

STATE
OF THE
ARTS

IN CHICAGO PUBLIC SCHOOLS



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INTRODUCTION

The arts are not an enrichment — they are essential. They cultivate creativity, self-expression, and critical thinking, empowering students to navigate and shape the world around them.

Over the past five years, arts education in Chicago Public Schools (CPS) has been tested by profound challenges: the disruptions of the COVID-19 pandemic, evolving learning environments, and the ongoing effort to address systemic inequities. Yet, through it all, the **Creative Schools Certification (CSC)** has remained an anchor — a critical tool for shared measurement, tracking access to and quality of arts education in CPS, serving as the District's arts indicator since 2012–13.

This **12th annual State of the Arts Report** reflects both remarkable progress and the challenges that remain. Data from the **2023–24 school year** reveal substantial gains, with the most schools since the onset of the COVID-19 in 2019–20 now meeting the goals outlined in the 2012 CPS Arts Education Plan. The percentage of **Excelling schools** has surged, driven by increased investments in arts staffing and a district-wide commitment to prioritizing the arts. In a historic milestone, **99% of all CPS schools — 640 out of 649 — submitted arts education data**, providing the most comprehensive picture of arts education in CPS to date. These achievements reaffirm the District's unwavering belief in the arts as a fundamental component of education.

Yet, this report is more than a celebration — it is a call to action. Equity in the arts is inseparable from equity in access to opportunity across the city. This year, for the first time, the report introduces an *Advocating for Equity in Arts Education* section, analyzing CSC data through a lens of systemic disparities, including alongside the CPS Opportunity Index — a tool that measures the level of opportunity for each CPS school based on metrics such as community factors, school demographics, and historical school funding. These insights reinforce the need for systemic solutions that bridge gaps and expand opportunities for students in historically under-resourced communities. Access to arts education and broader access to opportunity are intertwined and must be addressed together in order to forge an equitable, sustainable, and just future in the arts.

As CPS embarks on the development of a new **Arts Education Plan**, this report serves as a crucial roadmap — illuminating successes, highlighting persistent challenges, and charting a path forward. The future of arts education in Chicago will not be shaped by chance, but by **collective action, advocacy, and investment**. Together, we can ensure that **every student, in every grade, in every CPS school** experiences the transformative power of the arts.

KEY FINDINGS IN 2023–24¹

99% of 649 CPS schools submitted arts education data through the Creative Schools Survey

- This is the highest level of participation since the inception of the Creative Schools Certification in 2012–13.
- 100% of 519 District-Managed² schools submitted arts education data.



100%
DISTRICT-MANAGED SCHOOLS
SUBMITTED DATA

2023–24 Themes

- Several key metrics on the Creative Schools Certification have shown **significant progress and growth**, reaching their highest levels since the onset of the COVID-19 pandemic in 2019–20.
- There is a **strong call to advocacy to all stakeholders across the arts education sector** in Chicago to ensure all students have equitable access to a high-quality arts education.
- Around **400 arts organizations** have partnered with CPS schools each year since 2021–22, though there have been **underlying shifts in program delivery and reach**. Ongoing tracking of program offerings is essential to identifying evolving needs, addressing gaps in access, and sustaining arts education opportunities for all students.
- Persistent gaps seen since 2019–20** in access to and quality of arts education, as reflected in the Creative Schools Certification, **highlight opportunities to develop evolved strategies** in the new CPS Arts Education Plan.

¹ The data presented in this report is accurate as of April 16, 2025.

² Non-District Managed schools include charter school campuses, contract schools, Alternative Learning Opportunities Programs (ALOP) and SAFE schools. See the CPS website on the [Office of Innovation & Incubation](#) for more information.

KEY FINDINGS IN 2023–24 (CONTINUED)

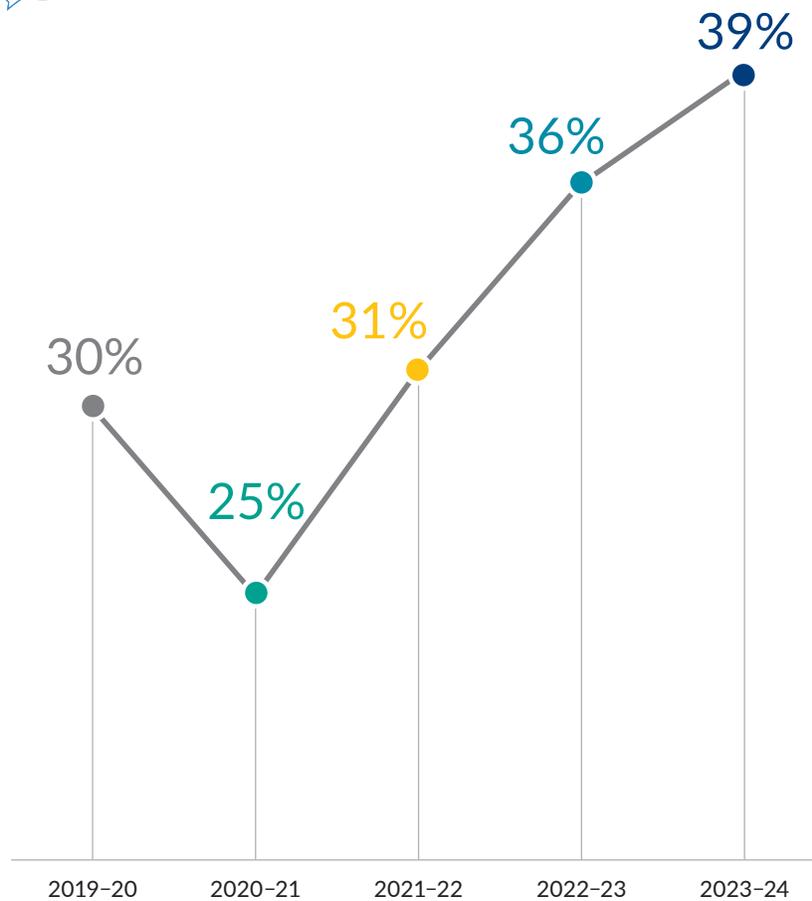
- 1 Several key metrics on the Creative Schools Certification have shown significant progress and growth, reaching their highest levels since the onset of the COVID-19 pandemic in 2019–20.

OVERALL RATINGS ON THE CREATIVE SCHOOLS CERTIFICATION

- Excelling schools are those that meet the goals and priorities outlined in the [2012 CPS Arts Education Plan](#).
- 28,000 more students had access to Excelling programs in 2023–24 than in 2019–20



Percentage of All CPS Schools Rated as Excelling



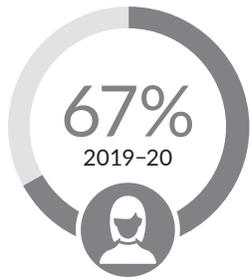
KEY FINDINGS IN 2023-24 (CONTINUED)

STAFFING

Certified arts instructors are crucial for embedding the arts in schools, providing both direct instruction and connections to the broader arts community. The ratio of arts teachers to students serves as a key factor in determining a school's CSC rating, where 350 or fewer students per arts instructor is the benchmark.

Significant increases were seen in 2023-24 in arts staffing, and many staffing metrics reached their highest percentages since 2019-20. Increases in staffing correlated with increases in other metrics, such as Minutes of Instruction.

67% of all CPS schools were rated as Excelling on Staffing in 2019-20



77% of all CPS schools were rated as Excelling on Staffing in 2023-24



- 62% of elementary schools rated as Excelling on Staffing in 2019-20
- 76% of elementary schools rated as Excelling on Staffing in 2023-24
- The number of schools without an arts instructor decreased by 19% between 2022-23 and 2023-24, from 80 in 2022-23 to 65 in 2023-24.

Number of schools without an arts instructor

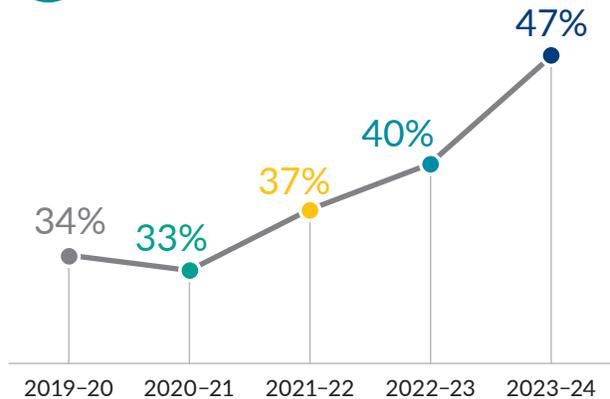


MINUTES OF INSTRUCTION

The average minutes of arts instruction in elementary schools reflects the time students have to explore, create, and develop their artistic abilities across disciplines. To be rated as Excelling on this metric, elementary schools must offer 120 or more average weekly minutes of arts instruction.

The percentage of elementary schools rated as Excelling on Minutes of Instruction reached its highest level in 2023-24 since the onset of the COVID-19 pandemic.

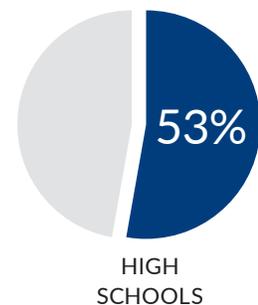
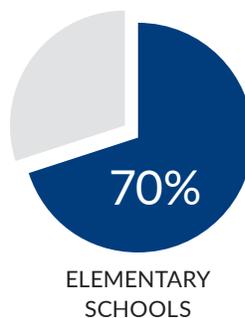
 Percentage of Elementary Schools Rated as Excelling on Minutes of Instruction



ADOPTION OF UPDATED ILLINOIS ARTS LEARNING STANDARDS

The highest percentage of elementary and high schools reported utilizing in 2023-24 the Updated Illinois Arts Learning Standards.

- 70% of elementary schools in 2023-24
- 53% of high schools in 2023-24

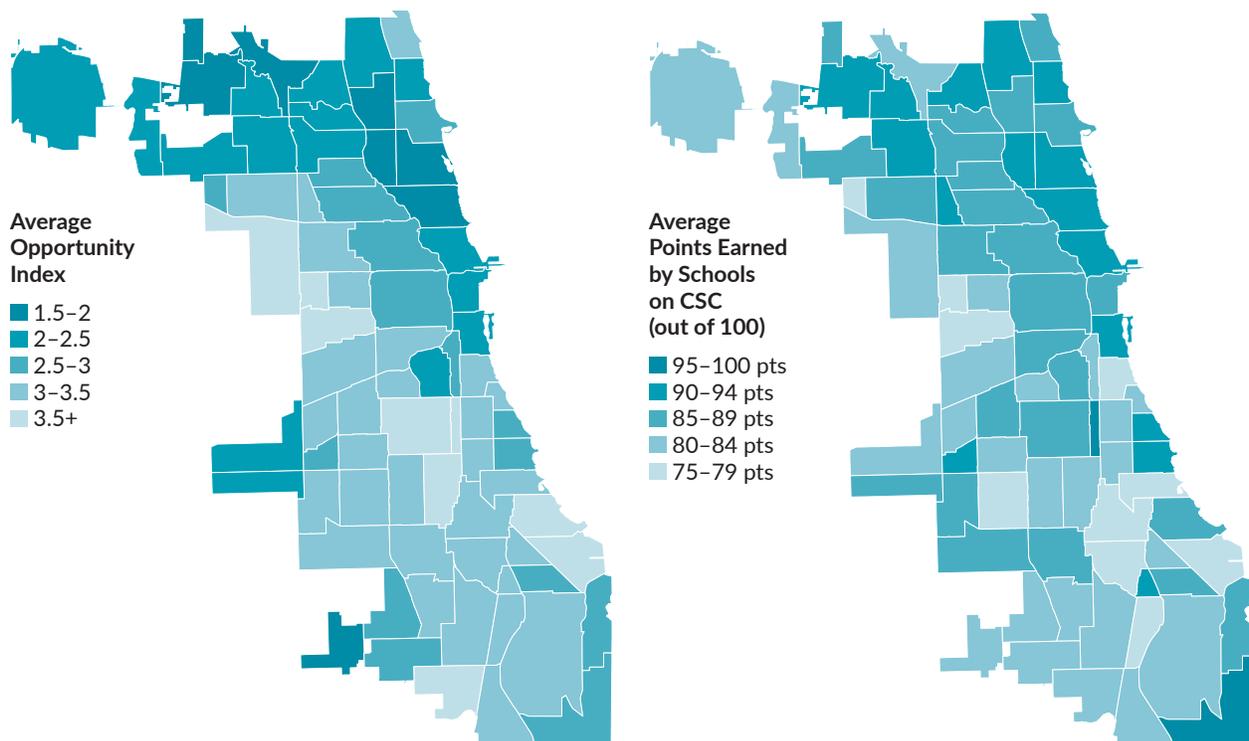


KEY FINDINGS IN 2023–24 (CONTINUED)

2 There is a strong call to advocacy to all stakeholders across the arts education sector in Chicago to ensure all students have equitable access to a high-quality arts education.

For the first time, a new *Advocating for Equity Arts Education* section has been added to the State of the Arts report.

- Arts education cannot be examined in isolation; rather, understanding equity in the arts requires understanding equity in opportunity across the city as a whole. A clear correlation emerges: Schools with greater access to opportunity, as measured by the CPS Opportunity Index, are more likely to achieve higher Creative Schools Certification ratings. For every increase of +1.0 in the CPS Opportunity Index (indicating less access to opportunity), schools earned, on average, 4.6 fewer points on the Creative Schools Certification.
- Community areas on the north and northwest sides of the city were significantly more likely to have a higher percentage of schools rated as Excelling.

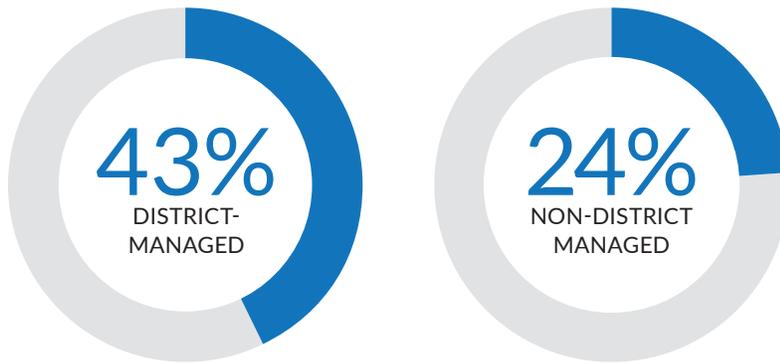


KEY FINDINGS IN 2023–24 (CONTINUED)

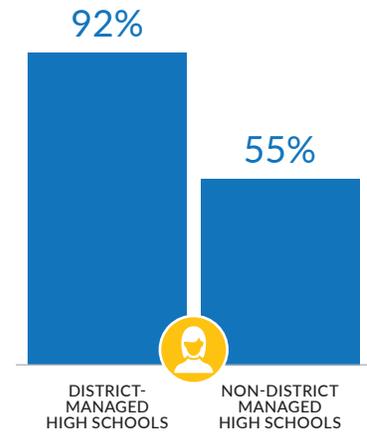
SCHOOL GOVERNANCE

- Non-District Managed schools are located predominantly in the west and southwest regions of Chicago, concentrated in areas also with higher Opportunity Index scores (indicating less access to opportunity). This suggests Non-District Managed schools are facing intersectional challenges that extend beyond the scope of arts education.
- District-Managed schools were significantly more likely to be rated as Excelling than Non-District Managed schools.

In 2023–24, 43% of District-Managed schools were rated as Excelling, compared to 24% of Non-District Managed schools.



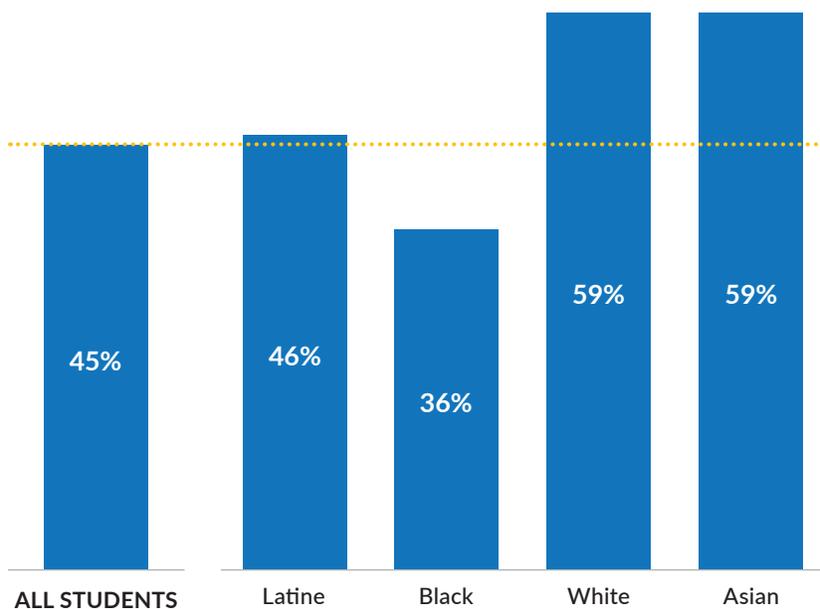
In 2023–24, 92% of District-Managed high schools were rated as Excelling on Staffing, compared to 55% of Non-District Managed high schools.



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

Due to systemic inequities and historical disinvestment, Black students are less likely than White, Asian, and Latine students to have access to high-quality arts education programming.

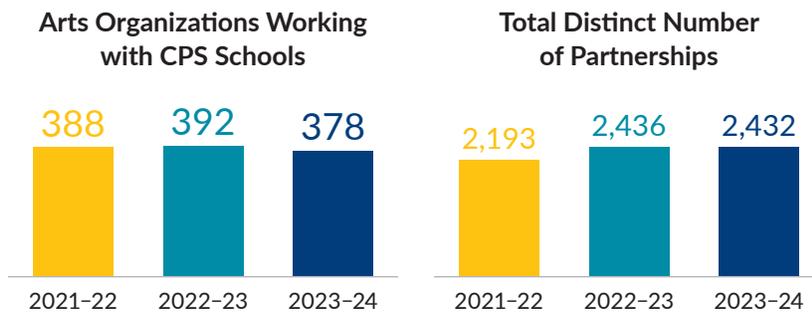
- 36% of Black students in CPS had access to Excelling programs, compared to 45% of all students in the District.



KEY FINDINGS IN 2023-24 (CONTINUED)

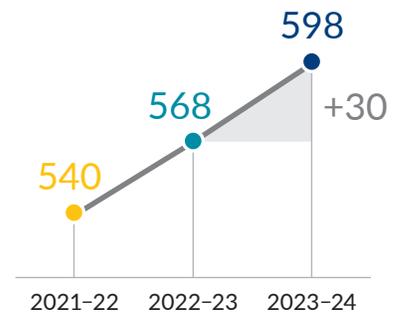
3 Around 400 arts organizations have partnered with CPS schools each year since 2021-22, though there have been underlying shifts in program delivery and reach. Ongoing tracking of program offerings is essential to identifying evolving needs, addressing gaps in access, and sustaining arts education opportunities for all students.

The number of arts partner organizations working with CPS schools and the total distinct number of partnerships has stayed consistent between 2022-23 and 2023-24.



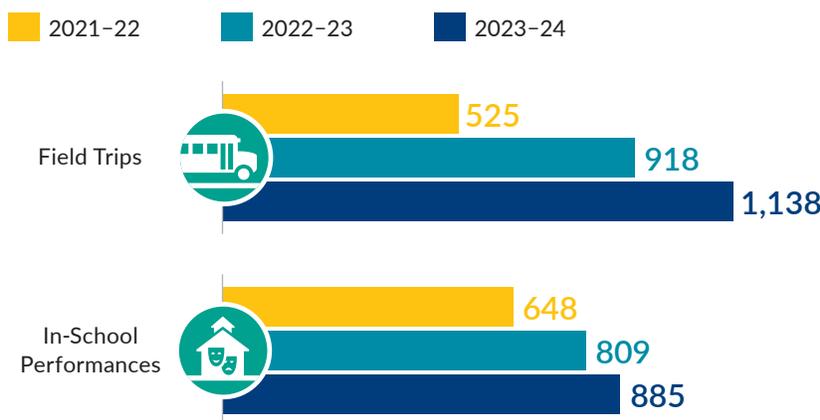
The number of schools with at least one partnership has steadily increased since 2021-22.

30 more schools had at least one arts partner in 2023-24 compared to 2022-23.



Field trips and in-school performances were the most commonly offered partnership programs in 2023-24. In-person experiences such as field trips and in-school performances have continued to rise since 2021-22.

- Field trips increased by 24% between 2022-23 and 2023-24
- In-school performances increased by 9% between 2022-23 and 2023-24



The median number of schools served by each organization has been at 1 for school years 2019-20 through 2022-23. For the first time since the onset of the COVID-19 pandemic, this has gone up to 2 in 2023-24. Organizations are serving more schools on average.



