely to improve their category than high schools.

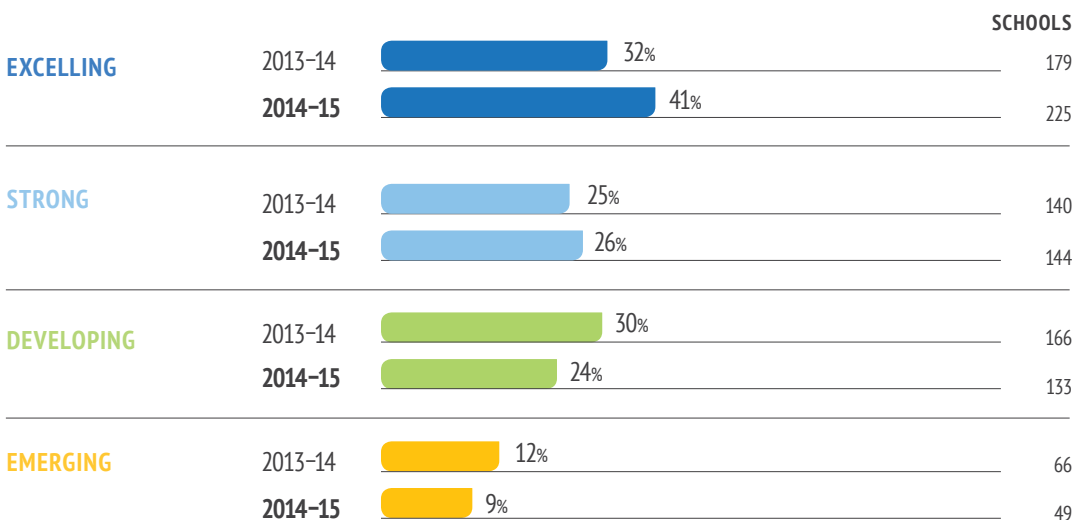


28% of reporting schools improved their CSC category between Years 2 and 3.



The percentage of Excelling schools increased from 32% to 41%.

### CREATIVE SCHOOLS CERTIFICATION: TWO-YEAR PROGRESS



28% OF SCHOOLS OVERALL IMPROVED THEIR CATEGORY

31% OF ELEMENTARY SCHOOLS IMPROVED THEIR CATEGORY

17% OF HIGH SCHOOLS IMPROVED THEIR CATEGORY



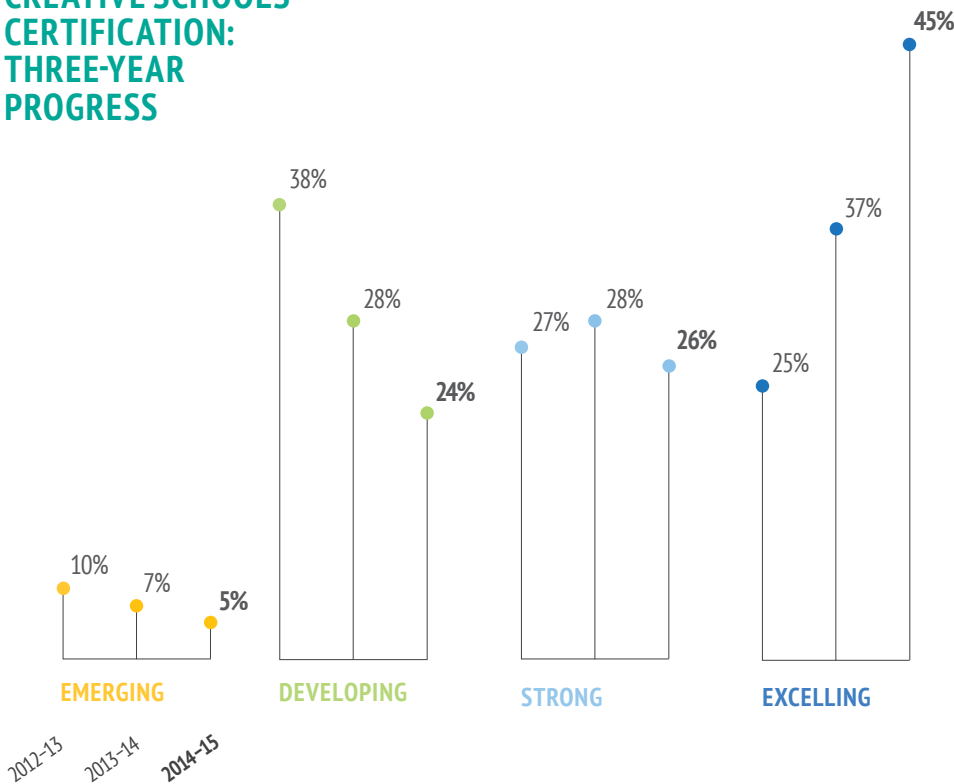
Photo courtesy of The Old Town School of Folk Music

# 12 THREE-YEAR PROGRESS 9, 10, 11, 24

(OF 360 SCHOOLS)

Three hundred and sixty schools completed the Creative Schools Survey three years in a row. This section takes a closer look at how those schools performed over time.

## CREATIVE SCHOOLS CERTIFICATION: THREE-YEAR PROGRESS



## CREATIVE SCHOOLS: THREE-YEAR TRENDS

Of the 360 CPS schools reporting three years in a row, nearly 72 percent were rated Strong or Excelling in the arts in Year 3. This is an increase from 52 percent in the first year and 65 percent in the second year. The number of schools in the Emerging and Developing categories decreased each year.

The positive trends reflect school-level improvement over time. Specifically, **89 percent of the longitudinal sample (or 322 schools) maintained or increased their Creative Schools category from Year 1 to Year 3.** Additionally, 153 schools maintained a category of Strong or Excelling all three years. Finally, 94 schools moved from Developing or Emerging to Strong or Excelling over this three-year period.

## KEY FINDINGS



360 schools completed the Creative Schools survey three years in a row.



Nearly 72% achieved a Strong or Excelling category in Year 3 versus 52% in Year 1.

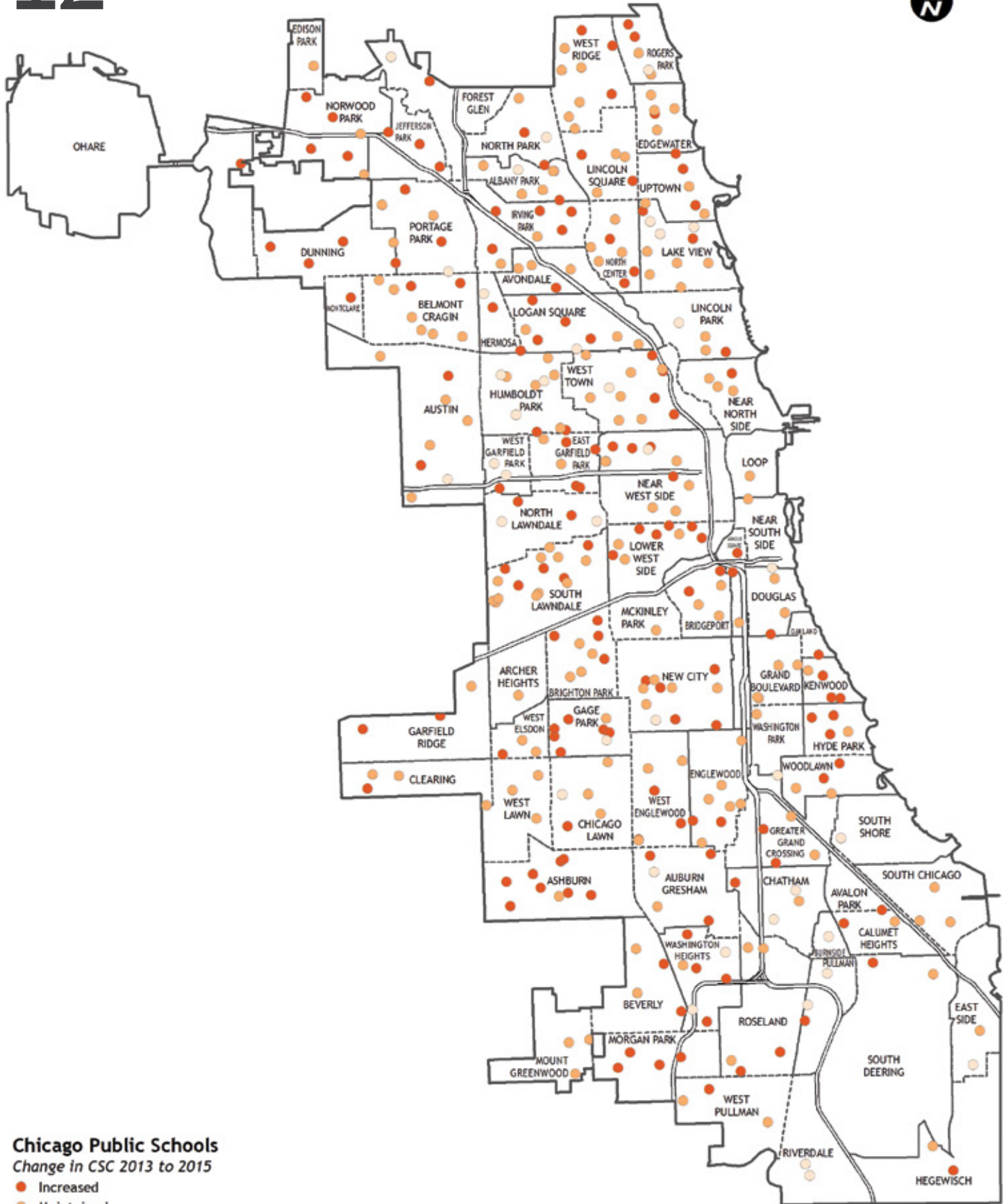


The percentage of schools meeting the 1:350 instructor-to-student ratio recommendation increased from 51% in Year 1 to 70% in Year 3.



The percentage of schools meeting the recommendation of 120 minutes of arts instruction per week increased from 42% in Year 1 to 60% in Year 3.