KEY FINDINGS IN 2023–24 (CONTINUED)

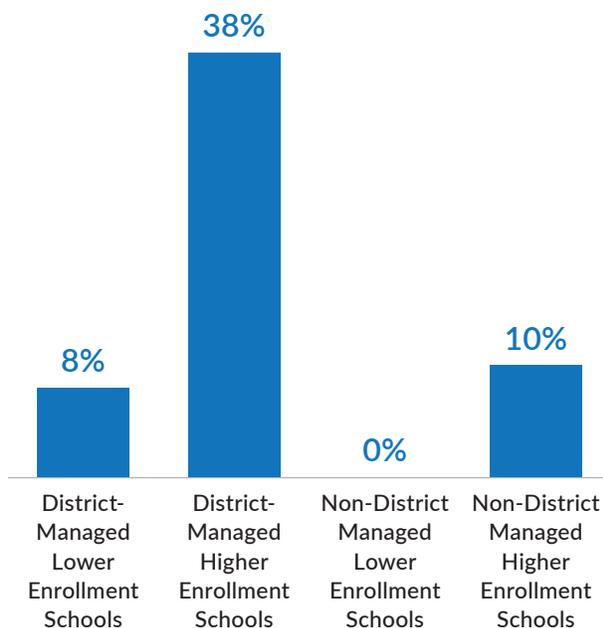
4 Persistent gaps seen since 2019–20 in access to and quality of arts education, as reflected in the Creative Schools Certification, highlight opportunities to develop evolved strategies in the new CPS Arts Education Plan.

For the past five years, 25% or fewer high schools were rated as **Excelling on Disciplines & Depth**. In 2023–24, 22% of high schools were rated as Excelling on Disciplines & Depth. To be rated as Excelling on this measure, high schools must offer **three or more artistic disciplines with multiple years of coursework** available in each.

School size³ is one of the most significant factors in regard to a school’s Disciplines & Depth rating.



Percent of Schools Rated Excelling on Disciplines & Depth



While significant gains have been made on Minutes of Instruction, **fewer than half of elementary schools** are meeting the benchmark for this metric by **offering 120 or more weekly average minutes of instruction**.



Adoption of the updated learning standards has grown; however, in 2023–24, only about **half of high schools reported utilizing the Updated Illinois Arts Learning Standards**.



Fewer than 15% of schools integrate the arts into all three key areas of school governance: arts as part of the school-wide strategic plan; an arts instructor on the curriculum or instruction team; and, an arts instructor on the school governance team.

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



DATA & METHODOLOGY

DATA & METHODOLOGY

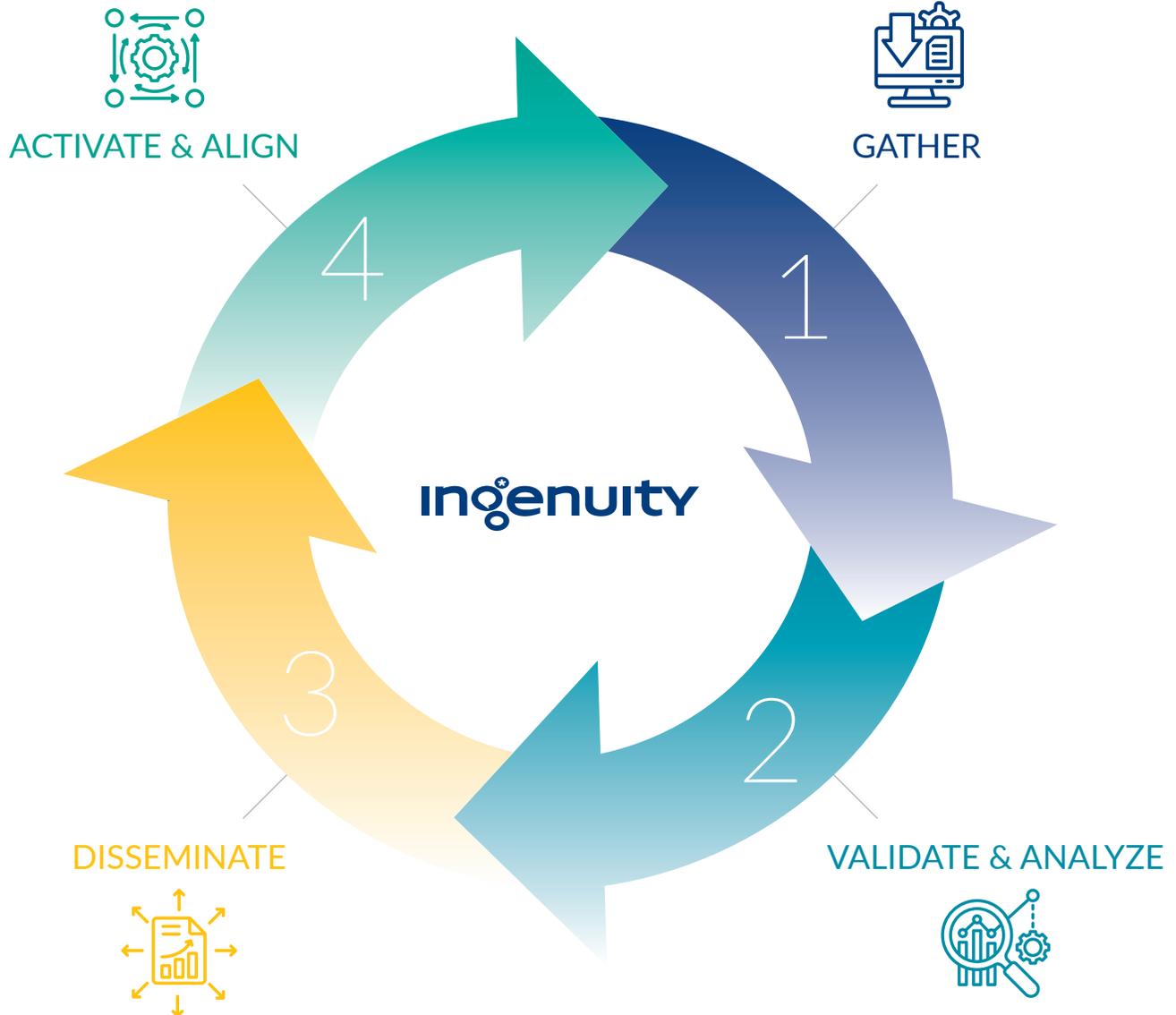
Ingenuity collaborates with all stakeholders, including the CPS Department of Arts Education, to ensure data informs decision-making and drives sector impact. As a backbone organization, Ingenuity fosters collaboration by championing shared measurement systems, aligning stakeholders around common goals, and ensuring consistent metrics to track progress.

The section below provides an overview of how Ingenuity approaches its data work, specifically in relation to the Creative Schools Certification (CSC), the school-level arts indicator and the State of the Arts report. This includes the processes for

gathering data, analyzing trends, and using the findings to activate strategic decisions and drive improvements in arts education access across CPS. Through this process, there is a robust, data-driven arts education landscape, empowering schools, district leaders, arts organizations, and others with the insights needed to support and enhance the arts experiences of students.



LOOK OUT FOR THIS BADGE!





GATHER

Every year, Ingenuity and the CPS Department of Arts Education collaborate to gather data from multiple sources, including directly from Arts Liaisons representing their individual schools and administrative data from Chicago Public Schools. This strong partnership is essential to the success of the data collection process, as the CPS Department of Arts Education provides invaluable support and backing that helps ensure a high survey completion rate. Since the 2016–17 school year, over 90% of all CPS schools have consistently submitted data, and in the most recent year, 99% of CPS schools submitted arts education data through the Creative Schools Survey. The active involvement and commitment from the CPS Department of Arts Education has been crucial in achieving these high participation rates and ensuring robust data collection.

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



VALIDATE AND ANALYZE

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



DISSEMINATE

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

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

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

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

Creative Schools Roadmaps: In early December, every school that completed the survey receives a Creative Schools Roadmap — a customized PDF report that details their school’s Creative Schools Certification rating and how their school did on each element of the CSC. This individualized document also contains information on how their school compared to others in their CPS network and across the District. The 2024–25 school year marks the fourth year that Ingenuity and the CPS Department of Arts Education have published these Roadmaps. In December 2024, the Roadmaps were visually redesigned to enhance accessibility and make the data easier to interpret. The Roadmaps were emailed to over 600 schools, addressed to their principals and Arts Liaisons, and were accompanied with an Arts Liaison Briefing to guide individuals on how to interpret and utilize their reports effectively. Schools were able to review the data they submitted and flag any items that may need correction.

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

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

To complement the State of the Arts Report, the State of the Arts Dashboard was introduced during the 2023–24 school year. This interactive tool allows users to explore the Creative Schools Certification data, offering customizable filters such as school category (elementary or high school), enrollment, student demographics, CPS networks, and community areas. The dashboard provides a more granular look at the data, enabling stakeholders to explore specific trends.



ACTIVATE AND ALIGN

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

Each year, Ingenuity is committed to addressing the evolving data needs of the arts education sector. This includes refining data collection methods, enhancing reporting capabilities, and adopting new technologies and techniques to ensure that the information shared is timely, relevant, and actionable. Ingenuity's ongoing efforts to stay attuned to the changing landscape of arts education allows it to remain responsive to the needs of the sector so that the data collected is not only accurate but also impactful in driving decision-making and fostering progress in arts education across Chicago.





CREATIVE SCHOOLS CERTIFICATION



CREATIVE SCHOOLS CERTIFICATION

Each school's Creative Schools Certification (CSC) is determined based on data collected from the Creative Schools Survey. The CSC is the result of a collaboration between Ingenuity and the CPS Department of Arts Education, with years of input from numerous stakeholders including principals and teachers.



The CSC uses a points-based scoring scale in which every school can receive up to 100 points and is rated on a five-level scale of Excelling, Strong, Developing, Emerging, and Incomplete Data. For more information on the CSC, see [Ingenuity's website](#).

The rubric is also provided on the next pages. The scale is informed by the [2012 CPS Arts Education Plan](#), and an overall rating of Excelling indicates that a school meets the goals and priorities outlined in the Plan.



A school's rating is made up of Access and Quality elements that aim to determine students' access to arts education and arts opportunities provided by each school. Access elements capture more resource-intensive arts investments related to a school's provision of access to arts education opportunities. Quality indicators measure how a school creates and sustains the conditions needed to bring rich arts learning opportunities to its students, such as learning standards usage and partnerships with arts organizations.



The 2019–20 school year marked the first year of implementation for the new CSC scoring rubric,⁴ serving as the baseline for pre-COVID-19 pandemic data. This data reflects schools' arts education offerings prior to the shift to remote instruction in March 2020, providing a snapshot of arts education access and quality before the disruption caused by the pandemic. The 2020–21 school year collected data on arts offerings during the COVID-19 pandemic, when schools shifted to remote instruction. In 2021–22, students returned to in-person learning. By the 2022–23 school year, the data revealed key themes of recovery, highlighting disparities in arts education delivery, and uncovering opportunities for growth moving forward. This twelfth State of the Arts Report analyzes arts offerings provided in 2023–24 and is the fifth report using the updated CSC scoring rubric.



This year, Ingenuity has shifted its reporting and data visualizations for many metrics by adjusting the axis line to begin at the Excelling rating. Previously, data points for both Excelling and Strong schools were shown above the axis line. This change was implemented to provide a clearer focus on the distribution of schools that have met the benchmarks for access and quality, highlighting those schools that are meeting the goals and priorities outlined in the 2012 CPS Arts Education Plan. By starting the axis at Excelling, the report emphasizes the percentage of schools that are rated as Excelling in their arts offerings and allows for a more direct comparison of how other schools are performing relative to this standard.

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

Looking ahead, the District is currently developing a new Arts Education Plan with input from working groups composed of key stakeholders, including students, arts educators, arts organizations, and district leaders. Data from the Creative Schools Certification and this State of the Arts report serve as critical tools for understanding the current landscape and identifying areas where opportunities exist. The new plan will guide the evolution of arts education in CPS, ensuring that all students have equitable access to high-quality arts learning experiences.

CREATIVE SCHOOLS CERTIFICATION RUBRIC

OVERALL SCORES

Here's how scores are converted to ratings (the grading scale).

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

POINTS ARE EARNED IN TWO DOMAINS:



ACCESS



STAFFING

Ratio of students per arts teacher.

Score	Students per Arts Teacher	Elementary School Points	High School Points	Combo Schools (K-12) Points
Excelling	350 or fewer	20	30	20
Strong	351-600	17	25	17
Developing	601-1000	14	20	14
Emerging	More than 1000	11	15	11



MINUTES OF INSTRUCTION

Average minutes of K-8 arts instruction per week.

Score	Average Weekly Minutes of Instruction	Elementary School Points	Combo Schools (K-12) Points
Excelling	120 or more	24	15
Strong	90-119	20	13
Developing	45-89	16	11
Emerging	Fewer than 45	12	9



ACCESS TO ARTS INSTRUCTION

Percent of K-8 students who took at least one arts course.

Score	Percent Access	Elementary School Points	Combo Schools (K-12) Points
Excelling	100%	20	10
Strong	80%-99%	17	8
Developing	50%-79%	14	6
Emerging	Less than 50%	11	4



DISCIPLINES & DEPTH

The breadth and depth of arts instruction available to high school students.

Scores on this measure are based on the number of disciplines offered (one Disciplines & Depth Point for each) and the depth of instruction for each discipline (one additional Disciplines & Depth Point if multiple levels of instruction are offered for a discipline).

Score	Disciplines & Depth Points	High School Points	Combo Schools (K-12) Points
Excelling	6 or more	34	19
Strong	3-5	29	16
Developing	2	24	13
Emerging	Less than 2	19	10

QUALITY



USE OF ARTS LEARNING STANDARDS

Which arts standards did the arts teachers in a school employ to guide their instructional planning?

If a school had multiple arts teachers, they chose the option that best described the majority of the teachers in the school.

	Points
The updated (2018) Illinois Arts Learning Standards	8
The National Core Arts Standards	6
The Illinois Fine Arts Standards Goals 25–27	4
Other standards (e.g., Common Core)	2
No specific arts learning standards	0



ARTS INCLUSION IN SCHOOL GOVERNANCE

How were the arts represented in a school's leadership teams and strategic plans?

Schools receive a maximum of 8 points for prioritizing the arts in school governance. Schools receive 8 points if they select all three options for arts inclusion in school governance, 6 points for any two options selected, and 4 points for any single option selected.

	Points
Arts instructor on school governance team (e.g., Local School Council)	Up to 8
Arts instructor on curriculum or instruction team (e.g., Instructional Leadership Team)	Up to 8
Arts included in school-wide strategic plan (e.g., Continuous Improvement Work Plan)	Up to 8
No arts inclusion in school governance	0



BUDGETING FOR ARTS EDUCATION

How much funding did a school dedicate to the arts?

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

	Points
\$7.00 or more per student	8
\$4.00–\$6.99 per student	5
\$0.01–\$3.99 per student	3
No budget per student	0

QUALITY (CONTINUED)



ARTS PARTNERSHIPS

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

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



PROFESSIONAL LEARNING

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

	Points
Yes	4
No arts-specific professional learning	0



FAMILY AND COMMUNITY ENGAGEMENT

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

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



INSTRUCTIONAL APPROACH

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

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

	Points
Arts Integration	2
Aesthetic Education	2
STEAM	2
Single-Discipline Arts Instruction	2
Arts Enhancement	2
Non-Arts Enhancement	2
Other	1
No instructional approach in the arts	0

OVERALL CREATIVE SCHOOLS CERTIFICATION SCORES

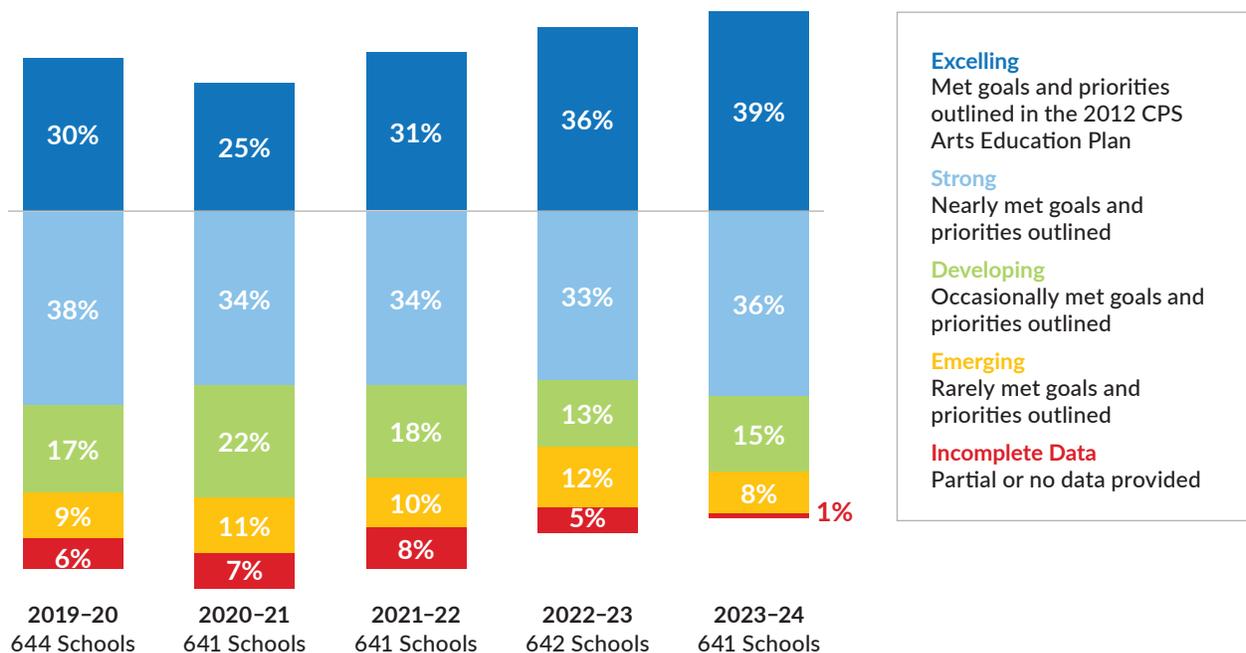
Chicago Public Schools have experienced remarkable progress and growth in arts education since the onset of the COVID-19 pandemic. The latest data highlights many achievements: for one, a record-breaking 99%⁵ of CPS schools – or 632 out of 641 schools – completed the Creative Schools Survey and submitted their arts education data. This level of engagement is a testament to the resiliency of the arts sector, and of the District and educator leadership in the arts.

Additionally, the latest data shows that 39% of CPS schools were rated as Excelling in 2023–24, the highest percentage recorded since 2019–20 and with the new rubric.

The Creative Schools Certification provides a comprehensive quantitative summary of the access and quality of arts education provided by each school in CPS. With the introduction of the second iteration of the rubric in 2019–20, the following chart illustrates the evolution of arts education from 2019–20 through 2023–24. This data provides valuable insights into how access and quality have progressed over time, capturing trends from before, during, and after the COVID-19 pandemic.

Since the shift to remote instruction in the 2020–21 school year, the percentage of schools achieving an Excelling rating has steadily increased. In 2019–20, 30% of CPS schools were rated as Excelling. In 2023–24, that number has risen by nine percentage points, to 39%. The percentage of schools rated as Emerging (fewer than 70 points on the CSC) has also dropped to the lowest recorded since 2019–20, at 8% in 2023–24, further underscoring the District's progress in expanding access to high-quality arts education.

CSC RATINGS (ALL SCHOOLS)



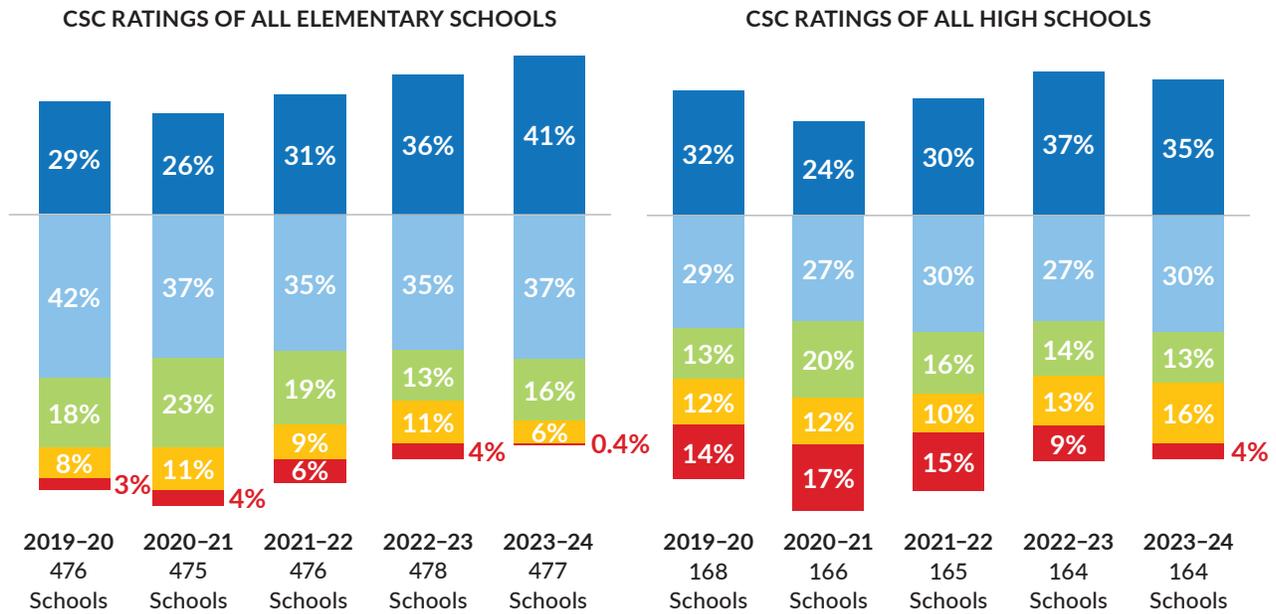
⁵ High schools with Alternative Learning Opportunities Programs (ALOP) governance are excluded from analyses done in this report due to different learning models. Visit [CPS' website](#) for more information on ALOP schools.

Further analysis was conducted to gain deeper insight into CSC score trends and year-over-year changes from 2022–23 to 2023–24. Notably, 331 schools (52% of schools) achieved the same CSC rating from 2022–23 to 2023–24, demonstrating stability in arts education access and quality. One hundred ninety-one schools improved their CSC rating, with 87 of these schools improving their rating to Excelling.

OVERALL CSC SCORES BY SCHOOL CATEGORY

This section presents various data breakdowns to provide a more comprehensive understanding of overall CSC scores. The following analysis compares CSC scores between elementary and high schools. Elementary schools were more likely than high schools to be rated as Excelling in 2023–24.

Looking at trends since the COVID-19 pandemic, elementary schools have shown remarkable growth, rising from 29% of schools rated as Excelling in 2019–20 to 41% in 2023–24. Meanwhile, high schools experienced a slight decrease of two percentage points in the number rated as Excelling in 2023–24 compared to 2022–23. With over 450 elementary schools in the District, these increases in elementary school ratings have played a major role in driving overall increases in CSC ratings.



Excelling

Strong

Developing

Emerging

Incomplete

Data



ADVOCATING FOR EQUITY IN ARTS EDUCATION

ADVOCATING FOR EQUITY IN ARTS EDUCATION

This newly introduced section, *Advocating for Equity in Arts Education*, focuses on a fundamental question: Who has access to arts education? To explore this, overall ratings from the Creative Schools Certification are examined through multiple lenses, including the CPS Opportunity Index, Chicago's community areas, school governance structures, and student racial and ethnic demographics. The below analyses uncover how different systems shape both access to and quality of arts programming across the District.

This is a call to action — these analyses shine a light on both opportunities and the historical factors that have led to inequities in arts access across the city. There is a need for targeted, equity-driven strategies to ensure that every student has access to high-quality arts programming. School leaders, community advocates, educators, and funders can use these findings to develop data-informed initiatives to bridge gaps, expand opportunities, and strengthen arts education across the District.

Through these insights, we aim to equip advocates and decision-makers with the knowledge and tools needed to drive meaningful, lasting change — ensuring that the arts not only remain a cornerstone of education in CPS but thrive as an essential right for every student.





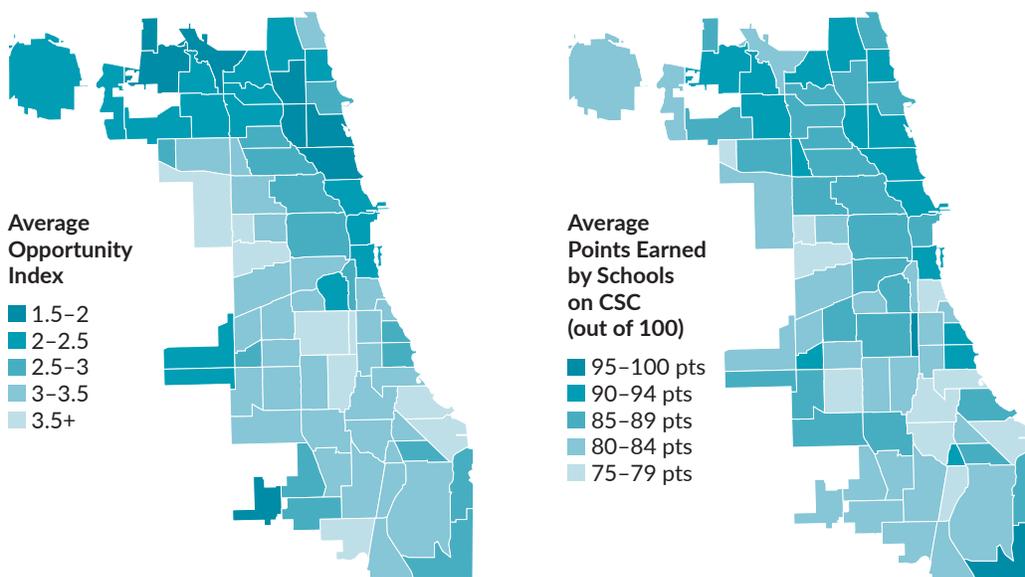
CPS OPPORTUNITY INDEX

For the first time, this report highlights data around non-arts indicators, with a particular focus on the [CPS Opportunity Index](#) – a critical tool that summarizes access to opportunity for each Chicago Public School. The Opportunity Index is used to inform funding decisions across the District, ensuring that schools and communities most impacted by inequity receive the supports and resources necessary to address historical barriers. The CPS Opportunity Index is composed of 12 distinct indicators that measure a range of factors. These include community factors (indicative of socioeconomic environment), school demographics, and historical school funding.

When examining access to and quality of arts education, it is essential to situate the data within this broader context of opportunity. Inequities in access to high-quality arts education is deeply tied to patterns of historical disinvestment.

The map on the left displays the average Opportunity Index by community area, while the map on the right shows the average points earned on the Creative Schools Certification. In both maps, darker shades of teal indicate greater access to opportunity or greater access to high-quality arts education (schools with higher CSC ratings). A clear correlation emerges between the two, with darker shades of teal seen in similar community areas across both maps. For every increase of +1.0 in the CPS Opportunity Index (indicating less access to opportunity), schools earned, on average, 4.6 fewer points on the Creative Schools Certification.⁶

Arts education cannot be examined in isolation; rather, understanding equity in the arts requires understanding equity in opportunity across the city as a whole. This expanded analysis provides a more nuanced understanding on how structural factors, such as socioeconomic conditions and historical funding patterns, shape access to arts programming and can help guide more targeted, equity-driven investments.



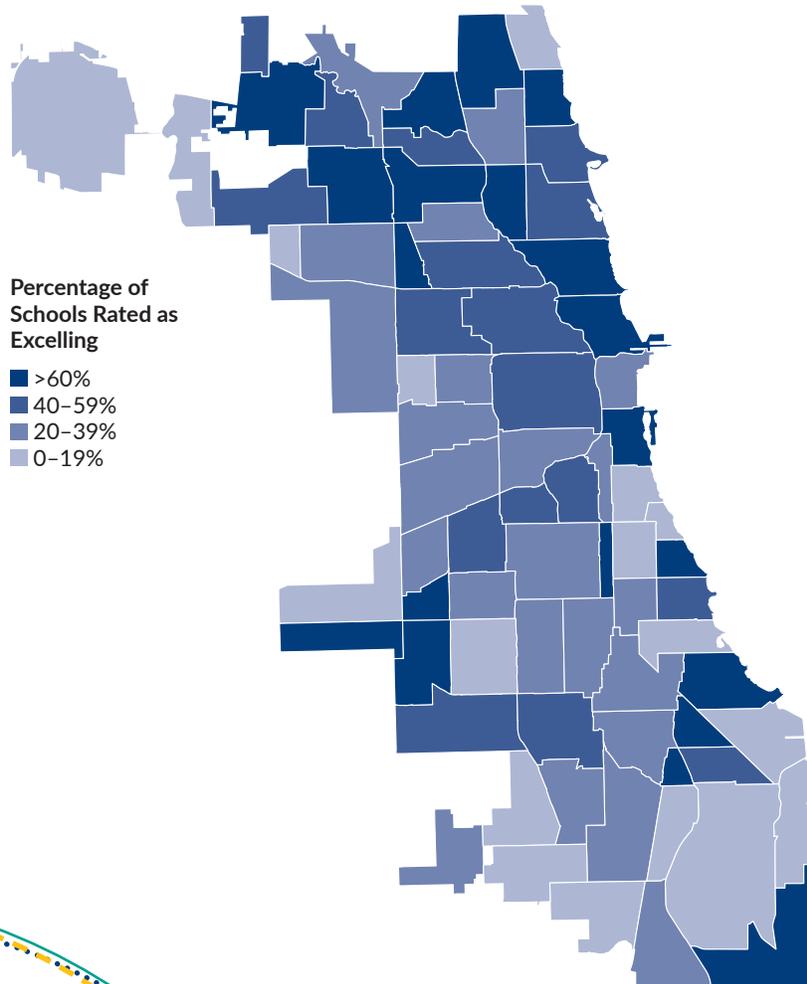
⁶ A linear regression was run for all schools that completed the Creative Schools Survey, with the CPS Opportunity Index as an input variable, and the total CSC points earned as the output variable. This finding is statistically significant at a level of $p < 0.05$.



ACCESS TO EXCELLING SCHOOLS BY COMMUNITY AREA

When examining how access to opportunity, as measured by the CPS Opportunity Index, is distributed across the city, a clear correlation emerges between neighborhood opportunity levels and the percentage of schools rated as Excelling in arts education. The following heatmap visualizes the percentage of schools rated as Excelling by community area, offering a spatial representation of how access to arts education is distributed throughout Chicago. Darker shades of navy indicate areas with a higher percentages of Excelling schools, while lighter shades highlight areas with lower percentages.

The map underscores regional inequities in arts education access. Community areas on the north and northwest sides of the city are significantly more likely to have at least 60% of their schools rated as Excelling, represented by the darkest navy shades. These areas tend to have lower Opportunity Index scores (indicating more access to opportunity).



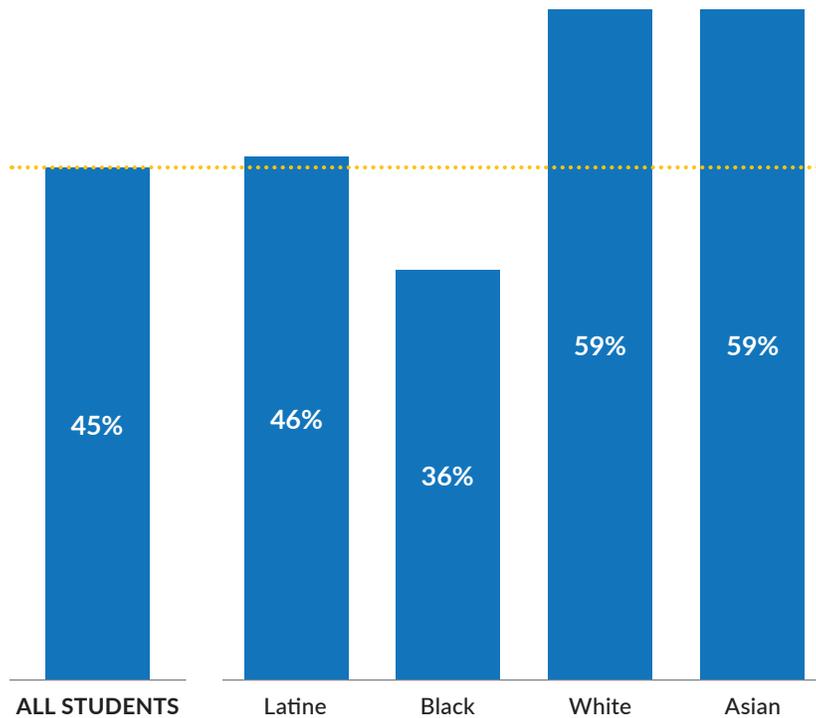
ACCESS TO EXCELLING SCHOOLS BY STUDENT DEMOGRAPHICS (RACE/ETHNICITY)

The following analysis explores how students of different racial and ethnic backgrounds have access to Excelling schools. Each bar of the following graphic shows the percentage of students within each racial/ethnic demographic category that had access to Excelling arts programs.

In the 2023–24 school year, 36% of Black students in CPS had access to Excelling programs, compared to 45% of all students in the District. Black students were less likely than White, Asian, and Latine students to have access to a school that was rated as Excelling. These trends remain consistent with prior years and align with the distribution of opportunity across the city through the CPS Opportunity Index.

This pattern raises critical questions about the systemic factors influencing these numbers. Schools serving predominantly Black student populations have faced historical disinvestment, which has had long-term effects on access to arts education. While access to high-quality arts education has increased across the District in recent years, opportunities remain to further expand access and ensure that more schools serving Black students reach the Excelling designation.

PERCENTAGE OF STUDENTS ATTENDING EXCELLING SCHOOLS, BY RACE/ETHNICITY



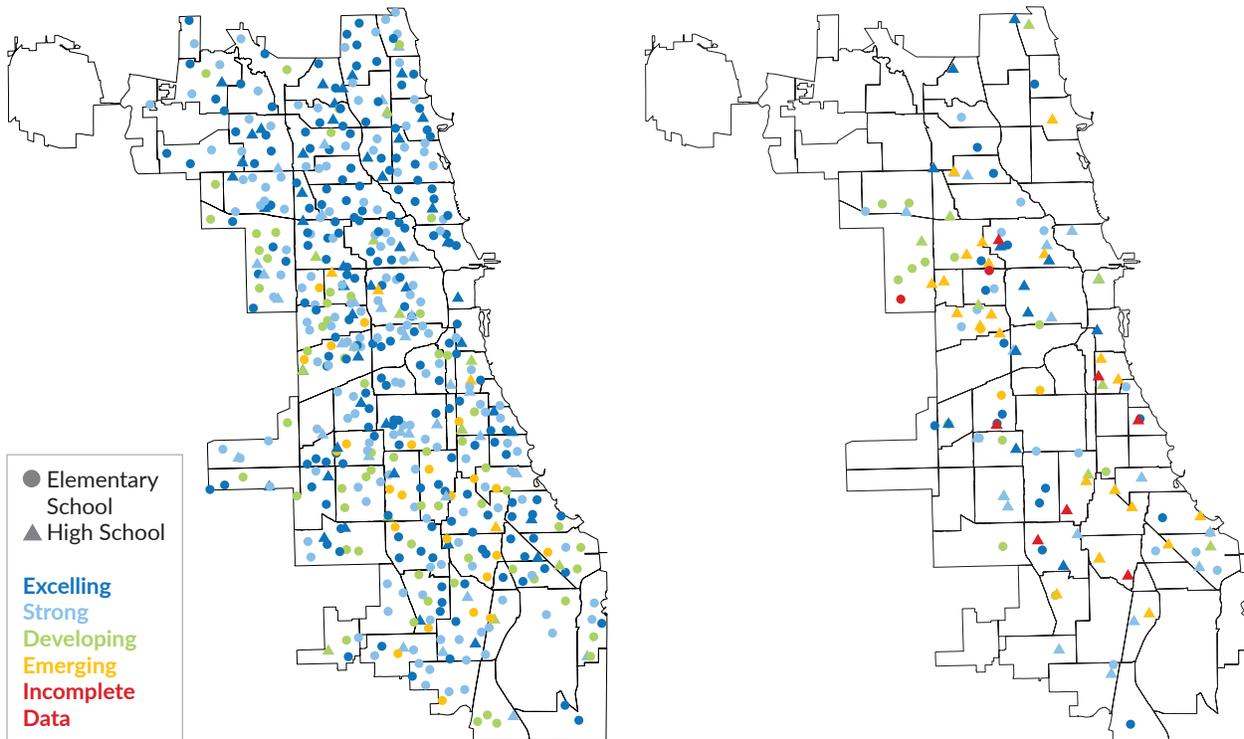


SCHOOL GOVERNANCE

School governance structure distinguishes between District-Managed and Non-District Managed⁷ schools.

CSC RATINGS FOR DISTRICT-MANAGED SCHOOLS

CSC RATINGS FOR NON-DISTRICT MANAGED SCHOOLS



The maps above offer a spatial representation of CSC ratings earned by schools in 2023–24, categorized by school governance structure. It is apparent that there are more District-Managed schools compared to Non-District Managed schools, and District-Managed schools are more evenly dispersed throughout the city of Chicago. Non-District Managed schools are mainly located in the west and southwest regions of Chicago. Related to the heatmap of CPS Opportunity Index presented earlier in this section, a notable pattern emerges: The same areas where Non-District Managed schools are concentrated are also the areas with higher Opportunity Index scores, indicating less access to opportunity.

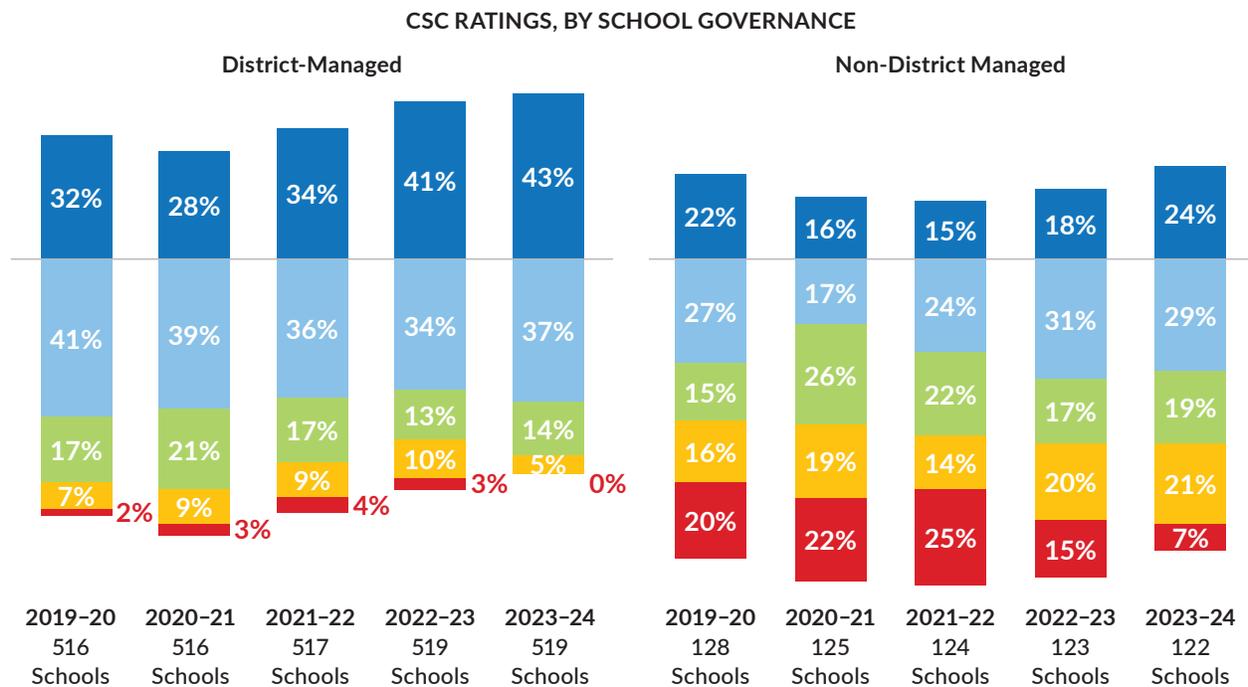
This observation is further compounded by the pattern that District-Managed schools rated as Emerging are also largely located in the same west and southwest regions. This suggests that schools in these areas, particularly Non-District Managed schools and District-Managed schools rated as Emerging, are facing intersectional challenges that extend beyond arts education. The higher Opportunity Index scores in these areas reflect systemic issues that have shaped both the resources available to students and the overall quality of arts education they receive.

⁷ Non-District Managed schools include charter school campuses, contract schools, Alternative Learning Opportunities Programs (ALOP) and SAFE schools. See the CPS website on the Office of Innovation & Incubation for more information.

The following analysis breaks down the percentages of CSC ratings earned by schools in the past five school years by school governance structure. While the percentage of schools rated as Excelling is at its highest points for both types of schools since the onset of the COVID-19 pandemic, District-Managed schools were significantly more likely to be rated as Excelling than Non-District Managed schools.

In the 2023–24 school year, 43% of District-Managed schools were rated as Excelling, compared to 24% of Non-District Managed schools. However, the percentage of Non-District Managed schools rated as Excelling has increased by six percentage points between 2022–23 and 2023–24 school year, rising from 18% to 24%. While this represents growth, Non-District Managed schools can further build on their progress in providing high-quality arts education to students. Fewer than a quarter of Non-District Managed schools met the goals and priorities set out in the 2012 CPS Arts Education Plan.

This all underscores the need for targeted strategies that address the unique structures of Non-District Managed schools and the complex factors underlying access to opportunity, with the goal of ultimately ensuring that all students, regardless of which schools they attend, have equitable access to high-quality arts education.



Excelling
Strong
Developing
Emerging
Incomplete Data

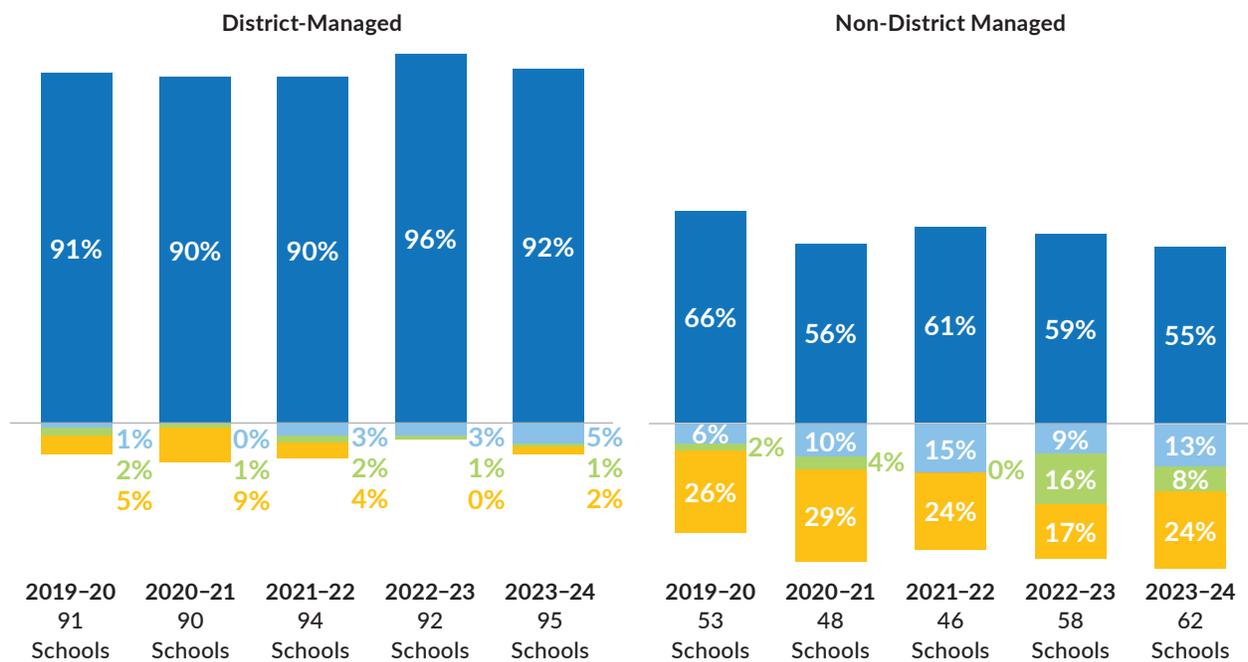
To better understand a key factor influencing the difference in ratings by school governance, the following analysis examines Staffing ratings for District-Managed and Non-District Managed high schools. Note that 56% of Non-District Managed schools are high schools, as compared to only 18% of District-Managed schools.