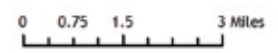
# 12 CHANGE IN CREATIVE SCHOOLS CATEGORY 2013-15



**Chicago Public Schools**  
Change in CSC 2013 to 2015

- Increased
- Maintained
- Decreased

Source: Ingenuity 2015



# 12

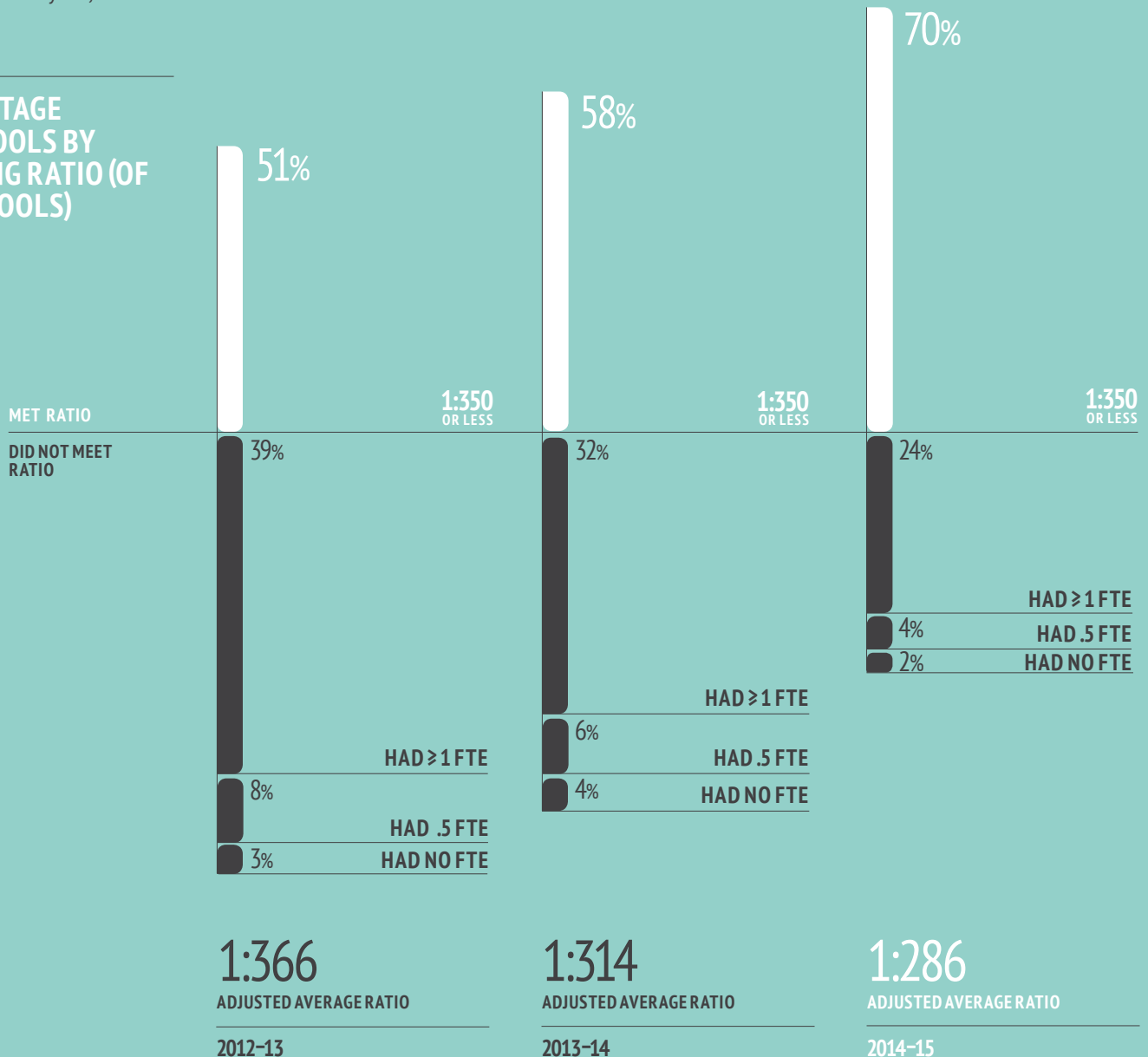
## THREE-YEAR PROGRESS (OF 360 SCHOOLS)

9, 10, 11, 24

### STAFFING LEVELS

As mentioned previously, the Creative Schools Certification recommends a staffing policy of one certified full-time arts instructor for every 350 students.<sup>15</sup> The arts instructor-to-student ratio in the longitudinal sample improved each study year. The percentage of schools meeting the 1:350 arts instructor-to-student ratio recommendation increased from 51 percent in Year 1 to 58 percent in Year 2 and reached 70 percent in Year 3. The average ratio itself improved each year, from 1:366 in Year 1 to 1:286 in Year 3.

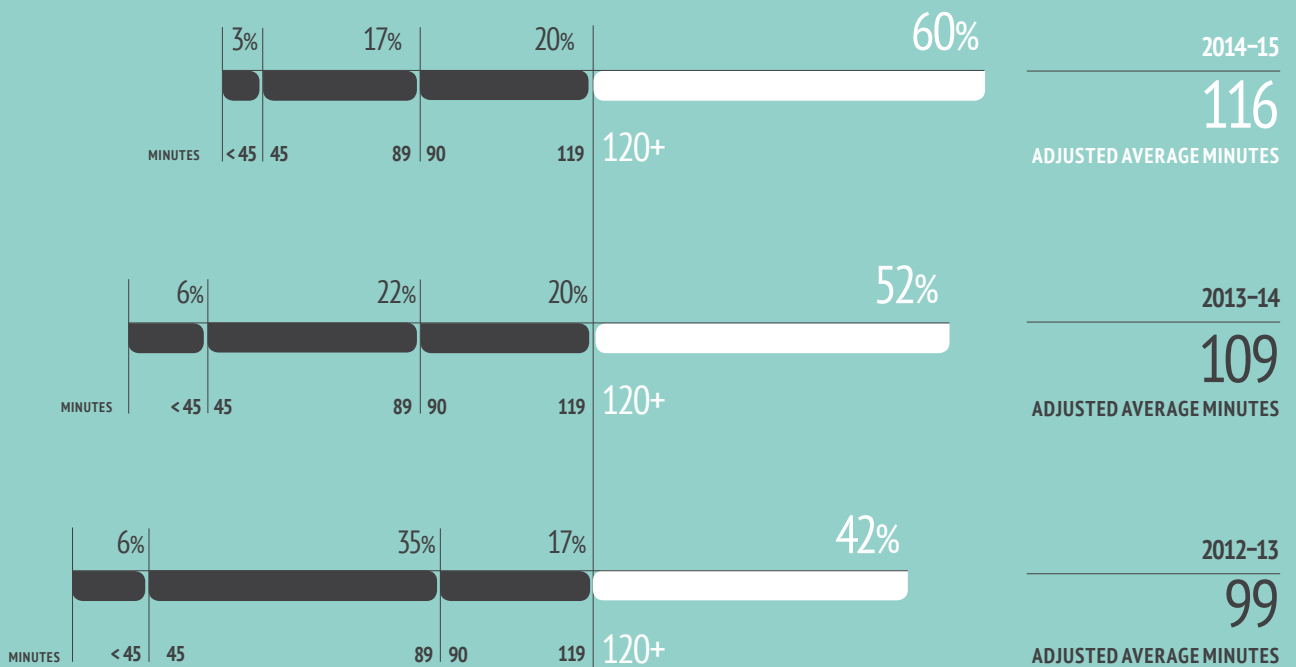
#### PERCENTAGE OF SCHOOLS BY STAFFING RATIO (OF 360 SCHOOLS)



## WEEKLY INSTRUCTION<sup>9, 10, 11, 24</sup>

The 293 elementary schools in the longitudinal sample increased their average weekly instructional minutes in the arts each year. **The number of CPS elementary schools meeting the recommended 120 minutes of arts instruction per week increased 43 percent over three years.** In Year 1, 42 percent of schools met the recommendation, and by Year 3, 60 percent met the recommendation. The average minutes of arts instruction across this sample also increased each year, beginning with a weekly average of 99 minutes in Year 1 and reaching a weekly average of 116 minutes per in Year 3.

### PERCENTAGE OF SCHOOLS BY WEEKLY INSTRUCTIONAL MINUTES



In summary, of the 360 CPS schools reporting three years in a row, there were gains in students' access to the arts, including Creative Schools category, arts staffing levels, and student access to weekly arts instruction.

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# 13 AREAS FOR FURTHER STUDY

The three years of data collection conducted by Ingenuity demonstrate clear improvement trends in CPS arts education. The more we learn about the arts education ecosystem in Chicago, the more questions arise that the existing data cannot address. The following are some suggestions for future studies that would continue providing decision-makers with the information they need to deepen their arts education efforts for all students.

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## 1

Now that there is established momentum behind efforts to improve arts education in CPS, there is an opportunity to **CRAFT A SERIES OF CASE STUDIES** that go beyond the numbers and describe the strategies, challenges, and opportunities that those succeeding in this work are facing. Case studies could focus on how schools achieve the recommended 120 weekly minutes of arts instruction and schedule their instructors, or more generally examine schools that progressed from an Emerging or Developing category to Strong or Excelling.

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## 2

Overall, elementary schools are more likely to improve their Creative Schools Certification category than high schools. It would be worthwhile to **EXPLORE WHAT THE BARRIERS ARE TO IMPROVING ARTS EDUCATION EFFORTS IN HIGH SCHOOLS**. What additional investments and/or changes in approach are needed to address these barriers? Would adjustments to the high school rubric be appropriate?

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## 3

District-run schools have responded well to the Creative Schools Certification process. It would be worthwhile to **EXPLORE WHAT THE BARRIERS ARE TO INCREASING CHARTER AND CONTRACT SCHOOL PARTICIPATION IN THE CREATIVE SCHOOLS INITIATIVE**. Which incentives and communications vehicles may work better to increase participation in the Creative Schools Certification? What adjustments to the process of participation would be appropriate? How can Ingenuity partner with the District, leading charter agencies and partners to work with charter operators to boost data collection and capture the arts assets within these schools?