The chart below highlights the persistent differences in arts staffing between District-Managed and Non-District Managed high schools. These data emphasize the need for strategies to further strengthen staffing to ensure lower student-to-teacher ratios in Non-District Managed high schools. In a separate analysis presented later within the Staffing section, similar percentages of District-Managed (77%) and Non-District Managed (75%) elementary schools were rated as Excelling in Staffing in 2023–24.

In 2023–24, only 55% of Non-District Managed high schools met the benchmarks for staffing, compared to 92% of District-Managed high schools. Additionally, 24% of Non-District Managed high schools were rated as Emerging in Staffing, indicating they had 1,000 or more students per arts instructor or no arts instructor.

Since arts staffing is essential for students to have consistent access to arts education, this analysis elevates a significant factor in understanding ratings by school governance. Addressing these staffing gaps in Non-District Managed high schools is critical to ensuring equitable access to the arts.

CSC STAFFING RATINGS FOR HIGH SCHOOLS



Excelling
Strong
Developing
Emerging

OVERALL CSC SCORES BY SCHOOL TYPE AND STUDENT DEMOGRAPHICS

As a continuation of the previous section on student racial/ethnic demographics, the following analysis explores the intersection of student demographics (race and ethnicity), school enrollment, school governance, and a school's Creative Schools Certification rating⁸

The following graphic presents the percentage of students within each racial/ethnic group who had access to Excelling, Strong, Developing, and Emerging programs in 2023–24. For example, within the first row, 42% of 5,355 Latine students in District-Managed Lower Enrollment schools attended schools rated as Excelling.

The data reveals trends that match what has been presented through this section, with Black students significantly less likely than their peers to have access to high-quality arts programming, even when accounting for enrollment and school governance. However, there have been increases in the number of Black students who had access to Excelling programs at District-Managed Lower Enrollment schools and Non-District Managed Schools as compared to 2022–23.

An analysis was conducted to examine the number of Black students with access to Excelling programs across different enrollment sizes and school governance structures, comparing the 2022–23 and 2023–24 school years. In 2023–24, approximately 1,900 more Black students in District-Managed Lower Enrollment schools attended Excelling schools. Approximately 1,300 more Black students who attended Non-District Managed schools had access to Excelling arts programs as well.

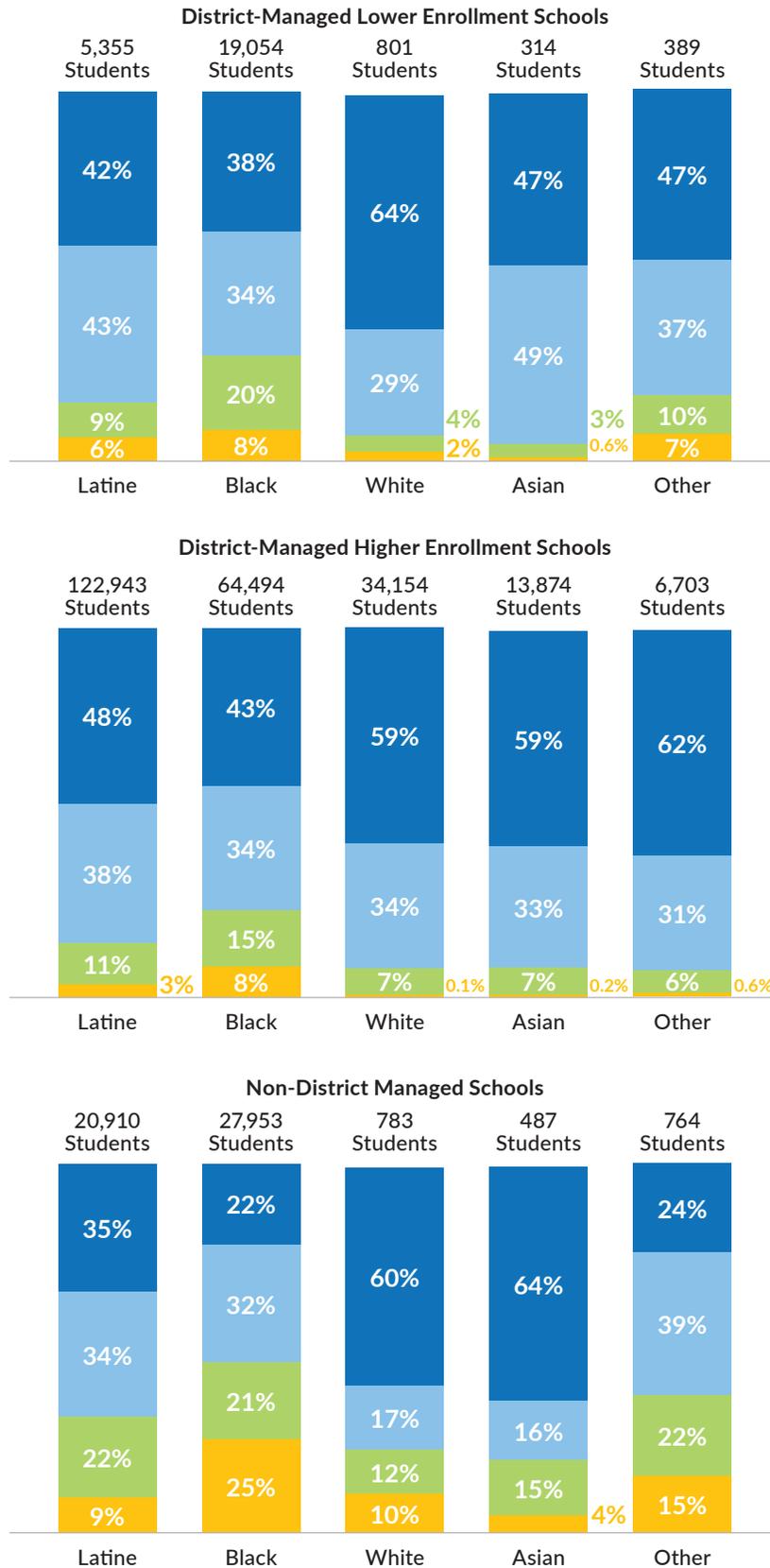
While these findings highlight areas of progress, they also underscore the ongoing need to monitor these trends and address disparities to ensure continued equitable access to high-quality programs.



Photo by Daniel Ribar, courtesy of Chicago Shakespeare Theater.

⁸ The 25th percentile of enrollment was used to distinguish between lower and higher enrollment schools. Lower Enrollment schools are those with total enrollment beneath the 25th percentile. Higher Enrollment schools are schools with total enrollment at or above the 25th percentile. The 25th percentile for District-Managed Lower Enrollment elementary schools and middle schools was 272. The 25th percentile for District-Managed Higher Enrollment high schools and combination schools was 236. Non-District Managed schools are charter, contract, and options schools of any size that are not managed by CPS. In 2023–24, there were 130 District-Managed Lower Enrollment schools, 387 District-Managed Higher Enrollment schools, and 121 Non-District Managed schools. Schools that did not report enrollment figures are excluded in this analysis.

CSC RATINGS OF SCHOOL TYPE AND SCHOOL SIZE BY DEMOGRAPHICS





ACCESS TO THE ARTS

ACCESS TO THE ARTS

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



Arts instructor staffing levels



Average weekly minutes of arts instruction (among elementary schools)



Share of students who have access to the arts (among elementary schools)



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



STAFFING

Certified arts instructors are an essential part of embedding and anchoring the arts within a school. Arts instructors provide access, minutes of instruction, and breadth and depth of instruction that students receive. More than any external providers, arts instructors understand their school's culture. They are well-positioned to teach a curriculum that is backward-mapped from arts learning standards and addresses their students' needs and identities.

In addition to teaching their students, arts instructors are essential in creating connections with the wider community who seek to bring their passions to CPS students. In the 2023–24 school year, similar to previous years in which it was measured, the addition of an arts teacher in a school was also associated with an increase in the number of external arts partnerships in a school.⁹

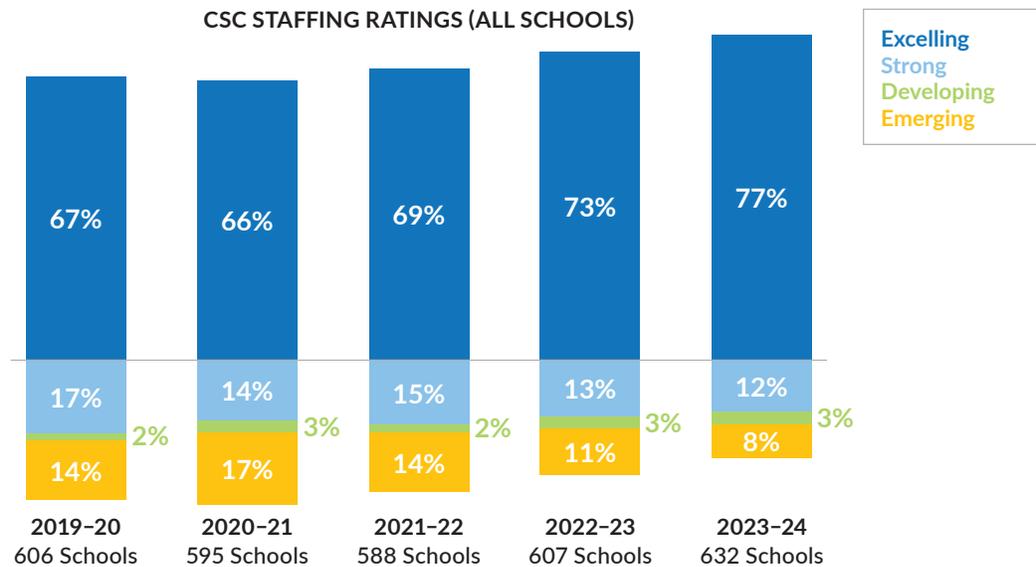
With all these reasons in mind, arts staffing is a key element of both elementary and high school CSC ratings. The staffing element encompasses 20 to 30 points out of 100 on the rubric. The ratio of arts teachers to students in a school is an indicator of the reach that teachers have relative to the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

⁹ The presence of one additional certified arts teacher in a school was associated with an increase in the number of organizations the school partnered with by, on average, 0.26 in 2023–24.

Among all CSC metrics, staffing has experienced some of the most substantial growth. In the latest data from 2023–24, an impressive 77% of all CPS schools were rated Excelling in Staffing, or had 350 or fewer students per arts instructor. This marks the highest percentage recorded since the onset of the COVID-19 pandemic in 2019–20, and represents a remarkable 10 percentage point increase, from 67% in 2019–20 to 77% in 2023–24.

This growth underscores the District's strong commitment and continued increasing investments in arts staffing, reinforcing the importance of dedicated arts educators in expanding access. As highlighted throughout this report, these staffing improvements have been a driving force behind the overall rise in CSC ratings, further strengthening arts education opportunities for CPS students.

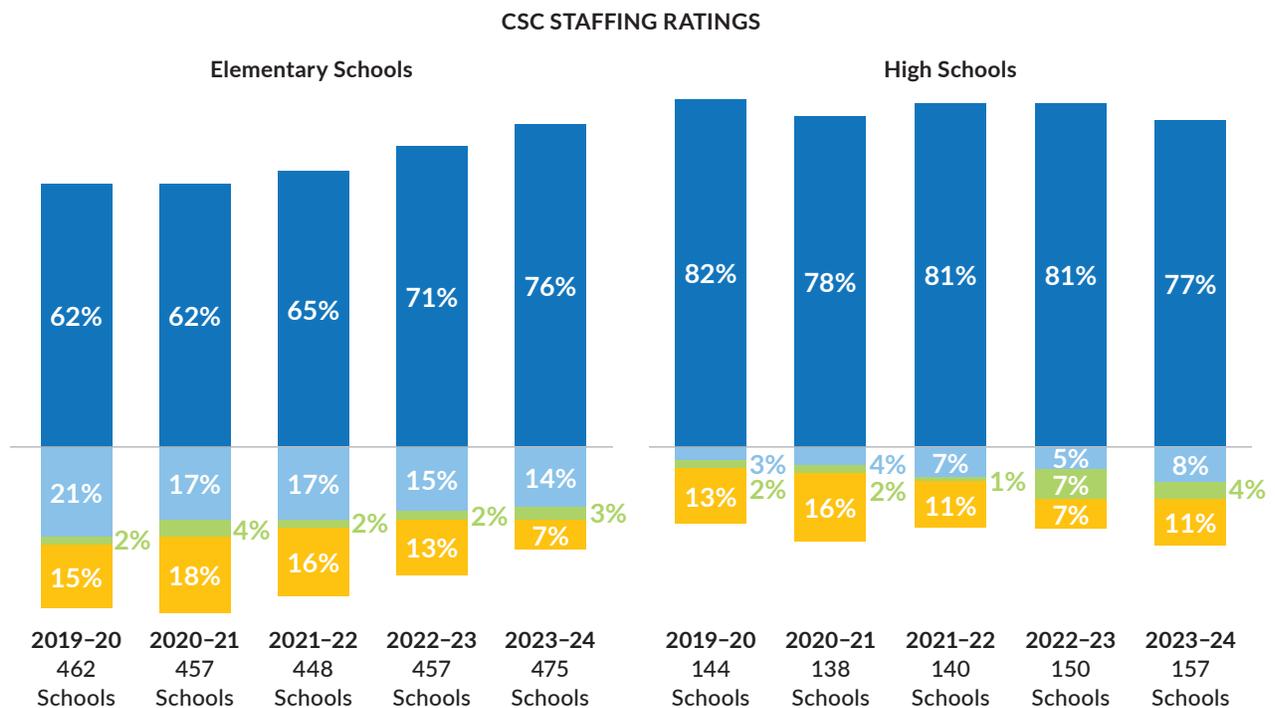
The following visualizations examine staffing ratings through different data cuts, including school governance structures and their correlation with other key measures. The correlation between staffing levels and the ability to provide instructional minutes is explored, offering deeper insights into how staffing impacts arts education across the District.



The visualizations below show Staffing ratings between elementary and high schools. There was a five percentage point increase in elementary schools rated as Excelling in Staffing, from 71% in 2022–23 to 76% in 2023–24. This also represents a 14 percentage point increase in schools rated as Excelling in Staffing since 2019–20, highlighting significant progress in arts staffing over time.

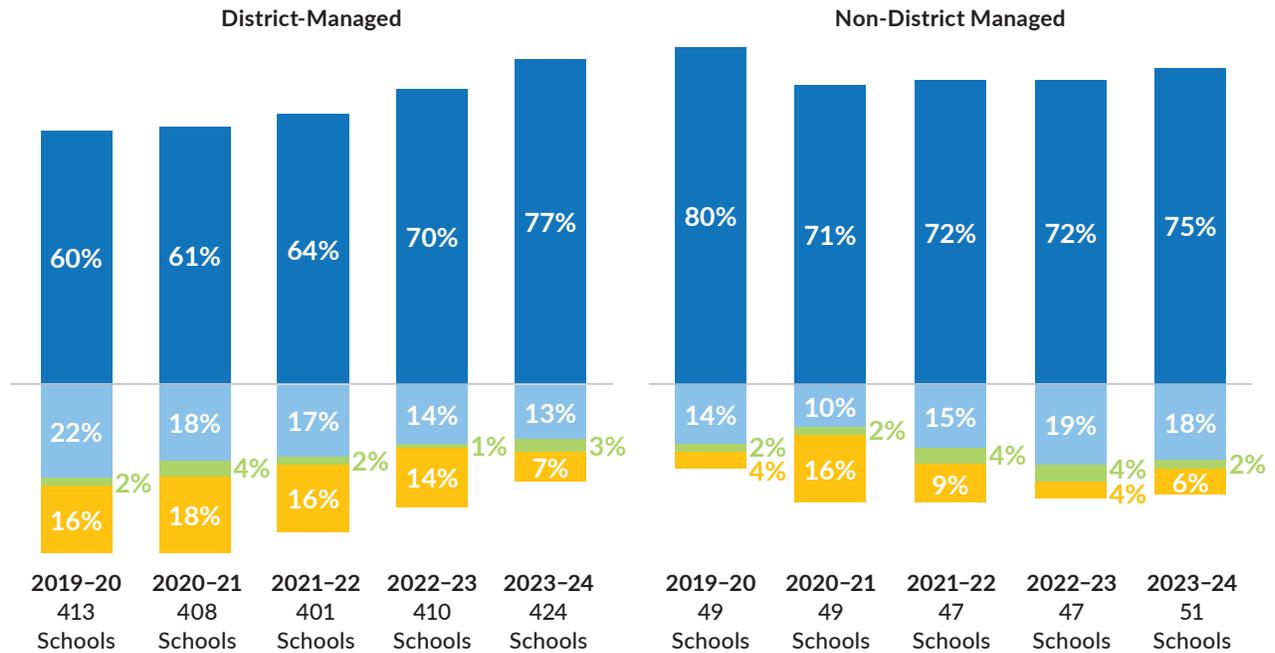
Over the past five years, high schools have typically been more likely than elementary schools to achieve an Excelling rating in Staffing. However, in the 2023–24 school year, elementary schools have nearly closed this gap, with 76% of elementary schools and 77% of high schools rated as Excelling in Staffing.

Notably, while elementary schools have seen steady growth, the percentage of high schools rated as Excelling in Staffing has declined by four percentage points, dropping from 81% in 2022–23 to 77% in 2023–24.



Excelling
Strong
Developing
Emerging

CSC STAFFING RATINGS FOR ELEMENTARY SCHOOLS



Excelling
Strong
Developing
Emerging

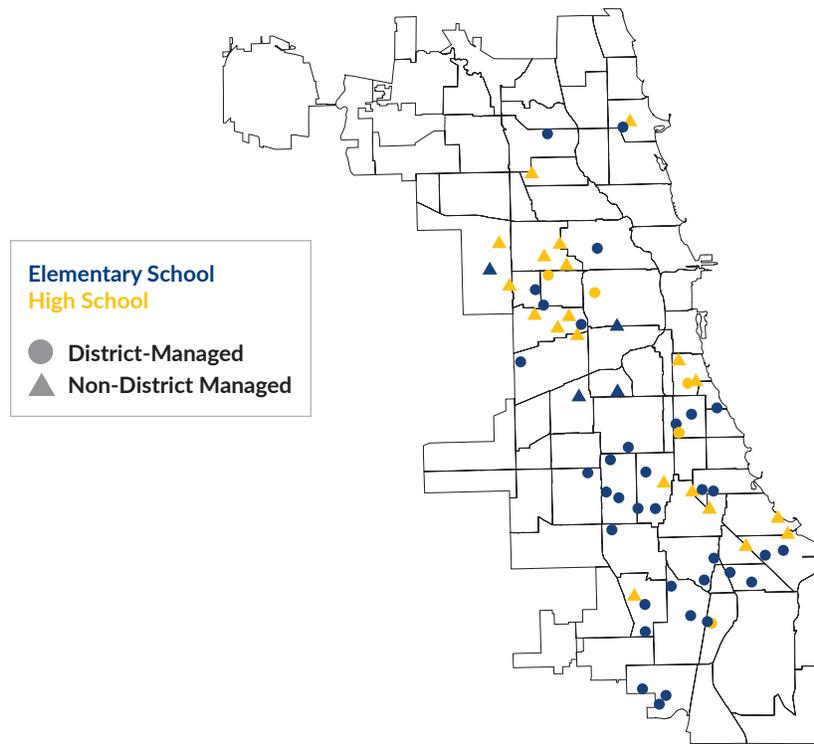
As highlighted in the *Advocating for Equity in Arts Education* section, examining data from the Creative Schools Certification through school governance can illustrate additional trends. The charts above show how staffing levels in District-Managed and Non-District Managed elementary schools have evolved over time.

District-Managed elementary schools have made incredible progress, with the percentage of schools meeting the Excelling staffing benchmark (350 or fewer students per arts instructor) rising from 60% in 2019–20 to 77% in 2023–24. This sustained growth underscores the District's commitment and increased investment in arts staffing, driven by CPS leadership.