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## 4

CPS hired more arts instructors this year, but some posted positions went unfilled. Additionally, theatre and dance instructor hires remain at low levels. Are there enough qualified candidates in the area? Is there an interest in hiring more theatre and dance instructors? Beyond obvious school budget issues, **WHAT STEPS CAN BE TAKEN TO REMOVE OBSTACLES TO HIRING NEEDED STAFF?** A better understanding of why some schools were unable to fill arts instructor positions made possible by the TIF funds may help illuminate the supply-and-demand forces at play. This is particularly important given the policy change that allows courses in each of the four art disciplines to count towards the two-credit arts graduation requirement.

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## 5

The current data demonstrate where community arts partners are working and what programs they are implementing. **A CLOSER LOOK AT HOW THESE PARTNERSHIPS ENHANCE AND SUPPORT SCHOOL ARTS EDUCATION EFFORTS WOULD NOW BE BENEFICIAL**. For example, how are principals and instructors making decisions about which organizations to partner with, which discipline to focus on, and which program type(s) to include? Are school leaders selecting programs that greatly differ from what their arts instructor can cover (e.g., a school with a visual arts instructor partners with a community arts partner to take fourth and fifth graders to dance performances)? Are school leaders selecting programs that deepen the school's existing arts education program (e.g., a school with a visual arts instructor who specializes in painting partners with a teaching artist to conduct a multi-week residency focused on creating sculptures using reclaimed materials)? Identifying these patterns and types of partnership practices could serve as models for schools looking to maximize the impact of these partnerships.

<sup>†</sup>Refer to Glossary



# APPENDIX

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# 14 REFERENCES AND RESOURCES

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## REFERENCES

1. Arts Education in Public and Secondary Schools, 1999–2000 and 2009–2010. Washington, DC: US Department of Education (National Center for Education Statistics), 2012.
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10. Ingenuity artlook Schools data on 585 Chicago public elementary and high schools (2013–14 Creative Schools Certification Survey). Raw data. Chicago. 2 September 2014.
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## NOTES

17. District-allocated and private sector investments were compiled from several data sources, including references 6, 7, 9, 10, 11, and 12 in the above section, and note 21 below. See the Funding spread of this report for a more detailed breakdown of these investments.
18. For the purposes of this report, schools with data points more than two standard deviations away from the mean are considered outliers. Outlier schools were removed from the calculation where the term “adjusted average” is used, unless otherwise noted.
19. Most instructors hold more than one credential.
20. The artlook Suite, Ingenuity’s data collection portals for CPS schools and community arts partners are dynamically linked, providing a transparent view of partnerships to both parties. More information on the data collection process can be found in the appendix.
21. Arts positions, salaries, and benefits for district-run schools were provided by CPS’ Office of Accountability. Charter and contract school arts positions were provided by schools reporting via the 2014–15 Creative Schools Certification Survey. Salaries for those charter and contract school positions were estimated using an adjusted average of the Chicago charter school teacher salary as reported by Illinois Network of Charter Schools (Teacher/staff compensation by years of experience, City of Chicago, District 299, [https://www.incschools.org/tableau/?post=32&type=policy\\_facts&index=1-0](https://www.incschools.org/tableau/?post=32&type=policy_facts&index=1-0)), and benefits were calculated at 30.3% of that salary, per the United States Bureau of Labor Statistics (Employer Costs for Employee Compensation, <http://www.bls.gov/news.release/ecec.nr0.htm>).
22. These Creative Schools Fund dollars include Arts Advance grants (up to \$10,000), Creative Schools Awards (up to \$15,000), Arts Essentials funds (\$1,000 - \$2,000), and grants made directly to the CPS Department of Arts Education to support teacher professional learning and data collection. More information on these grant programs can be found at <http://www.ingenuity-inc.org/csf>.
23. Data in the “Two-Year Progress” section comes from the 551 schools (436 elementary and 115 high schools) that responded to the Creative Schools Certification Survey in both the 2013–14 and 2014–15 school years.
24. Data in the “Three-Year Progress” section comes from the 360 schools (293 elementary and 67 high schools) that responded to the Creative Schools Certification Survey in each year of Ingenuity data collection (school years 2012–13, 2013–14, and 2014–15).

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# 15 DATA SOURCES AND LIMITATIONS

This progress report utilized multiple data sources to examine the 2014–15 school year. The lead data source was Ingenuity’s **artlook™** Suite—a set of data systems that collect and track information on CPS instructor-based and community arts partner-provided arts programming across Chicago Public Schools.

This report also relied on public data sources, including the Illinois State Board of Education’s (ISBE) Educator Licensure Information System (ELIS), to research the certifications and credentials of arts instructors in CPS, and to confirm the specific arts disciplines these instructors were credentialed to teach. The CPS Budget and Talent files were used to crosscheck the data reported by schools with a marked increase in their CSC category. Ingenuity worked closely with the CPS Department of Arts Education to contact these schools to make sure their data was an accurate representation of what took place in their school. Additionally, 21 philanthropic foundations and corporations reported on their arts education investments.

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 site. This data directly informs each school’s Creative Schools Certification (CSC) category, which appears on their annual, publicly available report card each fall. In the 2014–15 school year, 86 percent of CPS schools completed the Creative Schools Certification survey in full, maintaining the significant participation increase from the baseline year (the response rate in 2012–13 was 57 percent and increased to 88 percent in 2013–14).

External arts program providers, which include museums, cultural institutions, community-based organizations, and individual teaching artists, report their partnership and programming information via **artlook™** Partners. The Schools and 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.

Knowledge of CPS’ arts education landscape is still limited, but growing. Two consecutive years of high Creative Schools Certification survey response rates allow for more informative analysis. This report focuses primarily on results from the 2014–15 school year and also highlights trends across the first three years of data collection.

# 16 A NOTE ON SELF-REPORTING

The following describes the data review process:



1

## CPS ARTS LIAISONS

Arts Liaisons enter data on their school's arts assets into Ingenuity's **artlook™** Schools site which then provides them with a preliminary score based on their self-reported data. This gives the Arts Liaisons an idea of where they may land on the Creative Schools Certification continuum, assuming all the data reported are accurate. Once the data are reviewed by the Arts Liaison and submitted through the site, raw data and a rubric report are emailed to the Arts Liaison and the principal for record keeping.



2

## INGENUITY

Ingenuity checks all information entered into **artlook™** Schools based strictly on process-oriented data validation rules and parameters (e.g., no minutes are reported but student access is listed at 100 percent). If new community arts partners are reported, Ingenuity performs research to verify the legitimacy of the organization. Occasionally, outreach is done to the partners and/or Arts Liaisons for additional information and program details. Community Arts Partners who have yet to be reviewed are not counted in the school's rubric, but are stored in a pending file. If confirmed, the partner is added to Ingenuity's list of vetted partners. If the organization does not meet the criteria for a partnership, it is deleted and the Arts Liaison is notified.



3

## CPS DEPARTMENT OF ARTS EDUCATION

Ingenuity provides all data-reviewed Creative Schools Certification categories to the CPS Department of Arts Education. The Department reviews the scores and flags concerns. Ingenuity then provides raw data reports to the Department for the flagged schools.



4

## CPS BUDGET AND TALENT FILES

Ingenuity reviews the feedback provided by the Department of Arts Education for specific schools, such as cross-referencing reported staffing against the CPS Budget and Talent files, and the Illinois State Board of Education Educator Licensure Information System (ELIS).



5

## CPS PRINCIPALS

The CPS Department of Arts Education contacts school principals for further clarification on any unresolved issues.



6

## SCHOOL/PARTNER CROSS-CHECK

All school partnerships reported by community arts partners are cross-referenced with data reported by the schools for discrepancies. The **artlook™** Partners and **artlook™** Schools data systems provide a transparent view of partnerships to both parties—organizations can see the partnerships reported by any given school and vice versa.



7

## PUBLIC REVIEW

The **artlook™** Map is populated by the data entered by both partners and schools as mentioned above. This website provides another opportunity for review by schools and partners, as well as the opportunity for public scrutiny.



Photo by Liz Lauren, courtesy of Chicago Shakespeare Theater

# 17 GLOSSARY

## **Adjusted Average**

For the purposes of this report, “adjusted average” refers to the average taken from those schools whose data falls within two standard deviations of the mean. Schools with data points beyond these boundaries are known as outliers and have data significantly higher or lower than the average. Outlier schools have been removed from analyses in order to offer an accurate picture of school practices.

## **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 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.

# 18 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.\*

### PHASE 1

#### ARTS LIAISON ENTERS PRELIMINARY CRITERIA



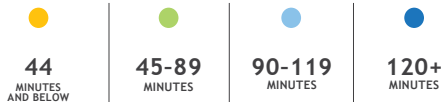
##### STAFFING

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



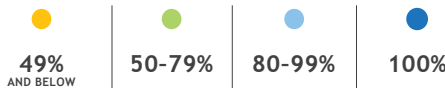
##### MINUTES OF INSTRUCTION

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 9/9/15. 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](http://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.