In contrast, Non-District Managed elementary schools have experienced some fluctuations over the past five years. However, there has been a recent increase of three percentage points in schools rated as Excelling in Staffing, from 72% in 2022–23 to 75% in 2023–24. While the percentage of District-Managed elementary schools rated as Excelling in Staffing is at its highest since 2019–20, the percentage of Non-District Managed elementary schools is still recovering from declines observed in 2020–21. It is important to note that almost 90% of elementary schools in CPS are District-Managed.

For further analysis on staffing trends in District-Managed and Non-District Managed high schools, please refer to the *Advocating for Equity in Arts Education* section earlier in this report.

SCHOOLS WITH NO ARTS INSTRUCTOR



The map above highlights schools with no arts instructor in 2023–24. In 2023–24, a total of 65 schools did not have an arts instructor, a significant improvement from 80 schools in 2022–23. This marks a 19% decrease in schools without dedicated arts staffing.

As reflected throughout this section on Staffing, more schools are meeting benchmarks named in the 2012 Arts Education Plan on staffing. This positive shift reinforces ongoing efforts to ensure students have access to certified arts educators who can deliver high-quality arts instruction.

Despite these gains, geographic trends still persist, and schools without arts instructors are mainly concentrated in Chicago's west, south, and southwest community areas. Eight percent of District-Managed elementary schools and 6% of District-Managed high schools did not have an arts instructor. Meanwhile, 8% of Non-District Managed elementary schools and 32% of Non-District Managed high schools did not have an arts instructor.

These findings highlight both progress and remaining challenges, emphasizing the need for continued investment and targeted support to expand arts education access equitably across all schools.



MINUTES OF INSTRUCTION

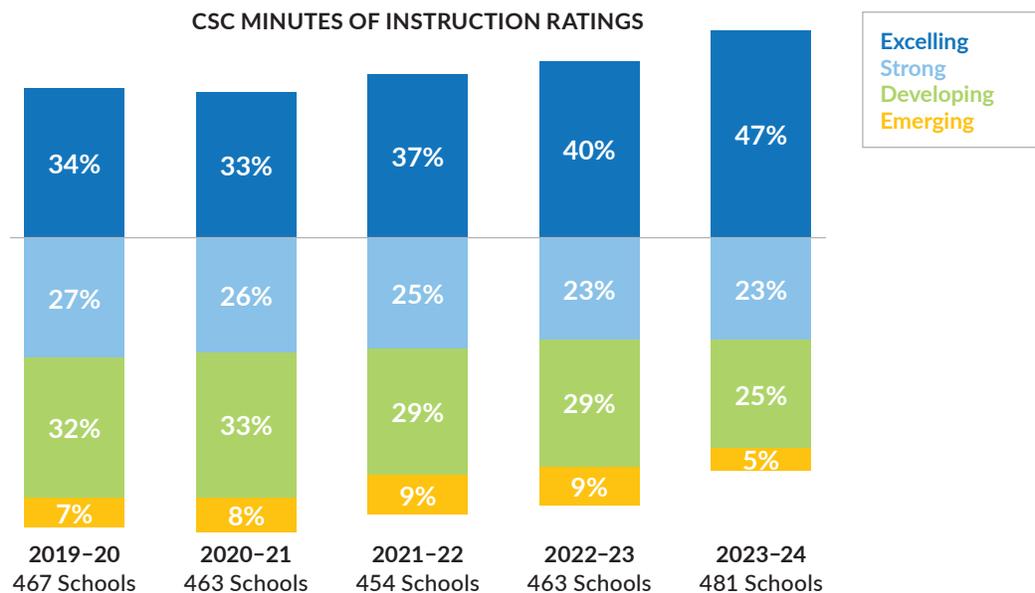
The second key element in the CSC rating for elementary schools is Minutes of Instruction, which is calculated as the average minutes of arts instruction students in elementary schools receive across the school year in any arts discipline, assuming they had access to at least one arts course. Instructional minutes in elementary schools ensure students have the time and space to create, be inspired, and develop their artistic point of view. More instructional minutes mean more opportunities to explore new disciplines, expand students' abilities to creatively engage, and form connections across content areas. It is worth noting that this measure captures the number of minutes of instruction offered to students and does not account for attendance.

The amount of student exposure to arts instruction has seen significant growth since the 2019–20 school year. At that time, 34% of schools were rated as Excelling in Minutes of Instruction, meaning they provided an average of at least 120 minutes of weekly arts instruction. By 2023–24, this percentage had surged by an impressive 13 percentage points, reaching 47% of all elementary schools rated as Excelling in Minutes of Instruction.

Once again, mirroring many of the positive trends outlined throughout this report, this marks the highest percentage of elementary schools rated as Excelling in Minutes of Instruction in the past five school years. This achievement is particularly significant, as this metric carries the heaviest weight on the Creative Schools Certification for elementary schools, accounting for 24 out of 100 points.

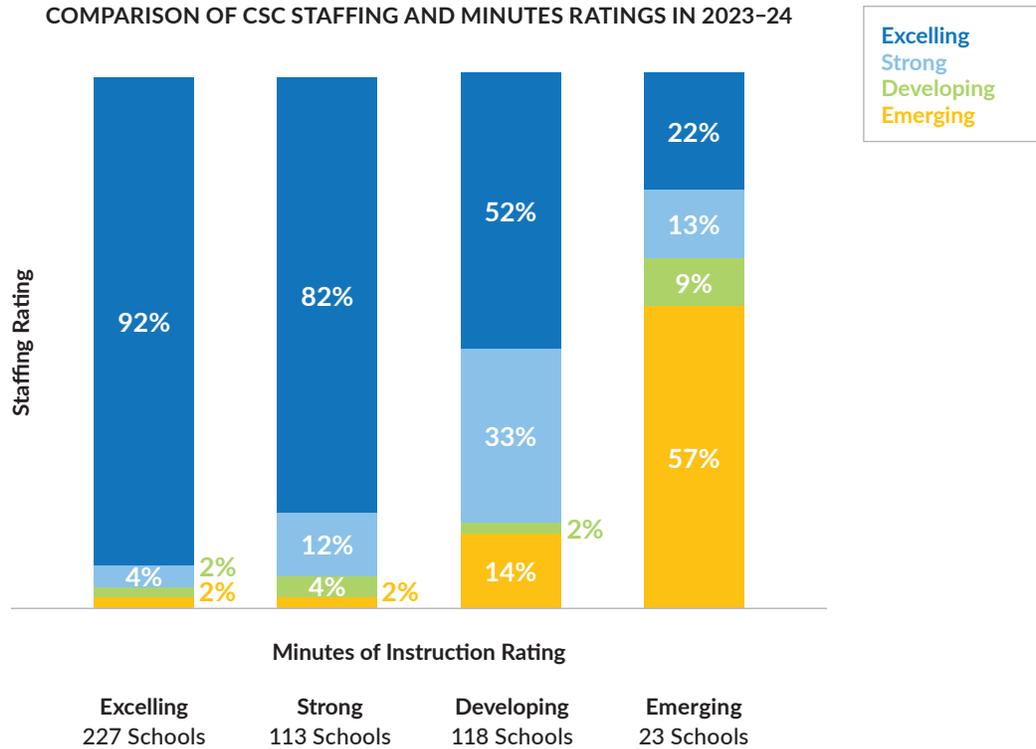
However, there still exists an opportunity, as fewer than half of elementary schools are meeting the benchmark for this metric. Historically, trends have shown that among all Access measures, elementary schools have struggled the most with Minutes of Instruction.

As noted previously, elementary schools have seen significant increases in staffing. This raises an important question: is the increase in arts staffing directly contributing to the rise seen in Minutes of Instruction? What is the correlation between Minutes of Instruction and Staffing ratings?





COMPARISON OF CSC STAFFING AND MINUTES RATINGS IN 2023-24

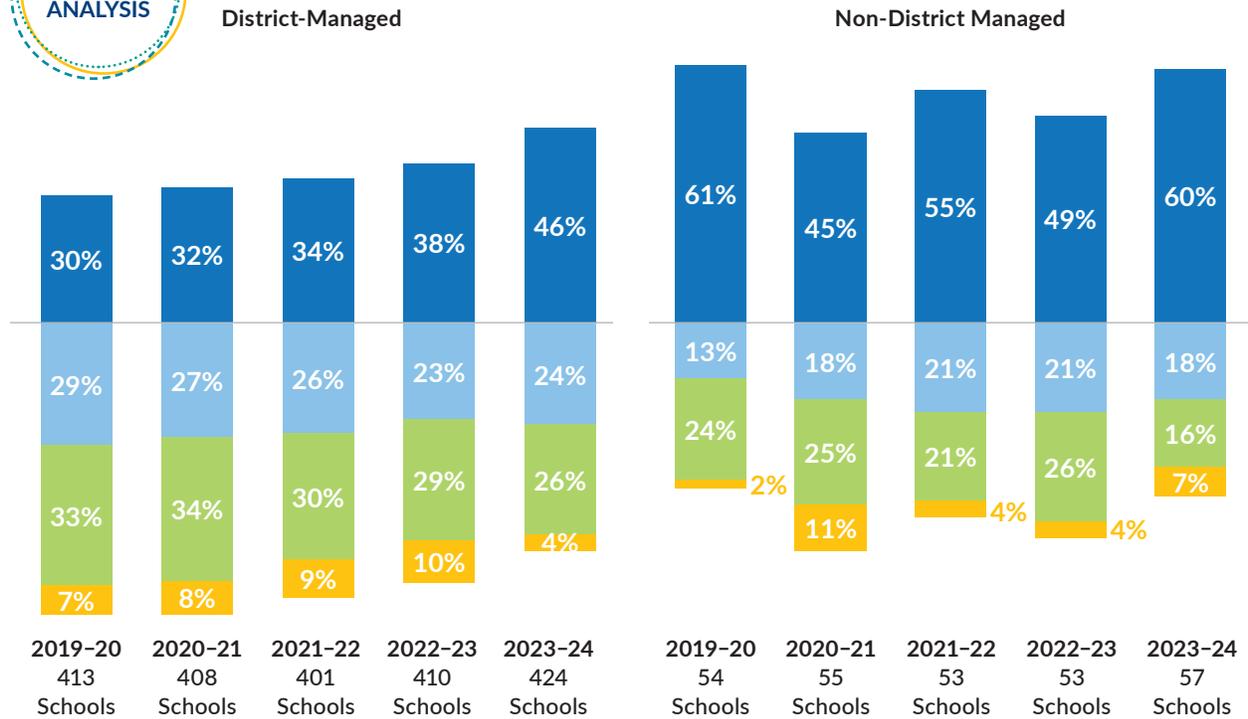


On the horizontal axis, elementary schools are divided into buckets based on their Minutes of Instruction rating. The colors and percentages within each column represent the Staffing ratings for those schools. For example, the 22% in dark blue on the rightmost bar indicates that of the 23 schools rated as Emerging on Minutes of Instruction, 22% were rated as Excelling on Staffing.

The data clearly suggests a strong correlation between Staffing and Minutes of Instruction. Schools that were rated as Excelling on Minutes of Instruction were also very likely to also have been rated as Excelling on Staffing. This underscores the essential role of arts instructors in providing consistent access to the arts. The district-wide increase in arts staffing has likely contributed to the increase in instructional minutes, ensuring more elementary school students benefit from enriched arts learning experiences.



CSC MINUTES OF INSTRUCTION RATINGS FOR ELEMENTARY SCHOOLS



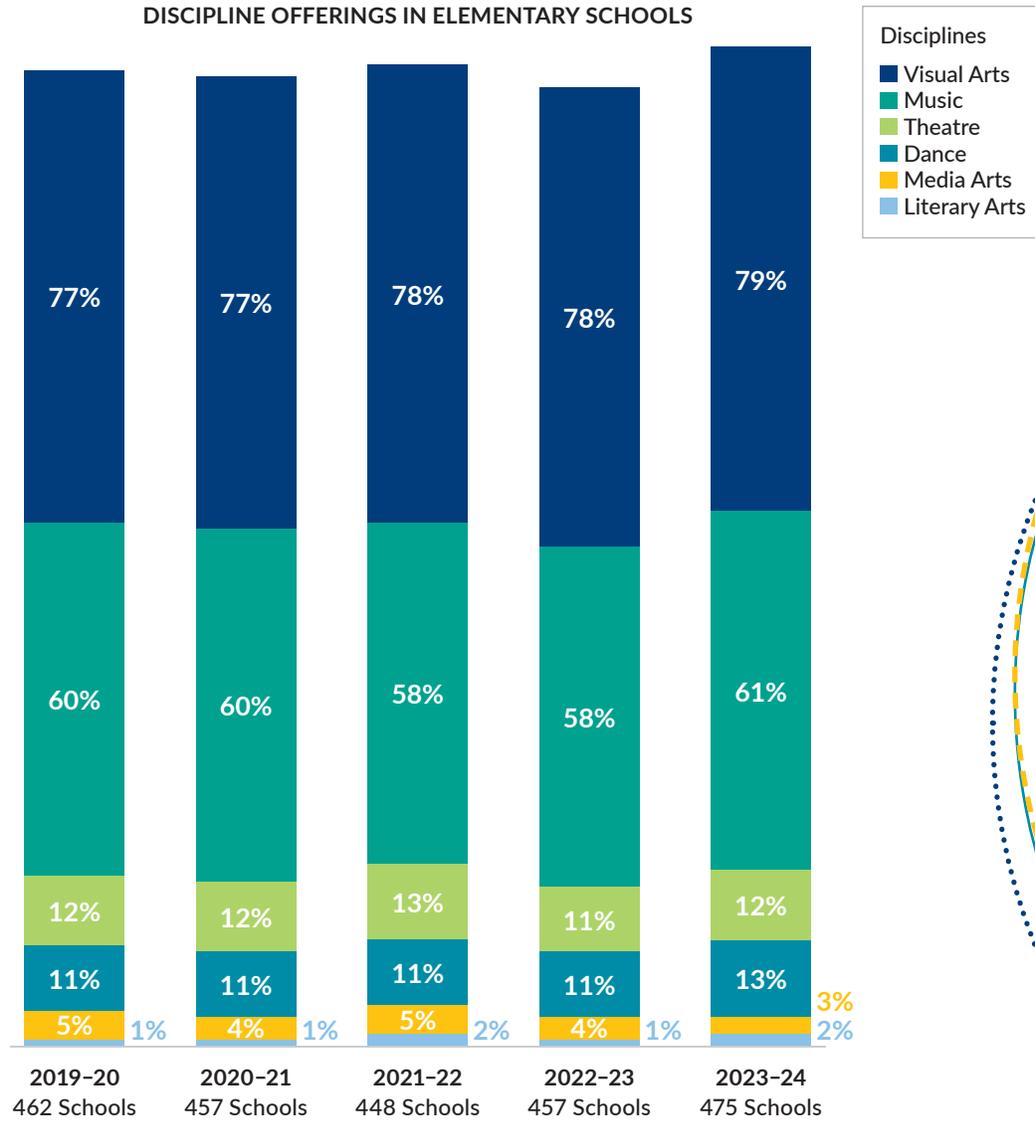
Excelling
Strong
Developing
Emerging

How does the delivery of arts instruction vary by school governance structure? Both District-Managed and Non-District Managed elementary schools have seen increases in the percentage of schools rated as Excelling on Minutes of Instruction from 2022-23 to 2023-24. However, Non-District Managed schools have historically been more successful in providing at least 120 minutes of weekly arts instruction to students.

Despite this, District-Managed elementary schools have made significant gains since 2019-20. Since 2019-20, at least 45% of Non-District Managed elementary schools have consistently been rated as Excelling in Minutes of Instruction, while District-Managed elementary schools only surpassed the 40% mark for the first time in 2023-24.



DISCIPLINE OFFERINGS IN ELEMENTARY SCHOOLS



Each bar adds up to more than 100% since schools may offer multiple artistic disciplines.

The analysis above takes a more in-depth look at the disciplines offered to elementary school students over the past five school years. Each year, the majority of elementary schools offered Visual Arts or Music, with more than three-fourths of schools offering Visual Arts and about 60% of elementary schools offering Music courses. Between 11% and 13% of elementary schools offered Theatre or Dance courses. Each year shows similar trends in the distribution of artistic disciplines.

Although disciplines are not explicitly taken into consideration as part of the CSC rubric for elementary schools, it is still important to track this data year-over-year to understand the distribution and any shifts in course offerings.

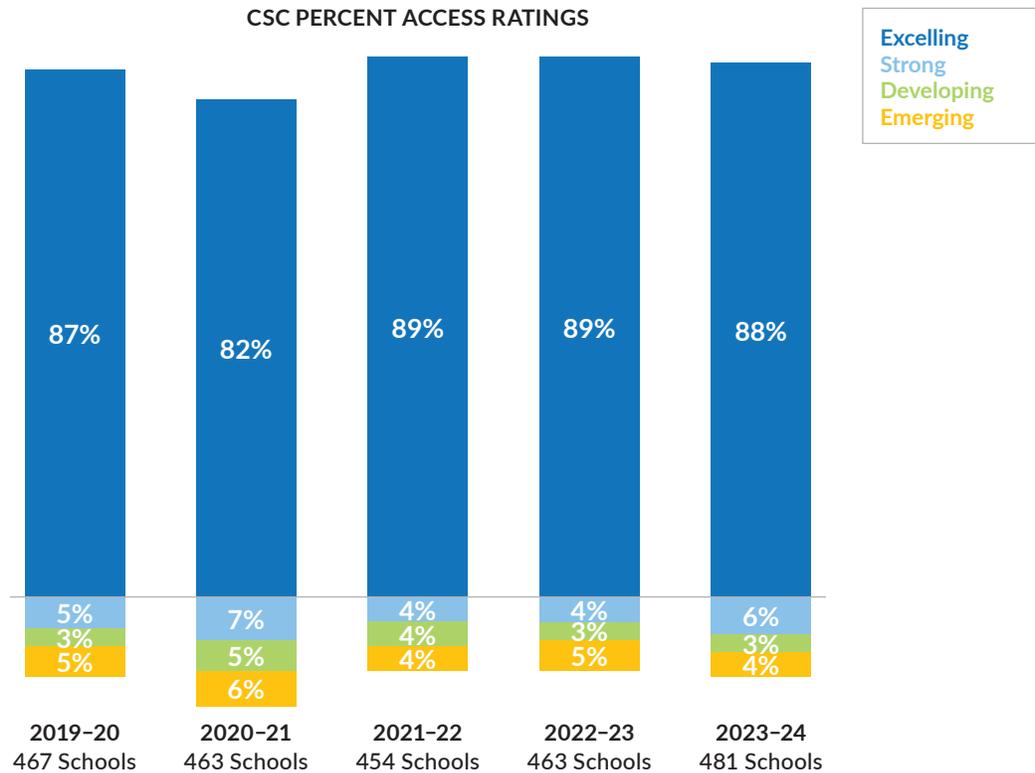


PERCENT ACCESS

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

Elementary schools have consistently done well in ensuring all students have access to the arts. Over 80% of elementary schools have been rated as Excelling on Percent Access every year since 2019–20. In the latest year of data, 88% of elementary schools had all their students enrolled in at least one arts course.

CSC PERCENT ACCESS RATINGS





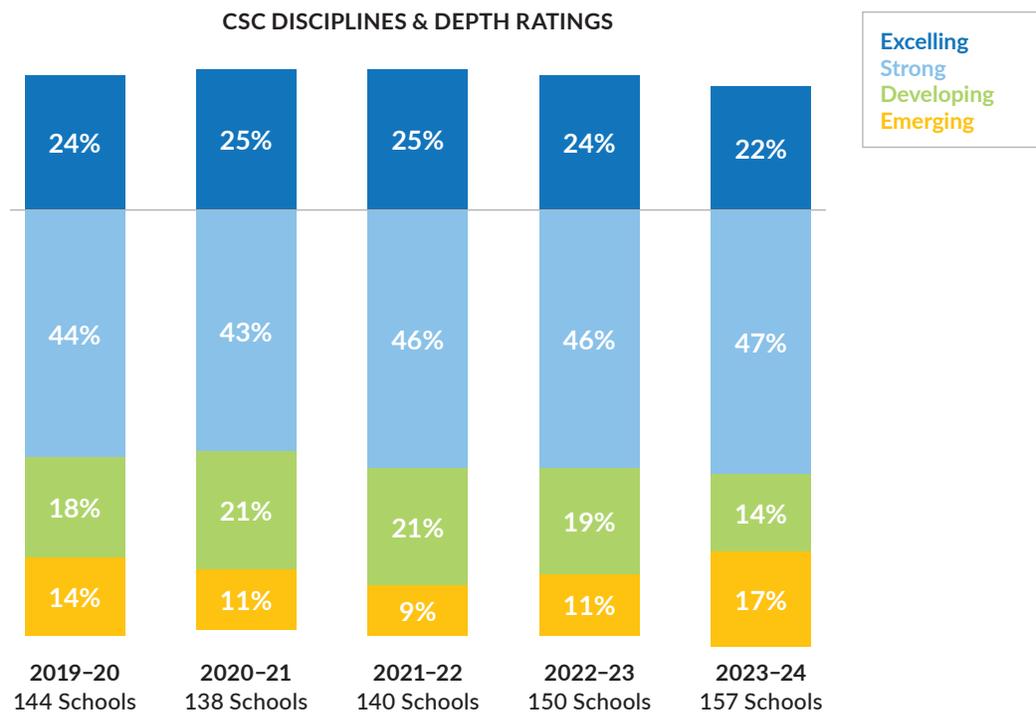
DISCIPLINES & DEPTH

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

The Disciplines & Depth scores have remained largely consistent over the past five school years, with no more than a quarter of high schools rated as Excelling in any given year. To be rated as Excelling in Disciplines & Depth, high schools generally have to offer courses in at least three artistic disciplines (out of Dance, Literary Arts, Media Arts, Music, Theatre, and Visual Arts) and provide multiple years of coursework (e.g., Beginning and Intermediate courses).