# 2014-15 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 2014-15 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 	
<b>ADDAMS</b> <i>Jane Addams</i>	Developing	<span style="color: blue;">●</span>	<span style="color: green;">●</span>	<span style="color: blue;">●</span>	✓	✓	✓	✓	✓	✓
<b>AGASSIZ</b> <i>Louis A Agassiz</i>	Excelling	<span style="color: blue;">●</span>	<span style="color: blue;">●</span>	<span style="color: blue;">●</span>	✓	✓	✓	✓	✓	✓
<b>ALBANY PARK</b> <i>Albany Park Multicultural Academy - Middle</i>	Excelling	<span style="color: blue;">●</span>	<span style="color: blue;">●</span>	<span style="color: blue;">●</span>	✓	✓	✓	✓	✓	✓
<b>ALCOTT</b> <i>Louisa May Alcott</i>	Strong	<span style="color: blue;">●</span>	<span style="color: lightblue;">●</span>	<span style="color: blue;">●</span>	✓	✓	✓	✓	✓	✓
<b>ALDRIDGE</b> <i>Ira F Aldridge</i>	Emerging	<span style="color: yellow;">●</span>	<span style="color: yellow;">●</span>	<span style="color: yellow;">●</span>	✓	✗	✓	✗	✓	✓
<b>ARIEL</b> <i>Ariel</i>	Excelling	<span style="color: blue;">●</span>	<span style="color: blue;">●</span>	<span style="color: blue;">●</span>	✓	✓	✓	✓	✓	✓
<b>ARMOUR</b> <i>Phillip D Armour</i>	Developing	<span style="color: blue;">●</span>	<span style="color: green;">●</span>	<span style="color: blue;">●</span>	✓	✓	✓	✓	✓	✓
<b>ARMSTRONG, G</b> <i>George B Armstrong International Studies</i>	Excelling	<span style="color: blue;">●</span>	<span style="color: blue;">●</span>	<span style="color: blue;">●</span>	✓	✓	✓	✓	✓	✓
<b>ASHBURN</b> <i>Ashburn</i>	Excelling	<span style="color: blue;">●</span>	<span style="color: blue;">●</span>	<span style="color: blue;">●</span>	✓	✓	✓	✓	✓	✓
<b>ASHE</b> <i>Arthur R Ashe</i>	Developing	<span style="color: green;">●</span>	<span style="color: blue;">●</span>	<span style="color: blue;">●</span>	✓	✗	✓	✓	✓	✓
<b>ASIAN HUMAN SERVICES - PASSAGES CHARTER</b> <i>Asian Human Services - Passages Charter</i>	Developing	<span style="color: lightblue;">●</span>	<span style="color: green;">●</span>	<span style="color: lightblue;">●</span>	✓	✓	✓	✓	✓	✓
<b>ASPIRA CHARTER - HAUGAN</b> <i>ASPIRA Charter - Haugan Campus - Middle</i>	Emerging	<span style="color: blue;">●</span>	<span style="color: blue;">●</span>	<span style="color: yellow;">●</span>	✓	✗	✗	✓	✓	✓
<b>ATTUCKS</b> <i>Crispus Attucks</i>	Incomplete Data	<span style="color: red;">●</span>	<span style="color: red;">●</span>	<span style="color: red;">●</span>	✗	✗	✗	✗	✗	✗
<b>AUDUBON</b> <i>John J Audubon</i>	Excelling	<span style="color: blue;">●</span>	<span style="color: blue;">●</span>	<span style="color: blue;">●</span>	✓	✓	✓	✓	✓	✓
<b>AVALON PARK</b> <i>Avalon Park</i>	Excelling	<span style="color: blue;">●</span>	<span style="color: blue;">●</span>	<span style="color: blue;">●</span>	✓	✓	✓	✓	✓	✓



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



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



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

CPS Elementary Schools



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



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

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



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



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School Name	Overall Rating	Arts	Sports	Globe	Key	Money	Person	Globe	Handshake	Group of People
<b>HEARST</b> <i>Phoebe A. Hearst</i>	Developing	●	●	●	✗	✓	✓	✓	✓	✓
<b>HEDGES</b> <i>James Hedges</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>HEFFERAN</b> <i>Helen M Hefferan</i>	Emerging	●	●	●	✓	✓	✗	✓	✓	✓
<b>HENDERSON</b> <i>Charles R Henderson</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>HENDRICKS</b> <i>Thomas A Hendricks</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>HENRY</b> <i>Patrick Henry</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>HERNADEZ</b> <i>Irene C. Hernandez Middle School for the Advancement of Science</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
<b>HEROES</b> <i>Ninos Heroes Academic Center</i>	Strong	●	●	●	✗	✓	✓	✓	✓	✓
<b>HERZL</b> <i>Theodore Herzl</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>HIBBARD</b> <i>William G Hibbard</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
<b>HIGGINS</b> <i>Thomas J Higgins</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>HITCH</b> <i>Rufus M Hitch</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>HOLDEN</b> <i>Charles N Holden</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>HOLMES</b> <i>Oliver Wendell Holmes</i>	Developing	●	●	●	✓	✗	✗	✓	✓	✓
<b>HOPE INSTITUTE</b> <i>Hope Institute Learning Academy- Contract</i>	Developing	●	●	●	✓	✗	✓	✓	✓	✓
<b>HORIZON - SOUTHWEST</b> <i>Horizon Science Academy - Southwest Chicago Charter</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	✗
<b>HOWE</b> <i>Julia Ward Howe</i>	Strong	●	●	●	✓	✗	✗	✓	✓	✓
<b>HOYNE</b> <i>Thomas Hoyne</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>HUGHES, C</b> <i>Charles Evans Hughes</i>	Emerging	●	●	●	✓	✓	✓	✓	✓	✓
<b>HUGHES, L</b> <i>Langston Hughes</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>HURLEY</b> <i>Edward N Hurley</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>INTER-AMERICAN</b> <i>Inter-American - Magnet</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>IRVING</b> <i>Washington Irving</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
<b>JACKSON, A</b> <i>Andrew Jackson Language Academy</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
<b>JACKSON, M</b> <i>Mahalia Jackson</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>JAHN</b> <i>Friedrich Ludwig Jahn</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>JAMIESON</b> <i>Minnie Mars Jamieson</i>	Strong	●	●	●	✓	✗	✓	✓	✓	✓
<b>JENNER</b> <i>Edward Jenner Academy of the Arts</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓



School Name	Overall Rating	Arts	Sports	Math	Reading	Science	Writing	History	Art	Music	Physical Education	Health	Character Education	Other
<b>JENSEN</b> <i>Jensen Scholastic Academy</i>	Strong	●	●	●	✓	✗	✓	✓	✓	✓				
<b>JOHNSON</b> <i>James Weldon Johnson</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓				
<b>JOPLIN</b> <i>Scott Joplin</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓				
<b>JORDAN</b> <i>Jordan</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓				
<b>JUNGMAN</b> <i>Joseph Jungman</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓				
<b>KANOO</b> <i>Gerald Delgado Kanoo - Magnet</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓				
<b>KELLER</b> <i>Annie Keller - Gifted Magnet</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓				
<b>KELLMAN</b> <i>Joseph Kellman Corporate Community</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓				
<b>KELLOGG</b> <i>Kate S Kellogg</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓				
<b>KERSHAW</b> <i>Joshua D Kershaw</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓				
<b>KILMER</b> <i>Joyce Kilmer</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓				
<b>KING</b> <i>Dr. Martin L. King Jr Academy of Social Justice</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓				
<b>KINZIE</b> <i>John H Kinzie</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓				
<b>KIPLING</b> <i>Rudyard Kipling</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓				
<b>KIPP ASCEND</b> <i>KIPP Ascend Academy Charter</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓				
<b>KIPP CHICAGO - ASCEND PRIMARY</b> <i>KIPP Ascend Primary Charter</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓				
<b>KIPP BLOOM</b> <i>KIPP Charter Bloom</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓				
<b>KIPP CREATE</b> <i>KIPP Charter Create</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	✗				
<b>KOZMINSKI</b> <i>Charles Kozminski</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓				
<b>LANGFORD</b> <i>Anna R. Langford</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓				
<b>LARA</b> <i>Agustin Lara</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓				
<b>LASALLE</b> <i>LaSalle Language Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓				
<b>LASALLE II</b> <i>LaSalle II - Magnet</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓				
<b>LAVIZZO</b> <i>Mildred I Lavizzo</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓				
<b>LAWNDALE</b> <i>Lawndale</i>	Developing	●	●	●	✓	✗	✓	✓	✓	✓				
<b>LEARN - 7</b> <i>Learn Charter 7</i>	Excelling	●	●	●	✓	✗	✗	✓	✓	✓				
<b>LEARN - BUTLER</b> <i>LEARN Charter - Romano Butler Campus</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	✗				
<b>LEARN - CAMPBELL</b> <i>LEARN Charter - Charles and Dorothy Campbell</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓				



<b>LEARN - EXCEL</b> <i>LEARN Charter - Excel</i>	Incomplete Data	●	●	●	×	×	×	×	×
<b>LEARN MIDDLE SCHOOL</b> <i>LEARN Charter - Middle School Campus</i>	Incomplete Data	●	●	●	×	×	×	×	×
<b>LEARN - PERKINS</b> <i>LEARN Charter - Hunter Perkins</i>	Developing	●	●	●	✓	×	×	✓	✓
<b>LEARN - SOUTH CHICAGO</b> <i>LEARN Charter - South Chicago Campus</i>	Incomplete Data	●	●	●	×	×	×	×	×
<b>LEE</b> <i>Richard Henry Lee</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>LEGACY</b> <i>Legacy Charter</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>LELAND</b> <i>George Leland</i>	Developing	●	●	●	×	✓	✓	✓	✓
<b>LENART</b> <i>Lenart - Regional Gifted Center</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>LEWIS</b> <i>Leslie Lewis</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>LIBBY</b> <i>Arthur A Libby</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>LINCOLN</b> <i>Abraham Lincoln</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>LITTLE VILLAGE</b> <i>Little Village</i>	Excelling	●	●	●	✓	×	✓	✓	✓
<b>LLOYD</b> <i>Henry D Lloyd</i>	Developing	●	●	●	✓	✓	✓	✓	✓
<b>LOCKE</b> <i>Alain Locke - Charter</i>	Incomplete Data	●	●	●	×	×	×	×	×
<b>LOCKE, J</b> <i>Josephine C Locke</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>LOGANDALE</b> <i>Avondale-Logandale</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>LORCA</b> <i>Federico Garcia Lorca</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>LOVETT</b> <i>Joseph Lovett</i>	Developing	●	●	●	✓	×	✓	×	✓
<b>LOWELL</b> <i>James Russell Lowell</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>LOZANO</b> <i>Rodolfo Lozano Bilingual &amp; International Center</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>LYON</b> <i>Mary Lyon</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>MADERO</b> <i>Francisco I Madero - Middle</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>MADISON</b> <i>James Madison</i>	Emerging	●	●	●	✓	×	×	✓	✓
<b>MANIERRE</b> <i>George Manierre</i>	Developing	●	●	●	✓	✓	✓	✓	✓
<b>MANN</b> <i>Horace Mann</i>	Excelling	●	●	●	✓	×	✓	✓	✓
<b>MARQUETTE</b> <i>Marquette</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>MARSH</b> <i>John L Marsh</i>	Developing	●	●	●	✓	×	✓	✓	✓
<b>MARSHALL, T</b> <i>Thurgood Marshall - Middle</i>	Emerging	●	●	●	✓	×	✓	✓	✓



<b>MASON</b> <i>Roswell B Mason</i>	Strong	●	●	●	✓	✗	✓	✓	✓
<b>MAYER</b> <i>Oscar F Mayer</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>MAYS</b> <i>Benjamin E Mays</i>	Developing	●	●	●	✓	✓	✓	✓	✓
<b>MCAULIFFE</b> <i>Sharon Christa McAuliffe</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>MCCLELLAN</b> <i>George B McClellan</i>	Excelling	●	●	●	✓	✗	✓	✓	✓
<b>MCCORMICK</b> <i>Cyrus H McCormick</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>MCCUTCHEON</b> <i>John T McCutcheon</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>MCDADE</b> <i>James E McDade - Classical</i>	Developing	●	●	●	✓	✓	✓	✓	✓
<b>MCDOWELL</b> <i>Mary E McDowell</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>MCKAY</b> <i>Francis M McKay</i>	Developing	●	●	●	✓	✓	✓	✓	✓
<b>MCNAIR</b> <i>Ronald E McNair</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>MCPHERSON</b> <i>James B McPherson</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>MELODY</b> <i>Genevieve Melody</i>	Strong	●	●	●	✗	✓	✗	✓	✓
<b>METCALFE</b> <i>Ralph H Metcalfe</i>	Excelling	●	●	●	✓	✓	✓	✗	✓
<b>MIRELES</b> <i>Arnold Mireles</i>	Strong	●	●	●	✓	✗	✓	✓	✓
<b>MITCHELL</b> <i>Ellen Mitchell</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>MOLLISON</b> <i>Irvin C Mollison</i>	Developing	●	●	●	✓	✓	✓	✓	✓
<b>MONROE</b> <i>James Monroe</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>MONTEFIORE</b> <i>Moses Montefiore Special</i>	Excelling	●	●	●	✓	✗	✓	✓	✓
<b>MONTESSORI - ENGLEWOOD</b> <i>The Montessori School of Englewood - Charter</i>	Developing	●	●	●	✓	✓	✓	✓	✓
<b>MOOS</b> <i>Bernhard Moos</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>MORRILL</b> <i>Donald Morrill Math &amp; Science</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>MORTON</b> <i>Morton School of Excellence</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>MOUNT GREENWOOD</b> <i>Mount Greenwood</i>	Developing	●	●	●	✓	✗	✓	✓	✓
<b>MOUNT VERNON</b> <i>Mount Vernon</i>	Excelling	●	●	●	✓	✗	✓	✓	✓
<b>MOZART</b> <i>Wolfgang A Mozart</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>MURPHY</b> <i>John B Murphy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>MURRAY</b> <i>Phillip Murray Language Academy</i>	Strong	●	●	●	✓	✓	✓	✓	✓



School Name	Overall Rating	Arts	Sports	Globe	Key	Money	Person	Globe	Handshake	Group of People
<b>NAMASTE</b> <i>Namaste - Charter</i>	Emerging	●	●	●	✓	✓	✓	✓	✓	✓
<b>NASH</b> <i>Henry H Nash</i>	Developing	●	●	●	✗	✗	✗	✓	✗	✗
<b>NATIONAL TEACHERS</b> <i>National Teachers Academy</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
<b>NEIL</b> <i>Jane A Neil</i>	Emerging	●	●	●	✓	✗	✓	✗	✗	✓
<b>NETTELHORST</b> <i>Louis Nettelhorst</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>NEW FIELD</b> <i>New Field</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
<b>NEW SULLIVAN</b> <i>William K New Sullivan</i>	Strong	●	●	●	✗	✗	✓	✓	✓	✓
<b>NEWBERRY</b> <i>Walter L Newberry Math &amp; Science Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>NICHOLSON TECH ACADEMY</b> <i>Nicholson Technology Academy</i>	Developing	●	●	●	✓	✓	✗	✓	✓	✓
<b>NIGHTINGALE</b> <i>Florence Nightingale</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
<b>NIXON</b> <i>William P Nixon</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
<b>NKRUMAH CHARTER</b> <i>Kwame Nkrumah Academy</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
<b>NOBEL</b> <i>Alfred Nobel</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
<b>NORTH RIVER</b> <i>North River</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>NORTHWEST</b> <i>Northwest - Middle</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
<b>NORWOOD PARK</b> <i>Norwood Park</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>OGDEN</b> <i>William B Ogden</i>	Strong	●	●	●	✓	✓	✓	✗	✓	✓
<b>OGLESBY</b> <i>Richard J Oglesby</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>O'KEEFFE</b> <i>Isabelle C O'Keeffe</i>	Strong	●	●	●	✓	✓	✗	✓	✓	✓
<b>ONAHAN</b> <i>William J Onahan</i>	Developing	●	●	●	✓	✗	✓	✓	✓	✓
<b>ORIOLE PARK</b> <i>Oriole Park</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>OROZCO</b> <i>Orozco Fine Arts &amp; Sciences</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
<b>ORTIZ DE DOMINGUEZ</b> <i>Josefa Ortiz De Dominguez</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
<b>OTIS</b> <i>James Otis</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>O'TOOLE</b> <i>Luke O'Toole</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
<b>OWEN</b> <i>William Bishop Owen Scholastic Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>PALMER</b> <i>John Palmer</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>PARK MANOR</b> <i>Park Manor</i>	Developing	●	●	●	✓	✗	✗	✓	✓	✓



<b>PARKER</b> <i>Francis W Parker</i>	Developing	●	●	●	✓	✓	✓	✓	✓
<b>PARKSIDE</b> <i>Parkside</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
<b>PASTEUR</b> <i>Louis Pasteur</i>	Excelling	●	●	●	✗	✓	✓	✓	✓
<b>PECK</b> <i>Ferdinand Peck</i>	Strong	●	●	●	✓	✗	✓	✓	✓
<b>PEIRCE</b> <i>Helen Peirce International Studies</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>PENN</b> <i>William Penn</i>	Emerging	●	●	●	✓	✗	✓	✓	✓
<b>PEREZ</b> <i>Manuel Perez</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>PERSHING</b> <i>John J Pershing Humanities - Magnet</i>	Excelling	●	●	●	✓	✗	✓	✓	✓
<b>PETERSON</b> <i>Mary Gage Peterson</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>PICCOLO</b> <i>Brian Piccolo</i>	Emerging	●	●	●	✓	✓	✓	✓	✓
<b>PICKARD</b> <i>Josiah Pickard</i>	Developing	●	●	●	✓	✓	✓	✓	✓
<b>PILSEN</b> <i>Pilsen</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>PIRIE</b> <i>John T Pirie Fine Arts &amp; Academic Center</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>PLAMONDON</b> <i>Ambrose Plamondon</i>	Developing	●	●	●	✓	✓	✓	✓	✓
<b>PLATO</b> <i>Plato Learning Academy - Contract</i>	Excelling	●	●	●	✓	✗	✓	✓	✓
<b>POE</b> <i>Edgar Allan Poe Classical</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>POLARIS CHARTER CAMPUS</b> <i>Polaris Charter Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>PORTAGE PARK</b> <i>Portage Park</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>POWELL</b> <i>Adam Clayton Powell - Paideia</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>PRESCOTT</b> <i>William H Prescott</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>PRIETO</b> <i>Dr. Jorge Prieto Math &amp; Science</i>	Strong	●	●	●	✗	✓	✓	✓	✓
<b>PRITZKER</b> <i>A N Pritzker</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>PROVIDENCE ENGLEWOOD</b> <i>Providence Englewood Charter - Bunche</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>PRUSSING</b> <i>Ernst Prussing</i>	Strong	●	●	●	✗	✓	✓	✗	✓
<b>PULASKI</b> <i>Pulaski International School of Chicago</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>PULLMAN</b> <i>George M Pullman</i>	Emerging	●	●	●	✓	✓	✓	✓	✓
<b>RANDOLPH</b> <i>Asa Philip Randolph</i>	Developing	●	●	●	✓	✓	✓	✓	✓
<b>RAVENSWOOD</b> <i>Ravenswood</i>	Excelling	●	●	●	✓	✓	✓	✓	✓

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<b>RAY</b> <i>William H Ray</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>REAVIS</b> <i>William C Reavis Math &amp; Science Specialty</i>	Developing	●	●	●	✓	✗	✓	✓	✓
<b>REILLY</b> <i>Frank W Reilly</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>REINBERG</b> <i>Peter A Reinberg</i>	Excelling	●	●	●	✗	✓	✓	✓	✓
<b>REVERE</b> <i>Paul Revere</i>	Developing	●	●	●	✓	✓	✗	✗	✓
<b>ROBINSON</b> <i>Jackie Robinson</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>ROGERS</b> <i>Philip Rogers</i>	Excelling	●	●	●	✓	✗	✓	✓	✓
<b>ROWE</b> <i>Rowe</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>RUDOLPH</b> <i>Wilma Rudolph Learning Center</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>RUGGLES</b> <i>Martha Ruggles</i>	Developing	●	●	●	✓	✓	✓	✓	✓
<b>RUIZ</b> <i>Irma C Ruiz</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>RYDER</b> <i>William H Ryder Math &amp; Science Specialty</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>SABIN</b> <i>Albert R Sabin - Magnet</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>SALAZAR</b> <i>Rueben Salazar Bilingual Center</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>SANDOVAL</b> <i>Socorro Sandoval</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>SAUCEDO</b> <i>Maria Saucedo Scholastic Academy</i>	Developing	●	●	●	✓	✓	✓	✓	✓
<b>SAUGANASH</b> <i>Sauganash</i>	Strong	●	●	●	✓	✗	✗	✓	✓
<b>SAWYER</b> <i>Sidney Sawyer</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>SAYRE</b> <i>Harriet E Sayre - Language Academy</i>	Excelling	●	●	●	✗	✓	✓	✗	✓
<b>SCAMMON</b> <i>Jonathan Y Scammon</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>SCHMID</b> <i>Theophilus Schmid</i>	Developing	●	●	●	✓	✓	✓	✗	✗
<b>SCHUBERT</b> <i>Franz Peter Schubert</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>SEWARD</b> <i>William H Seward Communication Arts Academy</i>	Developing	●	●	●	✓	✓	✓	✓	✓
<b>SHABAZZ - SHABAZZ</b> <i>Betty Shabazz International Charter</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
<b>SHABAZZ - SIZEMORE</b> <i>Betty Shabazz International Charter - Barbara A Sizemore</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
<b>SHERIDAN</b> <i>Mark Sheridan Math &amp; Science Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>SHERMAN</b> <i>William T Sherman</i>	Excelling	●	●	●	✓	✗	✓	✓	✓
<b>SHERWOOD</b> <i>Jesse Sherwood</i>	Excelling	●	●	●	✓	✗	✓	✓	✓