In 2023–24, 22% of high schools were rated as Excelling on this metric, with a slight decrease from 24% in 2022–23. Meanwhile, the percentage of schools rated as Emerging in Disciplines & Depth went up six percentage points, from 11% in 2022–23 to 17% in 2023–24. Schools rated as Emerging offered either no arts courses or a single-level course in one artistic discipline.

For the fifth year this data has been collected under the updated CSC rubric, high schools continue to face challenges in providing both a breadth of artistic disciplines and depth of coursework. What are the key factors that influence a high school’s ability to offer a variety of artistic disciplines?

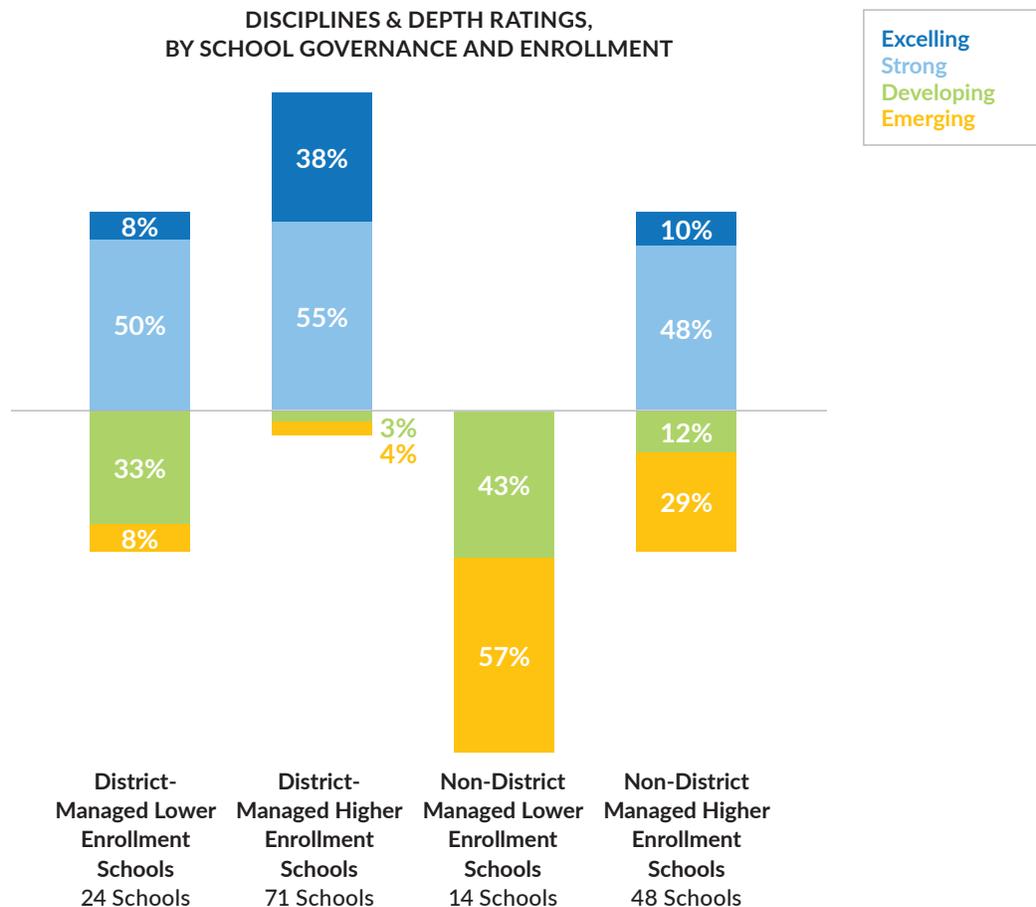


To explore this question, the following visualization shows Disciplines & Depth ratings from 2023–24 in relation to school governance structure and student enrollment.

The data reveals that schools with lower enrollment were significantly less likely to be rated as Excelling in Disciplines & Depth. In fact, nearly all high schools rated as Excelling on this metric were Higher Enrollment schools. Notably, no Non-District Managed Lower Enrollment school and only two District-Managed Lower Enrollment schools were rated as Excelling. This highlights that, in high schools, school size is a critical factor in whether students have access to at least three artistic disciplines.

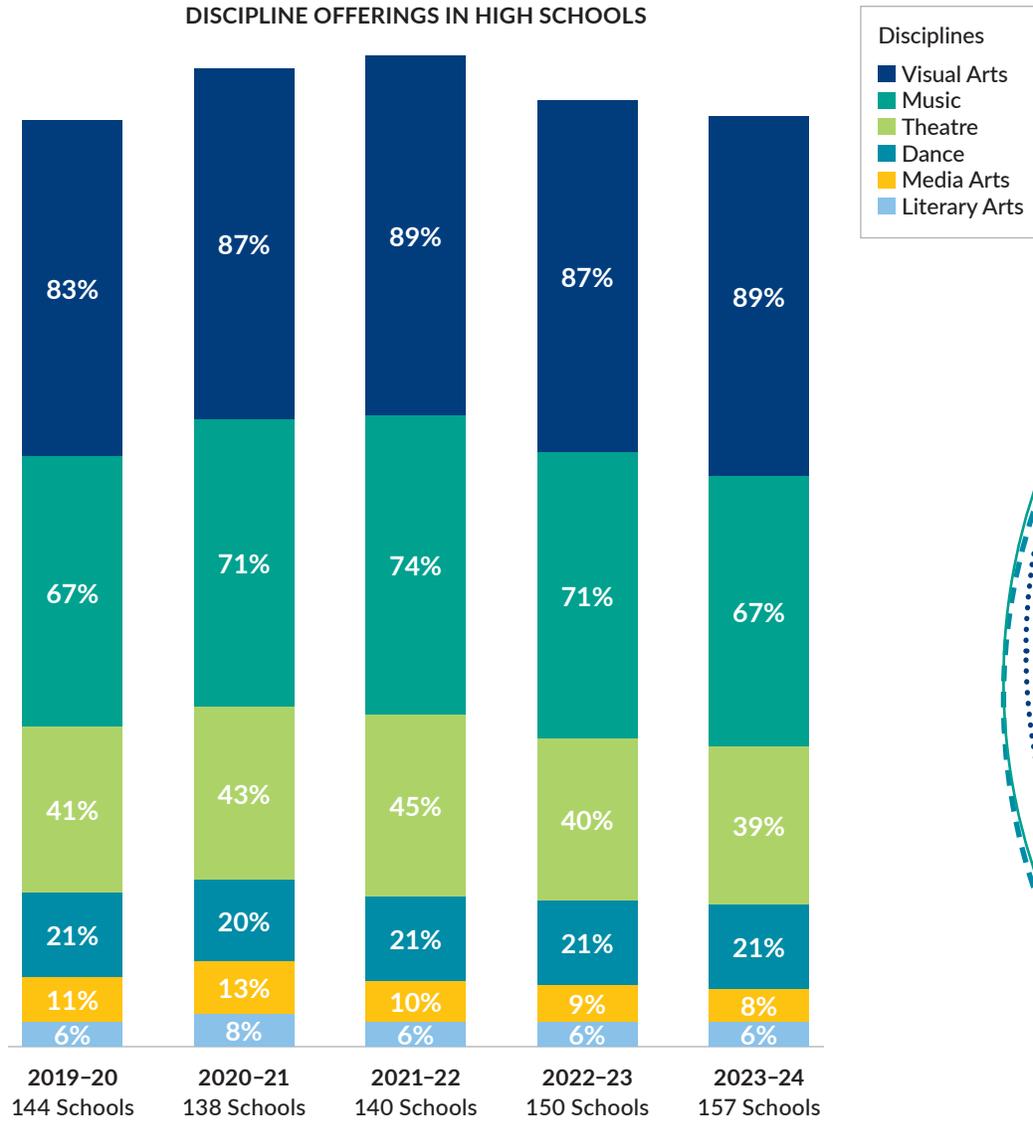
There are a number of reasons for this trend – for one, schools with a larger student population may have more arts instructors and thus the ability to more easily offer coursework in multiple artistic disciplines. Within the District, the per-pupil budgeting model may also play a role, and schools with larger enrollment are also more likely to be able to build dedicated arts spaces, such as for dance or theatre programming. While 77% of high schools met the benchmark for arts staffing in 2023–24, only 22% were rated as Excelling in Disciplines & Depth. This gap underscores the complex relationship between staffing, resources, and the ability to provide a breadth of coursework.

DISCIPLINES & DEPTH RATINGS,
BY SCHOOL GOVERNANCE AND ENROLLMENT





DISCIPLINE OFFERINGS IN HIGH SCHOOLS

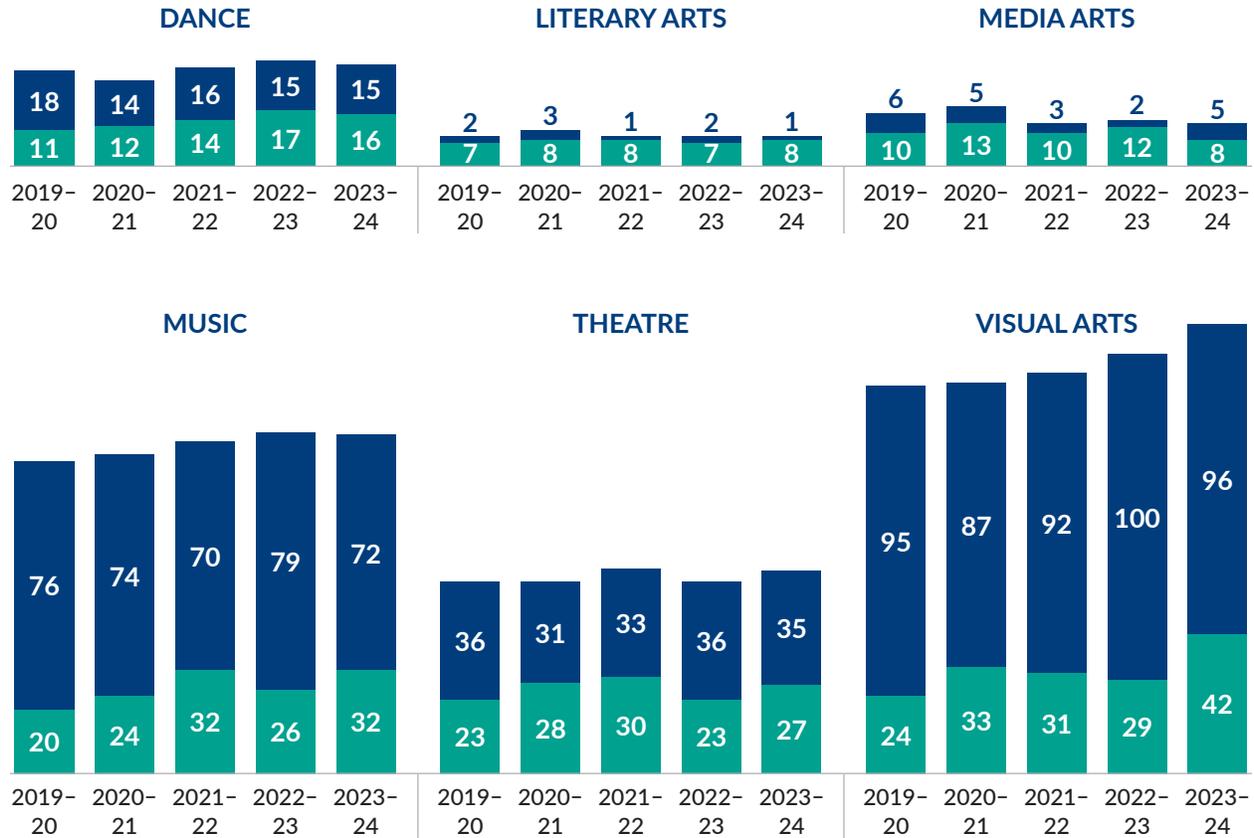


Each bar adds up to more than 100% since schools may offer multiple artistic disciplines.

The analysis above takes an in-depth look at the disciplines offered to high school students over the past five school years. Similar to elementary schools, Visual Arts and Music were the most commonly offered disciplines in high schools. Each year, 80%–90% of high schools offered Visual Arts and 65%–75% offered Music. However, since 2021–22, the percentage of high schools offering Music has dropped, from 74% in 2021–22 to 71% in 2022–23, and then 67% in 2023–24.

Around 40% of high schools offered Theatre and less than a quarter of schools offered Dance. The next visualization takes a closer look at both the disciplines offered in high schools and the availability of sequential offerings.

HIGH SCHOOL COURSE OFFERINGS BY YEAR



There were 144 high schools included in the above graphic for the 2019–20 school year, 138 high schools for 2020–21, 140 high schools for 2021–22, 150 high schools for 2022–23, and 157 schools for 2023–24. Each bar represents the number of schools that offered single- or multi-level instruction in a specific arts discipline during a particular year.

This visualization takes an in-depth look at the disciplines and depth of arts courses offered in high schools. Over 100 high schools offered Visual Arts or Music during the 2023–24 school year. Over 60 high schools offered Theatre and over 30 high schools offered Dance courses.

In 2023–24, there were 224 multi-level discipline course offerings, a slight decrease from 234 in 2022–23. The number of multi-level offerings was 215 in 2021–22, 214 in 2020–21, and 233 in 2019–20.

A closer look at discipline-specific trends reveals that Literary Arts, Music, Theatre, and Visual Arts all experienced a decline in multi-level course offerings between 2022–23 and 2023–24. However, these same disciplines saw an increase in single-level course offerings, suggesting a shift toward broader access to introductory courses rather than sustained, multi-year coursework. Notably, in 2023–24, compared to 2022–23, there was an increase in the number of high schools offering single-level arts courses: six more high schools offered single-level Music courses, four more offered single-level Theatre courses, and 13 more offered single-level Visual Arts courses.



QUALITY OF ARTS INSTRUCTION

Photo by Michael Brosilow.

QUALITY OF ARTS INSTRUCTION

The scoring elements that reflect the quality of arts instruction a school offers, when taken together, account for 36 out of 100 available points in the CSC. These Quality elements measure how a school creates and sustains the conditions needed to bring rich arts learning opportunities to its students that go beyond access to arts teachers and courses, including in measures of:



Arts learning standards alignment



Representation of the arts in individual school governance structures



School budget for the arts



Partnerships with external arts organizations and teaching artists



Participation in arts-specific professional development



Opportunities for family and community engagement



A thoughtful and planned approach to instruction in the arts





ARTS LEARNING STANDARDS

Arts learning standards are critical to a rigorous, high-quality arts education. They provide guidelines for schools and teachers as to what students should know and be able to do at each grade level and in each artistic discipline. While they do not prescribe exactly what teachers should do or the content they should teach, arts learning standards outline the age-appropriate conceptual goals that teachers should set for their students and strive to help them master. A new set of Illinois Arts Learning Standards was approved by the Illinois State Board of Education and was implemented starting with the 2018–19 school year. The CSC credits schools that use these learning standards to guide their curriculum and instruction.

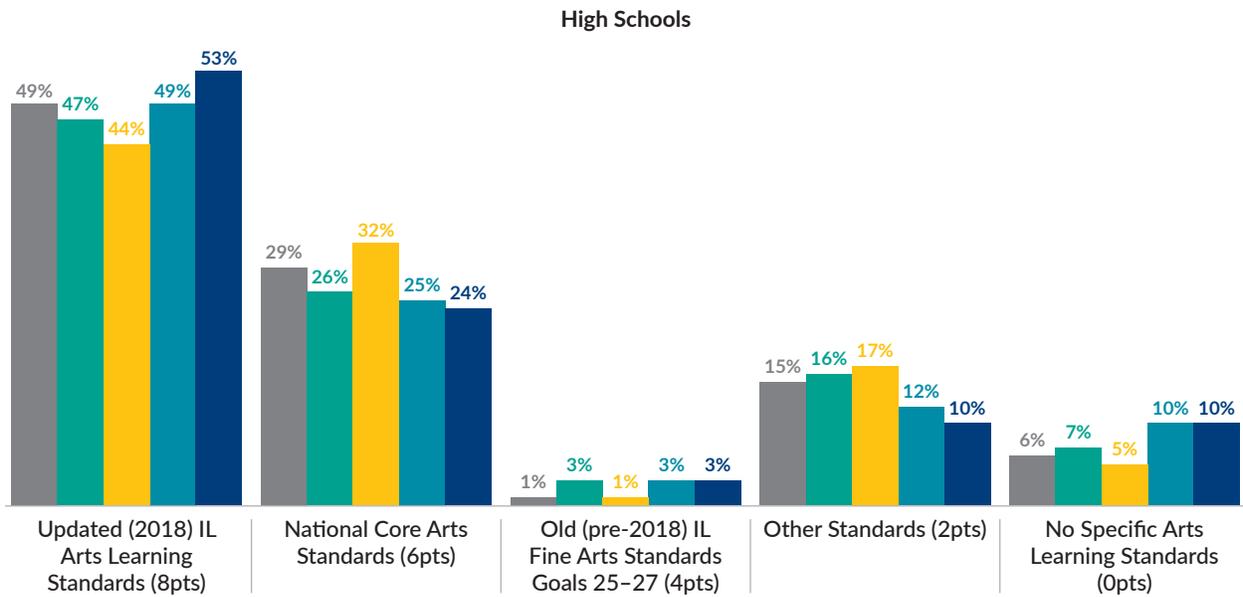
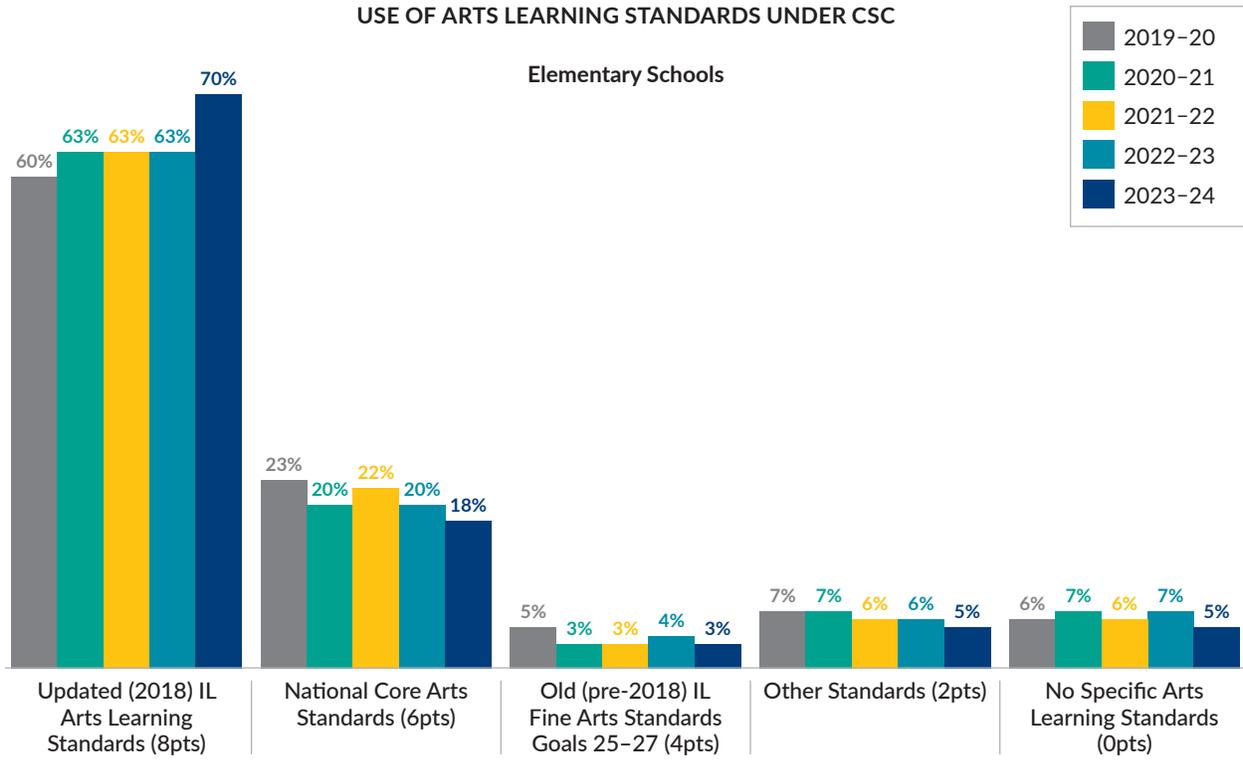
In the 2023–24 school year, the percentage of both elementary and high schools using the Updated Illinois Arts Learning Standards reached its highest level since data collection on this metric began in 2019–20. Seventy percent of elementary schools and 53% of high schools reported using these updated standards. This marks a seven percentage point increase for elementary schools, from 63% in 2022–23 to 70% in 2023–24, and a four percentage point increase for high schools, from 49% in 2022–23 to 53% in 2023–24.

The second most commonly used arts learning standards among both elementary school and high schools are the National Core Arts Standards, with 18% of elementary schools and 24% of high schools reporting their use in 2023–24. While improvements have been made in adopting the most updated learning standards, there remains opportunity for growth in ensuring widespread implementation.

Overall, an encouraging 94% of schools reported using some form of arts learning standards in 2023–24.