<b>SHIELDS</b> <i>James Shields</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>SHIELDS MIDDLE</b> <i>James Shields - Middle</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>SHOESMITH</b> <i>Beulah Shoesmith</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>SHOOP</b> <i>John D Shoop Math-Science Technical Academy</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>SKINNER</b> <i>Mark Skinner</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>SKINNER NORTH</b> <i>Skinner North Classical</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>SMITH</b> <i>Wendell Smith</i>	Strong	●	●	●	✓	✗	✓	✓	✓
<b>SMYSER</b> <i>Washington D Smyser</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>SMYTH</b> <i>John M Smyth</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
<b>SOLOMON</b> <i>Hannah G Solomon</i>	Strong	●	●	●	✓	✗	✗	✓	✓
<b>SOUTH LOOP</b> <i>South Loop</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>SOUTHSHORE</b> <i>South Shore Fine Arts Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>SPENCER TECH ACADEMY</b> <i>Spencer Technology Academy</i>	Developing	●	●	●	✓	✗	✗	✓	✓
<b>SPRY</b> <i>John Spry</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>STAGG</b> <i>Amos Alonzo Stagg</i>	Emerging	●	●	●	✓	✗	✓	✓	✓
<b>STEM</b> <i>STEM Magnet Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>STEVENSON</b> <i>Adlai E Stevenson</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>STOCK</b> <i>Frederick Stock</i>	Emerging	●	●	●	✓	✗	✓	✓	✓
<b>STONE</b> <i>Stone Scholastic Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>STOWE</b> <i>Harriet Beecher Stowe</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>SUDER</b> <i>Suder Montessori - Magnet</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>SUMNER</b> <i>Charles Sumner Math &amp; Science</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>SUTHERLAND</b> <i>Elizabeth H Sutherland</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>SWIFT</b> <i>George B Swift</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>TALCOTT</b> <i>Mancel Talcott</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>TALMAN</b> <i>Talman</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>TANNER</b> <i>Henry O Tanner</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>TARKINGTON</b> <i>Tarkington School of Excellence</i>	Excelling	●	●	●	✓	✓	✓	✓	✓



CPS Elementary Schools



<b>TAYLOR</b> <i>Douglas Taylor</i>	Developing	●	●	●	✓	✗	✗	✓	✓
<b>TELPOCHCALLI</b> <i>Telpochcalli</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>THOMAS</b> <i>Velma F Thomas Early Childhood Center</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>THORP, J</b> <i>James N Thorp</i>	Developing	●	●	●	✓	✓	✓	✓	✓
<b>THORP, O</b> <i>Ole A Thorp Scholastic Academy</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>TILL</b> <i>Emmett Louis Till Math &amp; Science</i>	Developing	●	●	●	✓	✓	✓	✓	✓
<b>TILTON</b> <i>George W Tilton</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>TONTI</b> <i>Enrico Tonti</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>TURNER-DREW</b> <i>Turner-Drew Language Academy</i>	Developing	●	●	●	✓	✓	✓	✗	✓
<b>TWAIN</b> <i>Mark Twain</i>	Strong	●	●	●	✓	✗	✓	✓	✓
<b>U OF C - DONOGHUE</b> <i>University of Chicago Charter - Donoghue</i>	Strong	●	●	●	✗	✗	✗	✓	✓
<b>U OF C - NKO</b> <i>University of Chicago Charter - NKO</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>U OF C - WOODSON</b> <i>University of Chicago Charter - Carter G Woodson</i>	Developing	●	●	●	✓	✓	✓	✓	✓
<b>UNO - BRIGHTON PARK</b> <i>UNO Charter 15 Brighton Park</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
<b>UNO - CISNEROS</b> <i>UNO Charter - Sandra Cisneros</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>UNO - DE LAS CASAS</b> <i>UNO Charter - Bartolome de Las Casas</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>UNO - FUENTES</b> <i>UNO Charter - Carlos Fuentes</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>UNO - MARQUEZ</b> <i>UNO Charter - Officer Donald J. Marquez</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>UNO - NEAR WEST</b> <i>UNO Charter - Near West</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
<b>UNO - PAZ</b> <i>UNO Charter - Octavio Paz Campus</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
<b>UNO - ROGERS PARK</b> <i>UNO Charter - Rogers Park</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
<b>UNO - ST MARKS</b> <i>UNO Charter - St Marks</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>UNO - SOCCER</b> <i>UNO Charter - Soccer</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
<b>UNO - TAMAYO</b> <i>UNO Charter - Rufino Tamayo</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>UNO - TORRES</b> <i>UNO Charter - PFC Omar E Torres Campus</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
<b>UNO - ZIZUMBO</b> <i>UNO Charter - SPC Daniel Zizumbo Campus</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
<b>VANDERPOEL</b> <i>John H Vanderpoel - Magnet</i>	Strong	●	●	●	✓	✓	✓	✓	✓
<b>VICK</b> <i>Barbara Vick Early Childhood &amp; Family Center</i>	Excelling	●	●	●	✓	✓	✓	✓	✓

CPS Elementary Schools



School Name	Overall Status	Arts	Sports	Time	Key	Finance	Person	Globe	Handshake	Group
<b>VOLTA</b> <i>Alessandro Volta</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
<b>VON LINNE</b> <i>Carl Von Linne</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>WACKER</b> <i>Charles H Wacker</i>	Strong	●	●	●	✗	✓	✓	✓	✓	✗
<b>WADSWORTH</b> <i>James Wadsworth</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
<b>WALSH</b> <i>John A Walsh</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>WARD, J</b> <i>James Ward</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>WARD, L</b> <i>Laura S Ward</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>WARREN</b> <i>Joseph Warren</i>	Excelling	●	●	●	✓	✓	✓	✗	✗	✗
<b>WASHINGTON, G</b> <i>George Washington</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
<b>WASHINGTON, H</b> <i>Harold Washington</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
<b>WATERS</b> <i>Thomas J Waters</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
<b>WEBSTER</b> <i>Daniel Webster</i>	Excelling	●	●	●	✓	✗	✓	✓	✓	✓
<b>WELLS, I</b> <i>Ida B Wells Preparatory Academy</i>	Strong	●	●	●	✓	✗	✓	✓	✓	✓
<b>WENTWORTH</b> <i>Daniel S Wentworth</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
<b>WEST PARK</b> <i>West Park</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
<b>WEST RIDGE</b> <i>West Ridge</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
<b>WESTCOTT</b> <i>Oliver S Westcott</i>	Emerging	●	●	●	✗	✗	✓	✓	✓	✓
<b>WHISTLER</b> <i>John Whistler</i>	Developing	●	●	●	✓	✓	✗	✓	✓	✓
<b>WHITE</b> <i>Edward White - Career Academy</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	✗
<b>WHITNEY</b> <i>Eli Whitney</i>	Excelling	●	●	●	✓	✗	✓	✓	✓	✓
<b>WHITTIER</b> <i>John Greenleaf Whittier</i>	Emerging	●	●	●	✓	✓	✓	✓	✓	✓
<b>WILDWOOD</b> <i>Wildwood</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
<b>WOODLAWN</b> <i>Woodlawn Community</i>	Emerging	●	●	●	✗	✓	✓	✓	✓	✓
<b>WOODSON</b> <i>Carter G Woodson South</i>	Excelling	●	●	●	✗	✓	✗	✓	✓	✓
<b>YATES</b> <i>Richard Yates</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
<b>YOUNG</b> <i>Ella Flagg Young</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	✗
<b>ZAPATA</b> <i>Emiliano Zapata</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓



Photo by Joshua Longbrake, courtesy of The Museum of Contemporary Art Chicago

# 19 HIGH SCHOOLS 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.\*

### 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 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 9/9/15. 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](http://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.

# 2014-15 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 2014-15 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
								
<b>ACE TECHNICAL</b> <i>Architecture, Construction, and Engineering (ACE) Technical Charter</i>	Emerging	<span style="color: lightblue;">●</span>	<span style="color: yellow;">●</span>	✓	✓	✓	✓	✓
<b>AIR FORCE</b> <i>Air Force Academy</i>	Developing	<span style="color: blue;">●</span>	<span style="color: lightgreen;">●</span>	✓	✗	✓	✓	✓
<b>ALCOTT</b> <i>Alcott High School for the Humanities</i>	Developing	<span style="color: blue;">●</span>	<span style="color: lightgreen;">●</span>	✓	✓	✓	✓	✓
<b>AMANDLA</b> <i>Amandla Charter</i>	Incomplete Data	<span style="color: red;">●</span>	<span style="color: red;">●</span>	✗	✗	✗	✗	✗
<b>AMUNDSEN</b> <i>Roald Amundsen</i>	Strong	<span style="color: blue;">●</span>	<span style="color: lightblue;">●</span>	✓	✓	✓	✓	✓
<b>ASPIRA - EARLY COLLEGE</b> <i>ASPIRA Charter - Early College</i>	Incomplete Data	<span style="color: red;">●</span>	<span style="color: red;">●</span>	✗	✗	✗	✗	✗
<b>ASPIRA - RAMIREZ</b> <i>ASPIRA Charter - Mirta Ramirez Computer Science</i>	Incomplete Data	<span style="color: red;">●</span>	<span style="color: red;">●</span>	✗	✗	✗	✗	✗
<b>AUSTIN BUSINESS &amp; ENTREPRENEURSHIP</b> <i>Austin Business and Entrepreneurship Academy</i>	Emerging	<span style="color: blue;">●</span>	<span style="color: yellow;">●</span>	✓	✗	✓	✓	✓
<b>AUSTIN POLY</b> <i>Austin Polytechnical Academy</i>	Incomplete Data	<span style="color: red;">●</span>	<span style="color: red;">●</span>	✗	✗	✗	✗	✗
<b>BACK OF THE YARDS</b> <i>Back of the Yards IB</i>	Emerging	<span style="color: blue;">●</span>	<span style="color: yellow;">●</span>	✓	✓	✗	✓	✓
<b>BANNER WEST</b> <i>Banner Academy West</i>	Incomplete Data	<span style="color: red;">●</span>	<span style="color: red;">●</span>	✗	✗	✗	✗	✗
<b>BOGAN</b> <i>William J Bogan</i>	Excelling	<span style="color: blue;">●</span>	<span style="color: blue;">●</span>	✓	✗	✓	✓	✓
<b>BRONZEVILLE</b> <i>Bronzeville Scholastic Academy</i>	Developing	<span style="color: blue;">●</span>	<span style="color: lightgreen;">●</span>	✓	✓	✓	✓	✓
<b>BROOKS</b> <i>Gwendolyn Brooks College Preparatory Academy</i>	Excelling	<span style="color: blue;">●</span>	<span style="color: blue;">●</span>	✓	✓	✓	✓	✓
<b>CAMELOT SAFE ACADEMY</b> <i>Camelot Safe Academy</i>	Emerging	<span style="color: yellow;">●</span>	<span style="color: yellow;">●</span>	✓	✓	✓	✗	✓



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



<b>DYETT</b> <i>Dyett</i>	Emerging	●	●	✓	✓	✓	✓	✓
<b>EPIC CHARTER</b> <i>EPIC Academy</i>	Emerging	●	●	✓	✗	✓	✓	✓
<b>FARRAGUT</b> <i>David G Farragut Career Academy</i>	Developing	●	●	✓	✓	✓	✓	✓
<b>FENGER</b> <i>Christian Fenger Academy</i>	Developing	●	●	✓	✓	✓	✓	✓
<b>FORD - POWER HOUSE</b> <i>Henry Ford Academy Power House Charter</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗
<b>FOREMAN</b> <i>Edwin G Foreman</i>	Strong	●	●	✓	✓	✓	✓	✓
<b>GAGE PARK</b> <i>Gage Park</i>	Emerging	●	●	✓	✗	✗	✓	✗
<b>GOODE ACADEMY</b> <i>Sarah E. Goode STEM Academy</i>	Developing	●	●	✓	✓	✗	✗	✓
<b>GRAHAM, R</b> <i>Ray Graham Training Center</i>	Emerging	●	●	✓	✓	✓	✓	✓
<b>HANCOCK</b> <i>John Hancock College Preparatory</i>	Excelling	●	●	✓	✓	✓	✓	✓
<b>HARLAN</b> <i>John M Harlan Community Academy</i>	Developing	●	●	✓	✓	✗	✓	✓
<b>HARPER</b> <i>William Rainey Harper</i>	Developing	●	●	✓	✓	✓	✓	✓
<b>HIRSCH</b> <i>Emil G Hirsch Metropolitan</i>	Developing	●	●	✓	✓	✓	✗	✓
<b>HOPE</b> <i>Hope College Preparatory</i>	Emerging	●	●	✓	✓	✓	✓	✓
<b>HUBBARD</b> <i>Gurdon S Hubbard</i>	Developing	●	●	✓	✓	✓	✓	✓
<b>HYDE PARK</b> <i>Hyde Park Academy</i>	Excelling	●	●	✓	✓	✓	✓	✓
<b>INFINITY</b> <i>Infinity Math Science and Technology</i>	Developing	●	●	✓	✓	✗	✓	✓
<b>INSTITUTO HEALTH</b> <i>Instituto Health Sciences Career Academy</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗
<b>INSTITUTO LOZANO</b> <i>Instituto Justice and Leadership Academy Charter</i>	Developing	●	●	✓		✓	✓	✓
<b>INSTITUTO MASTERY</b> <i>Instituto Charter Rudy Lozano - RLLAM</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗
<b>INTRINSIC</b> <i>Intrinsic Charter</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗
<b>JEFFERSON ALTERNATIVE</b> <i>Nancy B Jefferson Alternative</i>	Developing	●	●	✓	✓	✓	✓	✓
<b>JONES</b> <i>William Jones College Preparatory</i>	Excelling	●	●	✓	✓	✓	✓	✓
<b>JUAREZ</b> <i>Benito Juarez Community Academy</i>	Excelling	●	●	✓	✓	✓	✓	✓
<b>JULIAN</b> <i>Percy L Julian</i>	Developing	●	●	✓	✓	✓	✓	✓
<b>KELLY</b> <i>Thomas Kelly</i>	Excelling	●	●	✓	✓	✓	✓	✓
<b>KELVYN PARK</b> <i>Kelvyn Park</i>	Excelling	●	●	✓	✓	✓	✓	✓
<b>KENNEDY</b> <i>John F Kennedy</i>	Excelling	●	●	✓	✓	✓	✓	✓



School Name	Overall Status	Arts	Education	Music	Finance	Technology	Globe	Handshake	Group of People
<b>KENWOOD</b> <i>Kenwood Academy</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
<b>KING</b> <i>Dr. Martin Luther King Jr. College Prep</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
<b>LAKE VIEW</b> <i>Lake View</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
<b>LANE</b> <i>Albert G Lane Technical</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
<b>LEGAL PREP - ACADEMY</b> <i>Legal Prep Charter Academy</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
<b>LINCOLN PARK</b> <i>Lincoln Park</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
<b>LINDBLOM</b> <i>Robert Lindblom Math &amp; Science Academy</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
<b>LITTLE BLACK PEARL ACADEMY</b> <i>Little Black Pearl Art and Design Academy</i>	Emerging	●	●	✓	✓	✓	✓	✓	✓
<b>MAGIC JOHNSON - CHATHAM</b> <i>Magic Johnson Chatham</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
<b>MAGIC JOHNSON - ENGLEWOOD</b> <i>Magic Johnson Englewood</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
<b>MAGIC JOHNSON - HUMBOLT PK</b> <i>Magic Johnson Englewood</i>	Emerging	●	●	✗	✗	✗	✗	✗	✓
<b>MAGIC JOHNSON - N LAWDALE</b> <i>Magic Johnson Bridgescape Academy South Shore</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
<b>MAGIC JOHNSON - ROSELAND</b> <i>Magic Johnson Academy North Lawndale</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
<b>MANLEY</b> <i>Manley Career Academy</i>	Strong	●	●	✓	✓	✓	✓	✓	✓
<b>MARINE MILITARY</b> <i>Marine Military Math and Science Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
<b>MARSHALL</b> <i>John Marshall Metropolitan</i>	Developing	●	●	✓	✓	✗	✓	✗	✗
<b>MATHER</b> <i>Stephen T Mather</i>	Excelling	●	●	✓	✓	✗	✓	✓	✓
<b>MORGAN PARK</b> <i>Morgan Park</i>	Developing	●	●	✗	✓	✗	✓	✓	✓
<b>MULTICULTURAL ACADEMY OF SCHOLARSHIP</b> <i>Multicultural Academy of Scholarship</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
<b>NEW MILLENIUM</b> <i>New Millenium Bowen High School</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
<b>NOBLE - ACADEMY</b> <i>Noble Charter School - The Noble Academy Campus</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
<b>NOBLE - BAKER</b> <i>Noble Street Charter - Baker</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
<b>NOBLE - BUTLER</b> <i>Noble Street Charter - Butler</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
<b>NOBLE - CHICAGO BULLS</b> <i>Noble Street Charter - Chicago Bulls College Prep</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
<b>NOBLE - COMER</b> <i>Noble Street Charter - Gary Comer College Prep</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
<b>NOBLE - DRW</b> <i>Noble Street Charter - DRW College Prep</i>	Strong	●	●	✓	✓	✓	✓	✓	✓
<b>NOBLE - GOLDER</b> <i>Noble Street Charter - Golder College Prep</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
<b>NOBLE - HANSBERRY</b> <i>Noble Street Charter - Hansberry College Prep</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗





<b>NOBLE - ITW - SPEER</b> <i>Noble Street Charter - ITW - Speer</i>	Incomplete Data	●	●	×	×	×	×	×
<b>NOBLE - JOHNSON</b> <i>Noble Street Charter - Johnson</i>	Developing	●	●	✓	×	✓	×	✓
<b>NOBLE - MUCHIN</b> <i>Noble Street Charter - Muchin College Prep</i>	Strong	●	●	✓	✓	✓	✓	✓
<b>NOBLE - NOBLE</b> <i>Noble Street Charter - Noble Street College Prep</i>	Excelling	●	●	✓	✓	✓	✓	✓
<b>NOBLE - PRITZKER</b> <i>Noble Street Charter - Pritzker College Prep</i>	Incomplete Data	●	●	×	×	×	×	×
<b>NOBLE - RAUNER</b> <i>Noble Street Charter - Rauner College Prep</i>	Emerging	●	●	✓	✓	×	✓	✓
<b>NOBLE - ROWE CLARK</b> <i>Noble Street Charter - Rowe-Clark Math &amp; Science Academy</i>	Developing	●	●	✓	✓	✓	✓	✓
<b>NOBLE- UIC</b> <i>Noble Street Charter - UIC College Prep</i>	Incomplete Data	●	●	×	×	×	×	×
<b>NORTH LAWDALE - CHRISTIANA</b> <i>North Lawndale College Prep Charter - Christiana</i>	Emerging	●	●	✓	✓	✓	✓	✓
<b>NORTH LAWDALE - COLLINS</b> <i>North Lawndale College Prep Charter - Collins</i>	Emerging	●	●	✓	×	✓	✓	✓
<b>NORTH-GRAND</b> <i>North-Grand</i>	Strong	●	●	✓	✓	✓	✓	✓
<b>NORTHSIDE LEARNING</b> <i>Northside Learning Center</i>	Excelling	●	●	✓	✓	✓	✓	✓
<b>NORTHSIDE PREP</b> <i>Northside College Preparatory</i>	Incomplete Data	●	●	×	×	×	×	×
<b>OGDEN</b> <i>Ogden International</i>	Strong	●	●	✓	✓	✓	✓	✓
<b>OMBUDSMAN - NORTHWEST</b> <i>Ombudsman #2</i>	Emerging	●	●	✓	×	✓	✓	✓
<b>OMBUDSMAN - SOUTH</b> <i>Ombudsman #1</i>	Emerging	●	●	×	×	✓	×	✓
<b>OMBUDSMAN - WEST</b> <i>Ombudsman #3</i>	Emerging	●	●	×	×	✓	×	✓
<b>ORR</b> <i>Orr Academy</i>	Emerging	●	●	×	×	✓	✓	✓
<b>PATHWAYS - ASHBURN</b> <i>Pathways in Education</i>	Incomplete Data	●	●	×	×	×	×	×
<b>PATHWAYS - AVONDALE</b> <i>Pathways in Education Avondale</i>	Incomplete Data	●	●	×	×	×	×	×
<b>PATHWAYS - BRIGHTON PARK</b> <i>Pathways in Education Brighton Park</i>	Incomplete Data	●	●	×	×	×	×	×
<b>PATHWAYS - LINCOLN SQUARE</b> <i>Pathways in Education Lincoln Square</i>	Incomplete Data	●	●	×	×	×	×	×
<b>PAYTON</b> <i>Walter Payton College Preparatory</i>	Excelling	●	●	✓	✓	✓	✓	✓
<b>PEACE &amp; EDUCATION</b> <i>Peace &amp; Education Coalition</i>	Developing	●	●	✓	✓	✓	✓	✓
<b>PERSPECTIVES - CALUMET TECH</b> <i>Perspectives Charter - Calumet Technology</i>	Incomplete Data	●	●	×	×	×	×	×
<b>PERSPECTIVES - IIT</b> <i>Perspectives Charter - IIT Math &amp; Science Academy</i>	Incomplete Data	●	●	×	×	×	×	×
<b>PERSPECTIVES - JOSLIN</b> <i>Perspectives Charter - Rodney D Joslin</i>	Incomplete Data	●	●	×	×	×	×	×
<b>PERSPECTIVES - LEADERSHIP ACADEMY</b> <i>Perspectives Charter - Leadership Academy</i>	Incomplete Data	●	●	×	×	×	×	×