USE OF ARTS LEARNING STANDARDS UNDER CSC





ARTS INCLUSION IN SCHOOL GOVERNANCE

Strong representation of the arts in a school’s individual governance enhances the probability that the arts are a meaningful and integrated presence in a school. Whether this means an arts teacher participating in a Local School Council,¹⁰ an arts-specific goal in a school’s Continuous Improvement Work Plan,¹¹ or an arts teacher on the school’s curriculum team, this kind of arts representation ensures that there is both a platform and a voice that can help guide the school on making arts-positive decisions and policies.

While many other metrics in the CSC have shown growth and progress, representation of the arts in an individual school’s governance declined for both elementary and high schools in the 2023–24 school year. High schools experienced drops in all three forms of representation compared to 2022–23. This included a five percentage point drop in schools with an arts instructor on a school governance team, a three percentage point drop in schools with an arts instructor on the curriculum or instruction team, and a five percentage point drop in schools with the arts included in the school-wide strategic plan. The percentage of high schools that reported the arts were not included in any form of governance reached 25%, the highest since data collection for this metric began in 2019–20.

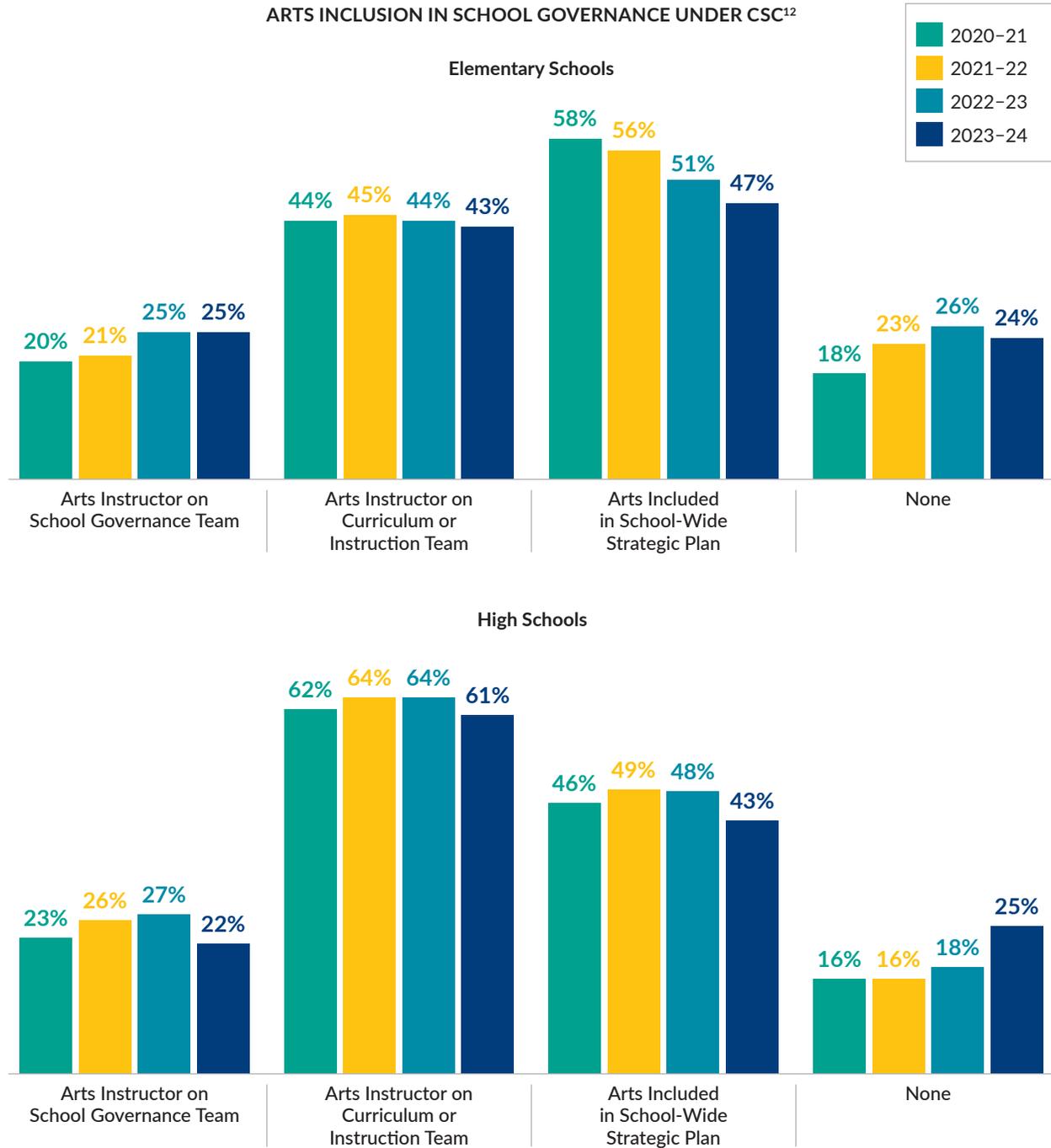
For elementary schools, there has been a steady decline in the percentage of schools that have the arts included in the school-wide strategic plan, decreasing from 58% in 2020–21 to 47% to 2023–24. These trends indicate a need for renewed focus on integrating the arts into school governance structures to ensure sustained support and prioritization.

¹⁰ cps.edu/about/local-school-councils

¹¹ The Continuous Improvement Work Plan (CIWP) from Chicago Public Schools is the strategic planning process of schools that also meets the federal and state requirements of a school improvement plan. This plan establishes a school’s mission, strategies, and milestones the school will take to accomplish its goals.



ARTS INCLUSION IN SCHOOL GOVERNANCE UNDER CSC¹²



¹² There was a survey coding error in 2019-20 that required all respondents to select at least one option and did not include the option to indicate that the arts were not represented in any governance structures. For this reason, only data from 2020-21 and onward are reported here.



BUDGET

The 2012 CPS Arts Education Plan identifies the importance of schools setting a budget for the arts. Such funding can improve a program’s quality by expanding access to arts experiences and opportunities for students to create and learn. This element of the CSC measures school spending on a per-student basis.¹³ To receive full points on this metric, a school must report \$7.00 or more per student on arts expenditures. Arts Liaisons are asked to report the amount of funding from all sources the school used for arts education supplies, materials, and programs, but to exclude teacher salaries or capital expenses.

Overall budget trends stayed consistent in 2023–24 compared to prior years. Approximately 60% of elementary schools and 75% of high schools reported allocating \$7.00 or more per student in arts expenditures in 2023–24. These figures represent significant growth since 2019–20, with an increase from 51% in 2019–20 to 59% in 2023–24 of elementary schools meeting this benchmark. For high schools, there was a 10 percentage point increase, from 65% in 2019–20 to 75% in 2023–24 of high schools reporting \$7.00 or more per student in arts expenditures.

Very few schools reported having no budget per student in 2023–24, only with 6% of elementary schools and 3% of high schools falling into this category.

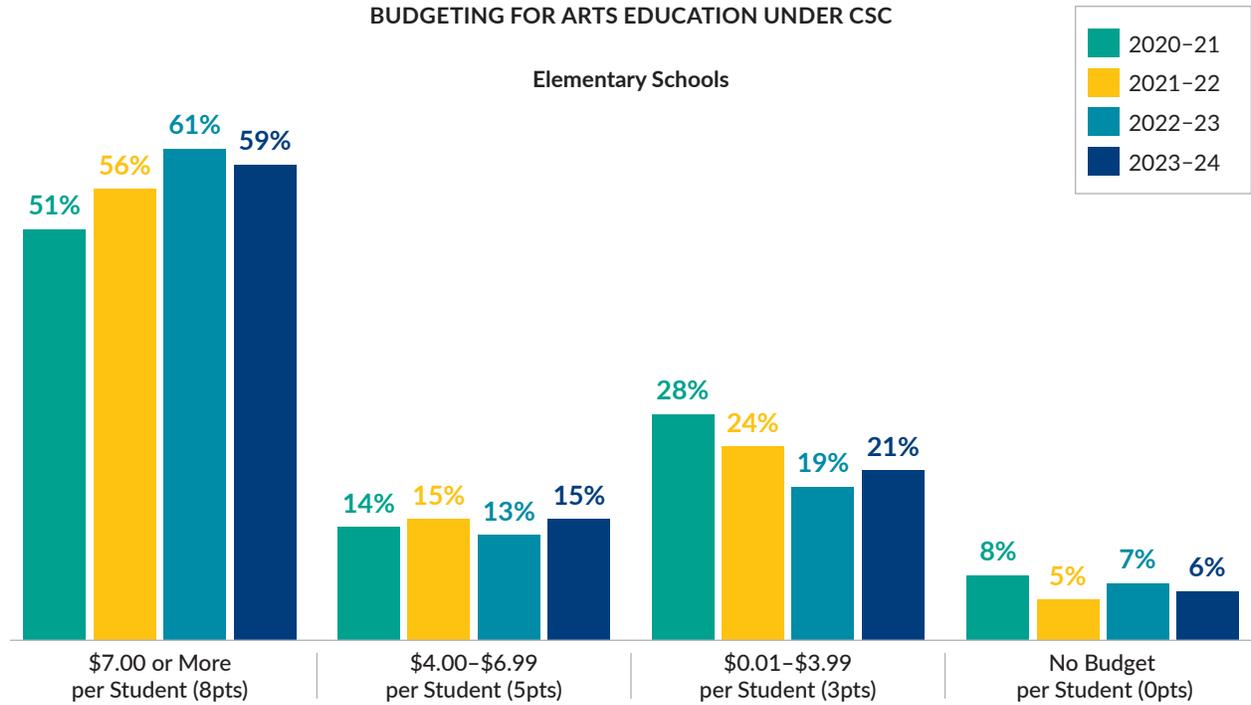
The table below presents median per-student arts expenditures across years for both elementary and high schools, showing a decline in median spending from 2022–23 to 2023–24. The median is reported because it reflects the typical budget for per-student arts expenditures and is less prone to being influenced by outliers, providing a clearer representation of the average arts budget.

	Median Per-Student Arts Expenditures in Elementary Schools	Median Per-Student Arts Expenditures in High Schools
2020–21	\$7.09	\$10.76
2021–22	\$8.11	\$15.80
2022–23	\$10.70	\$15.13
2023–24	\$9.71	\$12.83

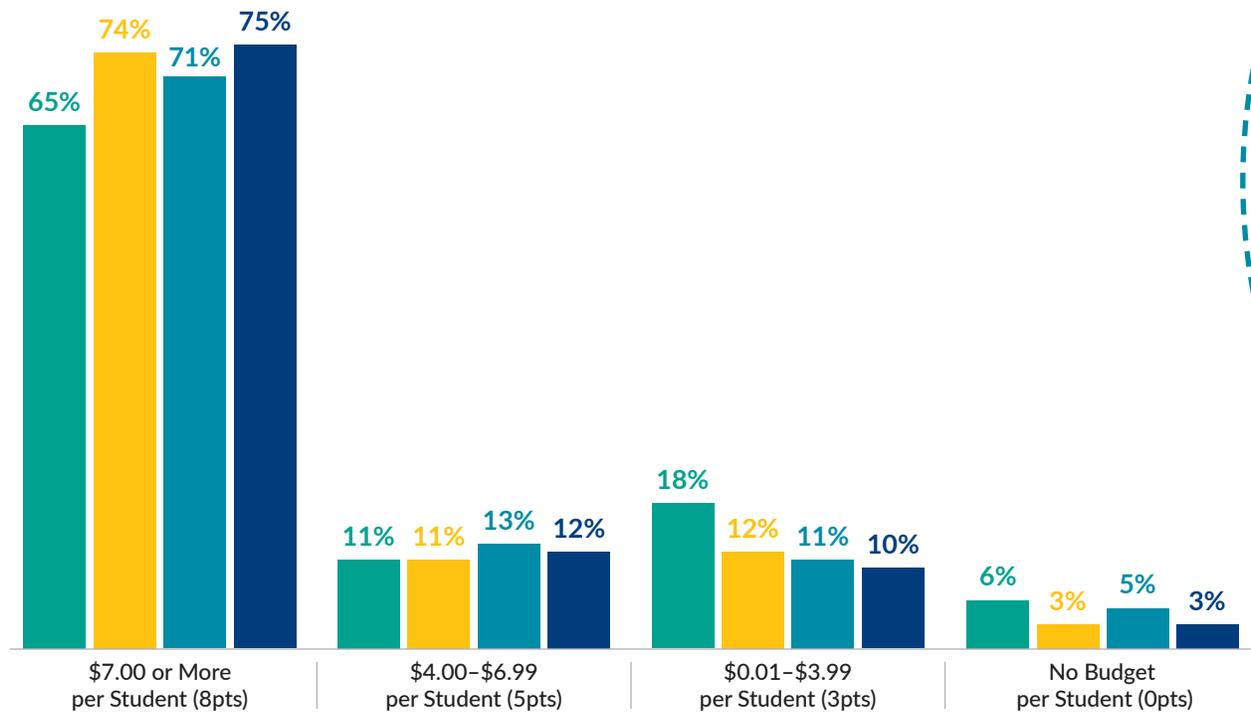
¹³ From the 2020–21 school survey onward, the budget question was modified to include funding from all sources. The prior 2019–20 survey asked respondents to report only on District funding. Due to this wording change, we report here only on data since 2020–21.

BUDGETING FOR ARTS EDUCATION UNDER CSC

Elementary Schools



High Schools



ARTS PARTNERSHIPS, PROFESSIONAL LEARNING, AND FAMILY/COMMUNITY ENGAGEMENT

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



ARTS-SPECIFIC PROFESSIONAL LEARNING FOR SCHOOL INSTRUCTORS OR ADMINISTRATORS

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



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

Family and community engagement is an opportunity for other stakeholders to be involved in expanding students' arts education experiences. These include performances, school exhibits, volunteer opportunities, and other community events. They can support student learning by showcasing students' artistic abilities and involving the community at large in students' arts learning.



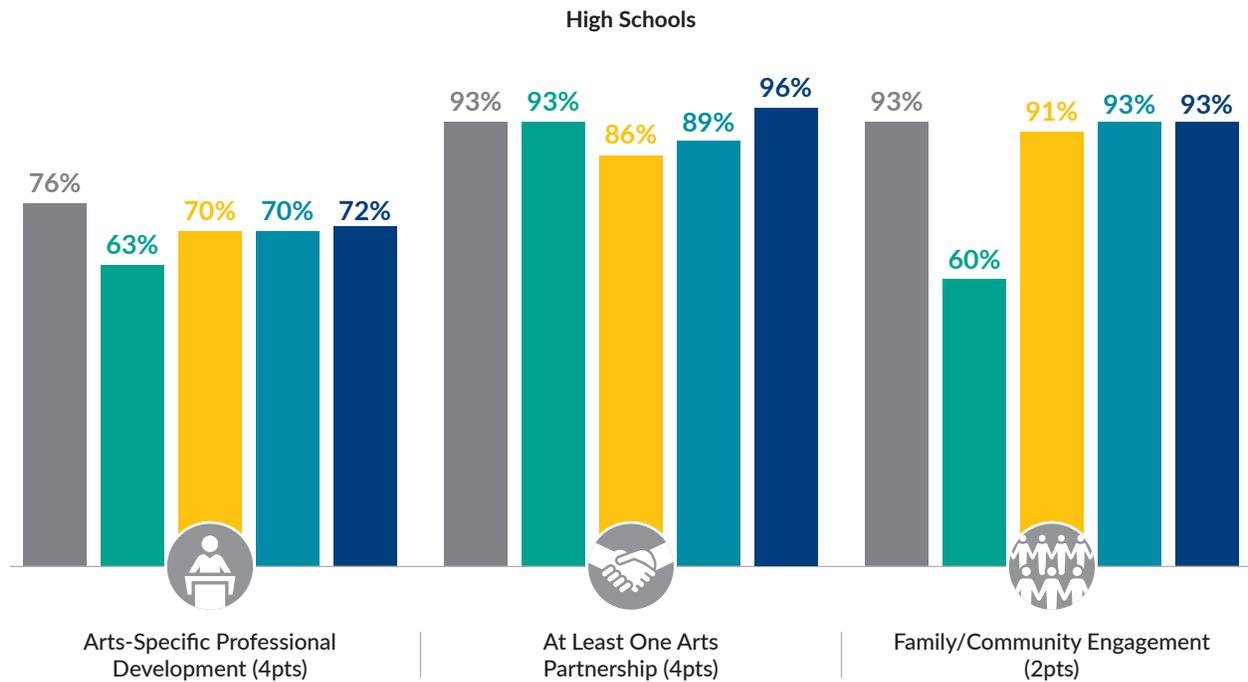
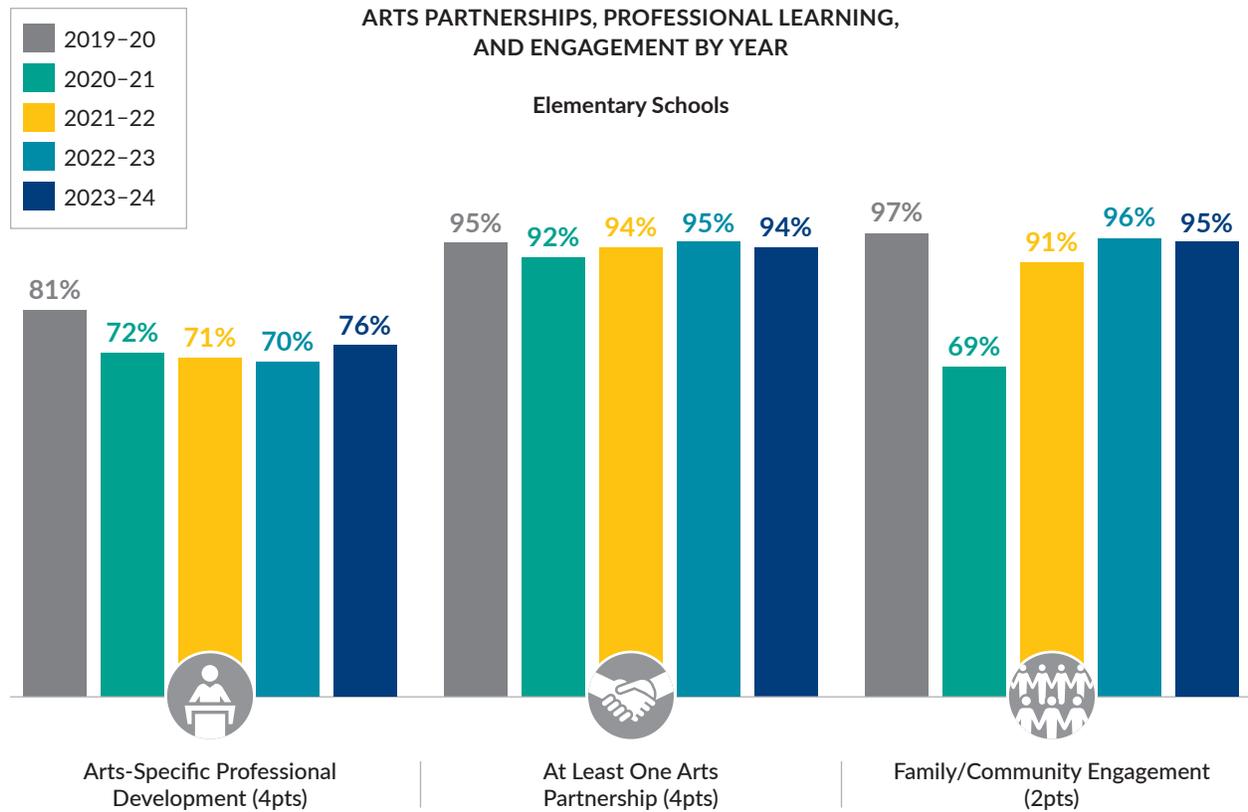
ARTS PARTNERSHIPS

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

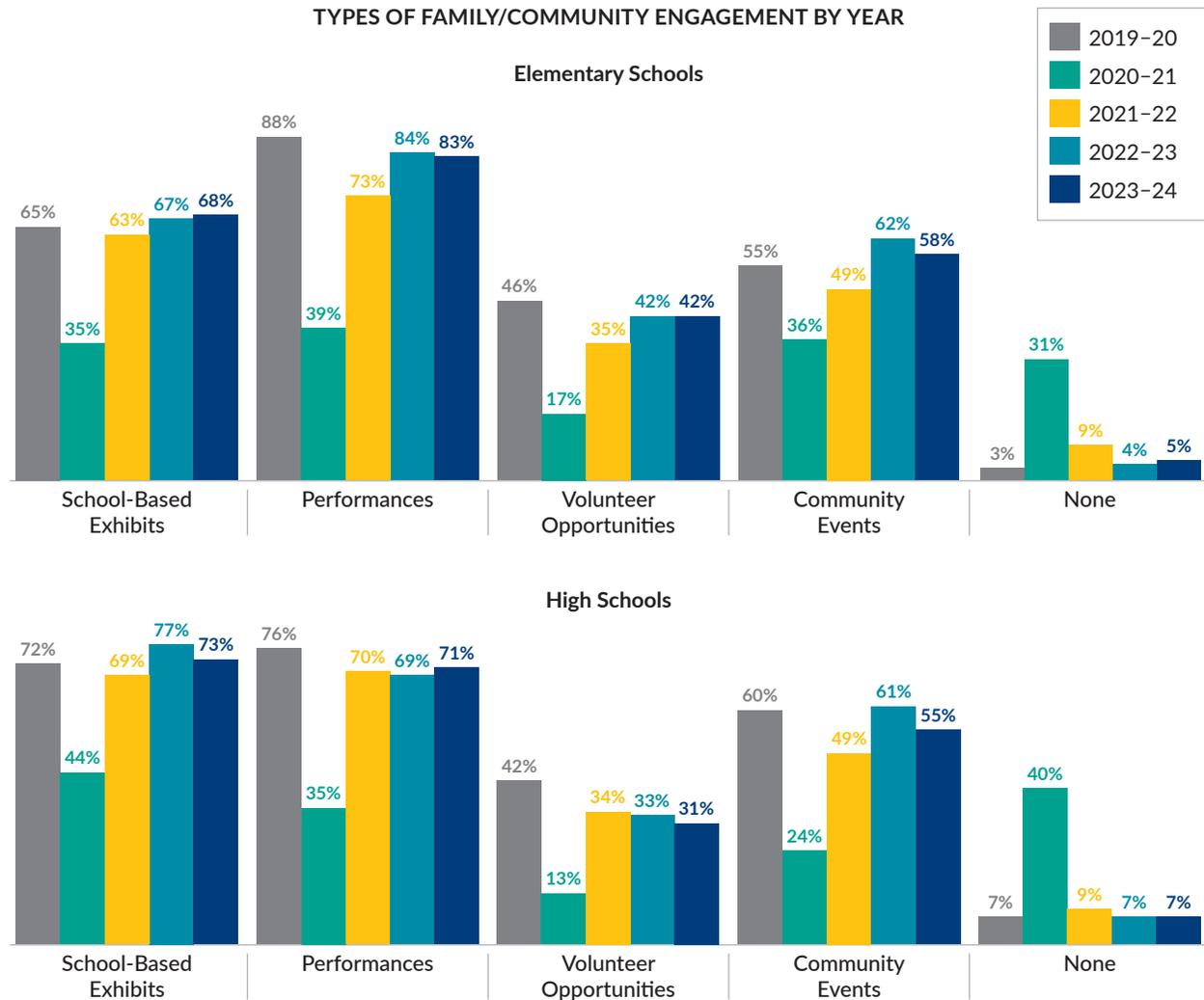
The percentage of schools with administrators or instructors engaging in arts-specific professional development increased for both elementary schools and high schools in 2023–24. Among elementary schools, this rose by six percentage points, from 70% in 2022–23 to 76% in 2023–24. For high schools, this increased by two percentage points, from 70% in 2022–23 to 72% in 2023–24. However, these 2023–24 figures remain lower than those recorded in 2019–20.