School Name	Overall Rating	ACTS	Graduation	Arts	Finance	Technology	Global	Community	Family
<b>PHILLIPS</b> <i>Wendell Phillips Academy</i>	Strong	●	●	✓	✓	✓	✓	✓	✓
<b>PHOENIX MILITARY</b> <i>Phoenix Military Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
<b>PROLOGUE</b> <i>Prologue Early College</i>	Strong	●	●	✓	✗	✓	✓	✓	✓
<b>PROLOGUE - JOHNSTON</b> <i>Prologue - Joshua Johnston Charter</i>	Excelling	●	●	✓	✗	✓	✗	✓	✓
<b>PROLOGUE - WINNIE MANDELA</b> <i>Winnie Mandela High School</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
<b>PROSSER</b> <i>Charles Allen Prosser Career Academy</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
<b>RABY</b> <i>Al Raby</i>	Emerging	●	●	✗	✗	✗	✓	✗	✗
<b>RICHARDS</b> <i>Ellen H Richards Career Academy</i>	Emerging	●	●	✓	✗	✗	✓	✓	✓
<b>RICKOVER</b> <i>Hyman G Rickover Naval Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
<b>ROBESON</b> <i>Paul Robeson</i>	Emerging	●	●	✓	✓	✓	✓	✓	✓
<b>ROOSEVELT</b> <i>Theodore Roosevelt</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
<b>SCHURZ</b> <i>Carl Schurz</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
<b>SENN</b> <i>Nicholas Senn</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
<b>SHABAZZ - DUSABLE</b> <i>Betty Shabazz International Charter - DuSable Leadership</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
<b>SIMEON</b> <i>Neal F Simeon Career Academy</i>	Strong	●	●	✓	✓	✗	✓	✓	✓
<b>SIMPSON</b> <i>Simpson Academy for Young Women</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
<b>SOCIAL JUSTICE</b> <i>Greater Lawndale for Social Justice</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
<b>SOLORIO</b> <i>Eric Solorio Academy</i>	Strong	●	●	✓	✓	✓	✓	✓	✓
<b>SOUTH SHORE INTERNATIONAL</b> <i>South Shore International College Prep</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
<b>SOUTHSIDE</b> <i>Southside Occupational Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
<b>SPRY</b> <i>Spry Community Links</i>	Emerging	●	●	✓	✓	✓	✓	✓	✓
<b>STEINMETZ</b> <i>Charles P Steinmetz College Prep</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
<b>SULLIVAN</b> <i>Roger C Sullivan</i>	Emerging	●	●	✓	✓	✓	✓	✓	✓
<b>TAFT</b> <i>William Howard Taft</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
<b>TEAM</b> <i>TEAM Englewood Community Academy</i>	Developing	●	●	✗	✗	✓	✓	✓	✓
<b>TILDEN</b> <i>Edward Tilden Career Community Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✗
<b>U OF C - WOODLAWN</b> <i>University of Chicago Charter - Woodlawn</i>	Emerging	●	●	✓	✓	✗	✓	✓	✓
<b>UNO - GARCIA</b> <i>UNO Charter - Major Hector P.Garcia MD Campus</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗



<b>UNO - SOCCER</b> <i>UNO Charter - Soccer Academy</i>	Incomplete Data	●	●	×	×	×	×	×
<b>UPLIFT</b> <i>Uplift Community</i>	Developing	●	●	✓	×	✓	✓	✓
<b>URBAN PREP - BRONZEVILLE</b> <i>Urban Prep Academy for Young Men Charter - Bronzeville</i>	Incomplete Data	●	●	×	×	×	×	×
<b>URBAN PREP - ENGLEWOOD</b> <i>Urban Prep Academy for Young Men Charter - Englewood</i>	Incomplete Data	●	●	×	×	×	×	×
<b>URBAN PREP - WEST</b> <i>Urban Prep Academy for Young Men Charter - West</i>	Emerging	●	●	×	×	✓	✓	×
<b>VAUGHN</b> <i>Jacqueline B Vaughn Occupational</i>	Excelling	●	●	✓	✓	✓	✓	✓
<b>VOICE ACADEMY</b> <i>VOICE Academy</i>	Emerging	●	●	✓	×	✓	✓	✓
<b>VON STUBEN</b> <i>Friedrich W von Stuben Metropolitan Science</i>	Strong	●	●	✓	✓	✓	✓	✓
<b>WASHINGTON</b> <i>George Washington</i>	Developing	●	●	✓	✓	×	✓	✓
<b>WELLS</b> <i>Wells Community Academy</i>	Excelling	●	●	✓	✓	✓	✓	✓
<b>WESTINGHOUSE</b> <i>George Westinghouse College Prep</i>	Excelling	●	●	✓	✓	✓	✓	✓
<b>WILLIAMS, D</b> <i>Daniel Hale Williams Prep School of Medicine</i>	Developing	●	●	✓	✓	✓	✓	✓
<b>WORLD LANGUAGE</b> <i>World Language Academy</i>	Developing	●	●	✓	✓	✓	✓	✓
<b>YCCS - ADDAMS</b> <i>YCCS-Jane Addams Alternative</i>	Incomplete Data	●	●	×	×	×	×	×
<b>YCCS - ASPIRA PANTOJA</b> <i>YCCS-ASPIRA, Antonia Pantoja Alternative</i>	Incomplete Data	●	●	×	×	×	×	×
<b>YCCS - ASSOCIATION HOUSE</b> <i>YCCS-Association House, El Cuarto Ano</i>	Incomplete Data	●	●	×	×	×	×	×
<b>YCCS - AUSTIN CAREER</b> <i>YCCS-Austin Career Education Center</i>	Incomplete Data	●	●	×	×	×	×	×
<b>YCCS - CAMPOS</b> <i>YCCS-Dr. Pedro Albizu Campos Puerto Rican</i>	Incomplete Data	●	●	×	×	×	×	×
<b>YCCS - CCA ACADEMY</b> <i>YCCS-CCA Academy</i>	Incomplete Data	●	●	×	×	×	×	×
<b>YCCS - CHATHAM</b> <i>YCCS-Chatham Academy</i>	Incomplete Data	●	●	×	×	×	×	×
<b>YCCS - COMMUNITY ACADEMY</b> <i>YCCS-Youth Connection Leadership Academy</i>	Incomplete Data	●	●	×	×	×	×	×
<b>YCCS - COMMUNITY SERVICE</b> <i>YCCS-Academy of Scholastic Achievement</i>	Incomplete Data	●	●	×	×	×	×	×
<b>YCCS - HOUSTON</b> <i>YCCS-Charles Hamilton Houston Alternative</i>	Incomplete Data	●	●	×	×	×	×	×
<b>YCCS - INNOVATIONS</b> <i>YCCS-Innovations of Arts Integration</i>	Developing	●	●	✓	✓	✓	✓	✓
<b>YCCS - LATINO YOUTH</b> <i>YCCS-Latino Youth Alternative</i>	Incomplete Data	●	●	×	×	×	×	×
<b>YCCS - MCKINLEY</b> <i>YCCS-Ada S. McKinley-Lakeside</i>	Incomplete Data	●	●	×	×	×	×	×
<b>YCCS - OLIVE HARVEY</b> <i>YCCS-Olive Harvey Middle College</i>	Incomplete Data	●	●	×	×	×	×	×
<b>YCCS - SULLIVAN</b> <i>YCCS-Olive Harvey Middle College</i>	Strong	●	●	✓	×	✓	✓	✓



<b>YCCS - TRUMAN</b> <i>YCCS-Truman Middle College</i>	Incomplete Data	●	●	×	×	×	×	×	×
<b>YCCS - VIRTUAL</b> <i>YCCS-Virtual</i>	Incomplete Data	●	●	×	×	×	×	×	×
<b>YCCS - WEST TOWN</b> <i>YCCS-West Town Academy Alternative</i>	Incomplete Data	●	●	×	×	×	×	×	×
<b>YCCS - WESTSIDE HOLISTIC</b> <i>YCCS-Westside Holistic Leadership Academy</i>	Incomplete Data	●	●	×	×	×	×	×	×
<b>YCCS - YOUTH DEVELOPMENT</b> <i>YCCS-Community Youth Development Institute</i>	Incomplete Data	●	●	×	×	×	×	×	×
<b>YORK</b> <i>Consuella B York Alternative</i>	Emerging	●	●	✓	✓	✓	×	✓	✓
<b>YOUNG</b> <i>Whitney M Young Magnet</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
<b>YOUNG WOMEN'S</b> <i>Young Women's Leadership Charter</i>	Emerging	●	●	✓	✓	✓	✓	✓	✓



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