Over 90% of elementary schools and high schools offered opportunities for family and community engagement in students' art activities in 2023–24, a trend that has remained consistent since the return to in-person learning in 2021–22. A more in-depth look at the types of family and community engagement is presented in the later pages of this report.

Furthermore, over 90% of elementary schools and high schools reported they had at least one arts partnership in 2023–24. Notably, the percentage of high schools with at least one arts partnership in 2023–24 reached 96%, the highest recorded since 2019–20 with the onset of the COVID-19 pandemic. The following *Partners and Partnerships* section provides a deeper dive into arts partnerships, including analyses on program types.



TYPES OF FAMILY/COMMUNITY ENGAGEMENT BY YEAR



A closer examination of family and community engagement opportunities reveals that the percentage of elementary schools offering each of these opportunities has remained largely consistent between 2022-23 and 2023-24. However, there was a four percentage point drop in the percentage of elementary schools hosting community events, from 62% in 2022-23 to 58% in 2023-24.

High schools experienced some fluctuations in family and community engagement opportunities between 2022-23 and 2023-24. The percentage of high schools hosting community events declined by six percentage points, from 61% in 2022-23 to 55% in 2023-24. Additionally, the percentage of high schools offering school-based exhibits decreased by four percentage points, from 77% in 2022-23 to 73% in 2023-24.

All forms of family and community engagement dropped significantly during the 2020-21 school year, the year of remote instruction during the COVID-19 pandemic. Since 2021-22, schools have once again offered opportunities for families and community members to engage in the arts. In 2023-24, over 90% of schools offered some form of family and community engagement in the arts.



INSTRUCTIONAL APPROACH

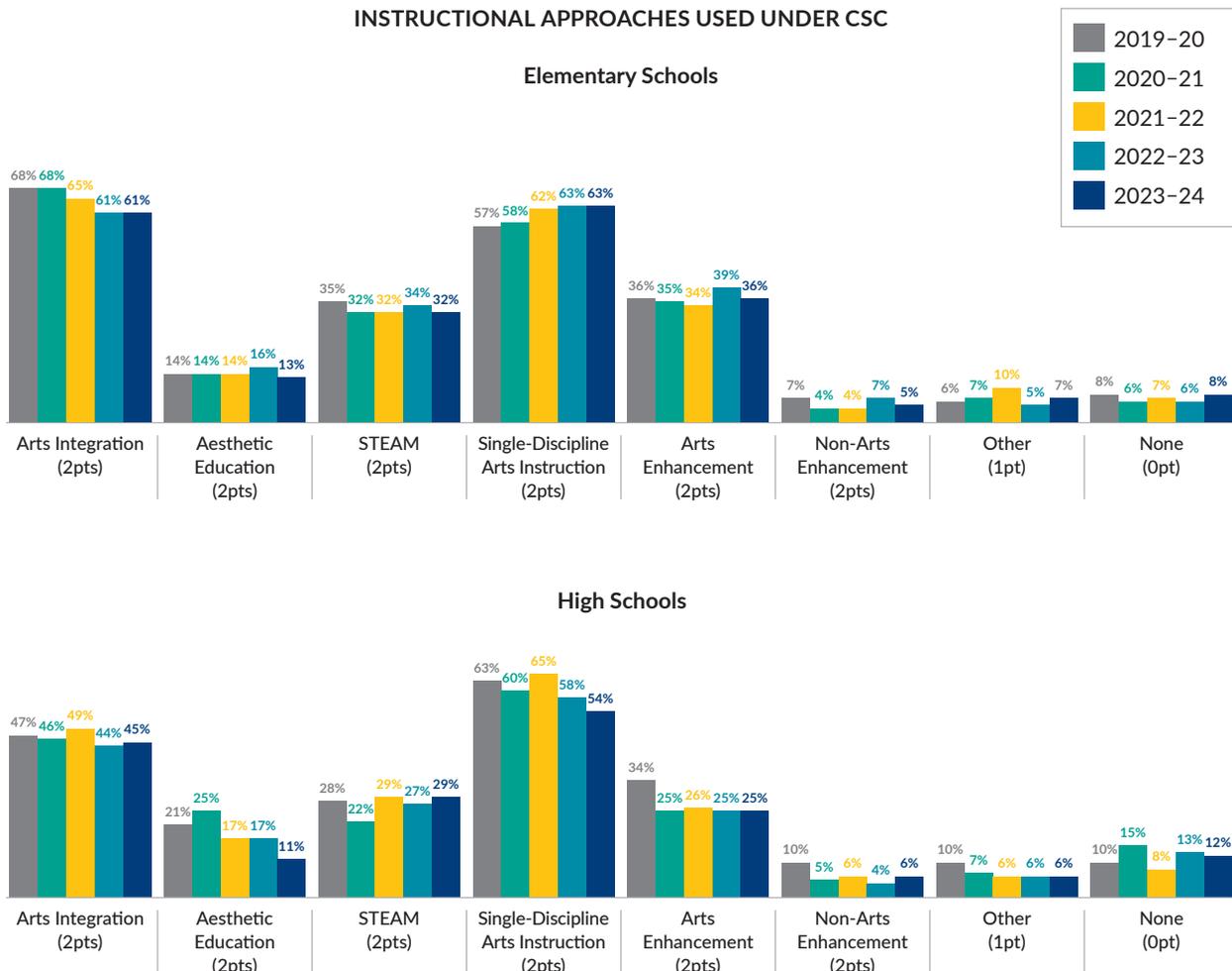
The Instructional Approach element of the CSC focuses on the approach(es) a school takes in arts instruction. From arts integration to Science, Technology, Engineering, Arts, and Mathematics (STEAM) to single-discipline arts instruction, schools use different (and sometimes multiple) methods of arts instruction for their students. This element is therefore focused less on which approach a school takes to instruction in the arts than it is on the idea that schools should intentionally identify and implement an approach.

Arts Integration and Single-Discipline Arts Instruction remained the most commonly reported instructional approaches in both elementary and high schools in 2023–24, with over 60% of elementary schools implementing each of these methods.

In high schools, the percentage that reported using Aesthetic Education has gone down six percentage points, from 17% in 2022–23 to 11% in 2023–24. Similarly, Single-Discipline Arts Instruction saw a four percentage point decrease in high schools, from 58% in 2022–23 to 54% in 2023–24.

Additionally, 8% of elementary schools and 12% of high schools reported utilizing no instructional approach in the arts in 2023–24.

INSTRUCTIONAL APPROACHES USED UNDER CSC





PARTNERS AND PARTNERSHIPS

PARTNERS AND PARTNERSHIPS

For years, arts organizations within Chicago's vibrant cultural community have collaborated with CPS schools to deliver innovative arts programs, contributing to a well-rounded arts education. The partnership between schools and arts organizations is dynamic, and constantly evolving to meet the needs of students and communities. The significant decline in the number of arts organizations working with CPS schools and arts partnership activity during the 2020–21 school year can largely be attributed to the impact of the COVID-19 pandemic.¹⁴ The shifts to remote learning and disruptions to in-person programming made it difficult for arts organizations to engage with students in traditional ways. Despite these challenges, the arts partner community has shown resilience. In subsequent years, arts partnerships have recovered, with schools and organizations finding new ways to collaborate and adapt to a post-pandemic landscape. Generally, the number of arts partners working in CPS schools has now largely stabilized since 2021–22.

However, while around 400 arts organizations have worked with the District each year since 2021–22, underlying shifts are still seen in program delivery and reach. It remains crucial to continue tracking these changes, as shifts in the types of arts programs offered — whether it's in-person workshops, virtual experiences, or teaching artist residencies — can provide valuable insights into how partnerships between schools and organizations are constantly evolving. The diversity of program types also reflects the ways in which organizations and schools are meeting the varied needs of their students, and tracking these details ensures that gaps in access or resources are identified and addressed.

This granular understanding allows stakeholders to understand the supports required by arts organizations to deliver high-quality arts experiences. These partnerships have enriched classroom learning and strengthened ties between schools and their communities, all while fostering a more holistic and comprehensive educational experience in CPS schools. Similar to previous years, in 2023–24 the addition of an arts teacher in a school was also associated with an increase in the number of external arts partnerships in a school. By continuing to track and assess the details of partnership program offerings, this ensures that arts education remains adaptive, inclusive, and impactful for all CPS students while maintaining a clear picture of how arts partnerships continue to evolve.

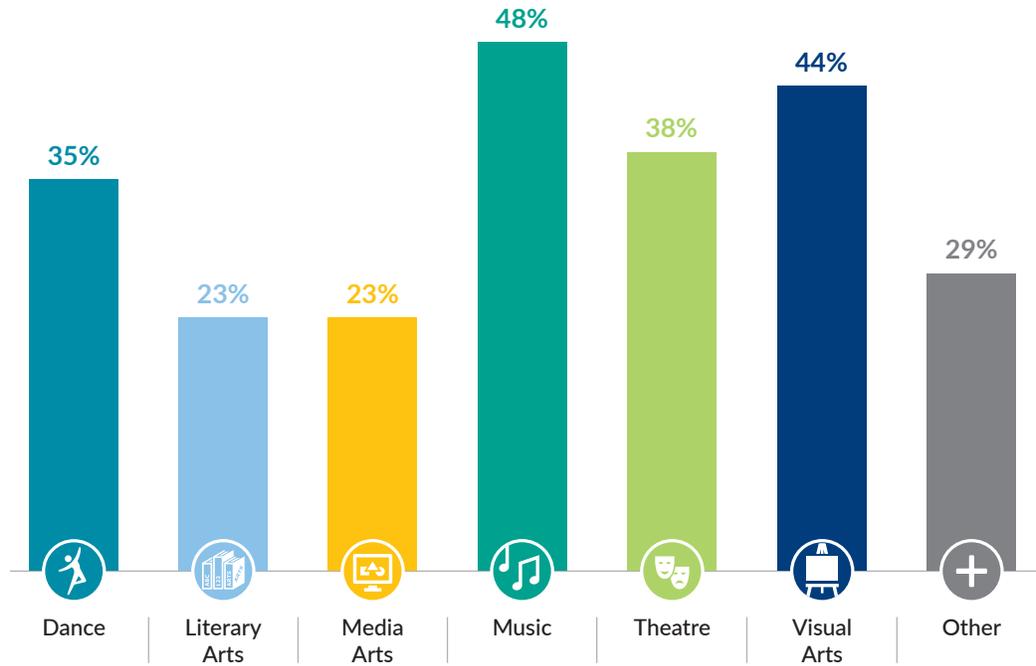
This section of the report provides a comprehensive overview of the partnership landscape, offering insights into arts organization characteristics, as well as analyses around partnership reach and dosage.

¹⁴ Refer to the [Data Snapshot: Arts Partnerships Before and After the Pandemic](#) to learn more about the challenges arts partners faced during the school years affected by the COVID-19 pandemic.

ARTS PARTNERS

Arts partners work across all arts disciplines, with consistent representation year after year. Music and Visual Arts continue to be the most common disciplines of focus, with nearly half of organizations reporting them. Theatre and Dance follow closely behind, at 38% and 35%, respectively.

ARTS DISCIPLINES REPRESENTED BY PARTNER ORGANIZATIONS

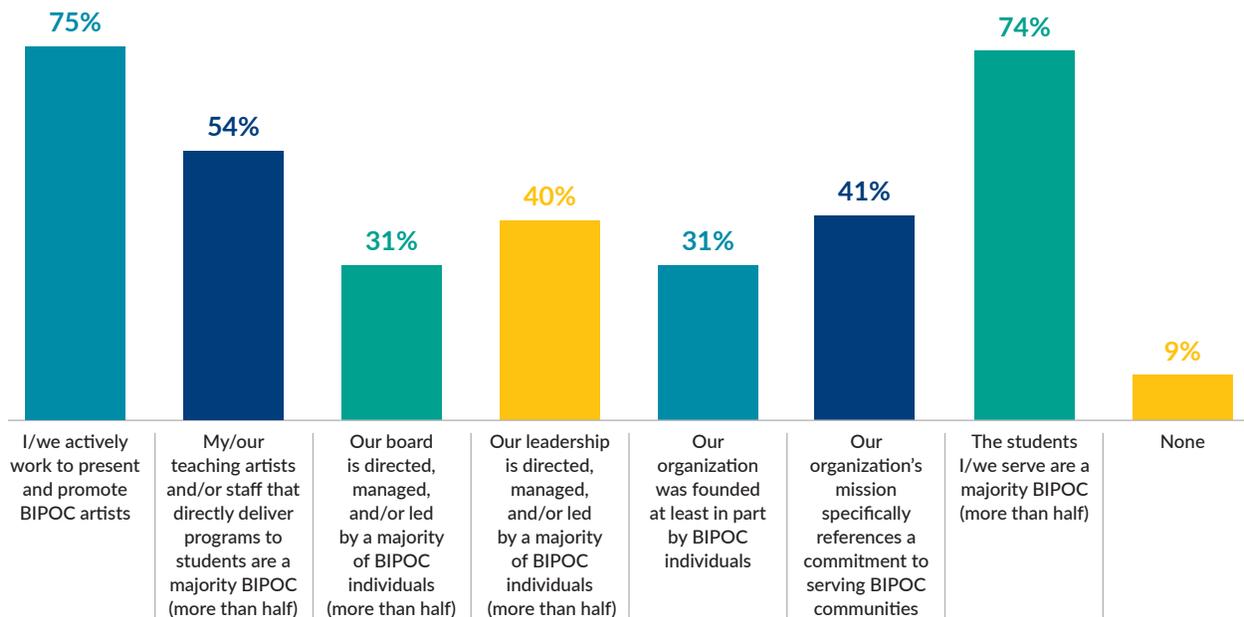


Since the 2019–20 school year, Ingenuity has been gathering data from arts partner organizations to gain a deeper understanding of BIPOC (Black, Indigenous, and/or People of Color) representation within Chicago’s vibrant arts community. These metrics focus on understanding BIPOC representation across various aspects, including leadership roles, student-facing staff, organizational missions, and programming¹⁵ The bar chart below presents a summary of this data for the 2023–24 school year.

Consistent with previous years, a large majority of organizations reported that they promote BIPOC artists actively (75% of organizations) or that the students they served are a majority BIPOC (74% of organizations). A little over half (54%) of organizations reported that their student-facing teaching artists and/or staff are majority BIPOC. Less than half of organizations stated that their leadership or board is majority BIPOC, that they were founded by BIPOC individuals, or that their organization’s mission specifically references a commitment to serving BIPOC communities. Only 9% of arts organizations reported having no BIPOC representation. However, these trends may not be a complete representation of the arts partner community, as 80 organizations reported this information. Ingenuity remains committed to tracking and sharing these insights and will continue to encourage arts partners to update their organizational profiles through the artlook® platform to ensure a more comprehensive understanding of BIPOC representation in the arts sector.

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

(BIPOC stands for "Black, Indigenous, and/or People of Color.")



2023–24 | 80 Organizations

¹⁵ The questions were created in partnership with [Enrich Chicago](#).

PARTNERSHIP REACH

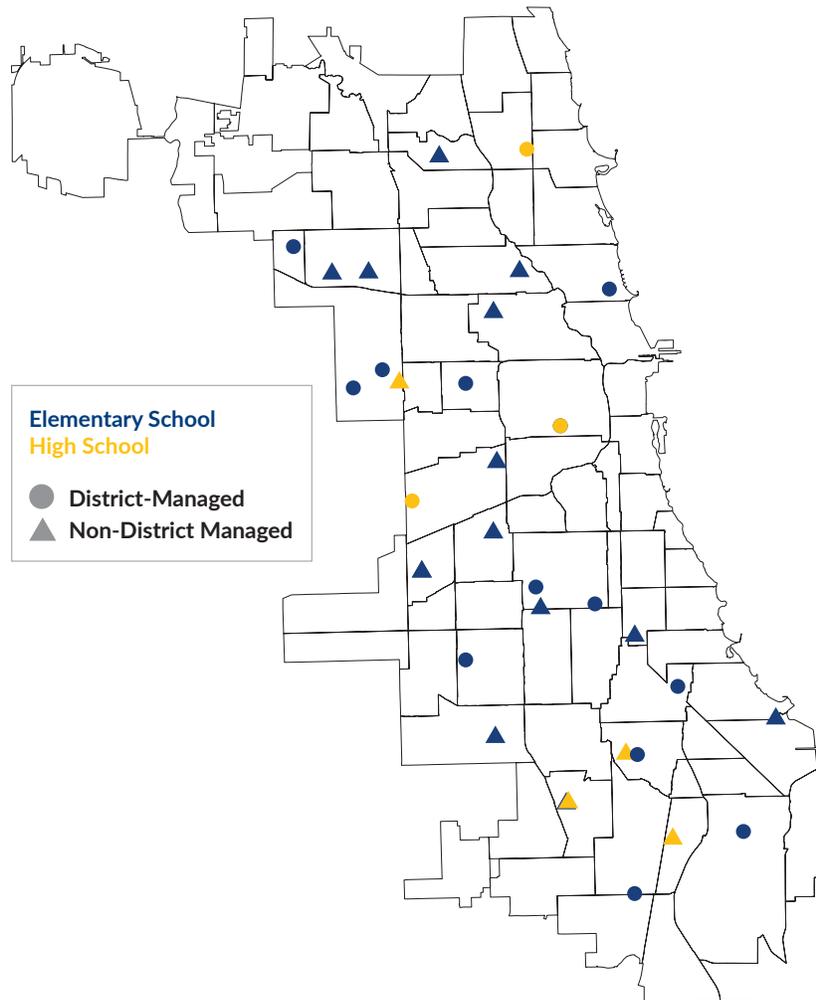
2019-20	2020-21	2021-22	2022-23	2023-24	
445	297	388	392	378	Arts partner organizations working with CPS schools
573	547	540	568	598	Schools with at least one partner
3	3	3	3	3	Median number of organizations working with each school
1	1	1	1	2	Median number of schools served by each organization
2,787	1,938	2,193	2,436	2,432	Total distinct number of partnerships

The table above provides a detailed breakdown of how partnerships were distributed across the District. Since 2021-22, the number of arts organizations working with schools has remained relatively steady at just under 400 arts organizations. There was a slight drop in the number of arts partner organizations working with CPS schools between 2022-23 and 2023-24, from 392 to 378.

The number of schools with at least one partnership has continued to increase since 2021-22 and has now surpassed 2019-20 levels. In 2023-24, 598 schools had at least one arts partner, marking an increase from 568 schools in 2022-23 — a gain of 30 schools. While the median number of organizations working with each school has stayed the same for the past five school years, for the first time, the median number of schools served by each organization has increased from one to two. The median is the middle value in a sorted list, so this shift indicates that more organizations are serving at least two schools, rather than just one, which suggests a broader reach. This change reflects a trend where a greater number of organizations are partnering with multiple schools.

Overall, the total number of distinct partnerships has remained relatively stable, with a very slight decline from 2,436 in 2022-23 to 2,432 in 2023-24. While the number of arts organizations working across the sector has remained relatively consistent since the return to in-person learning in 2021-22, positive trends are emerging — more organizations are serving multiple schools, and a growing number of schools have at least one partnership.

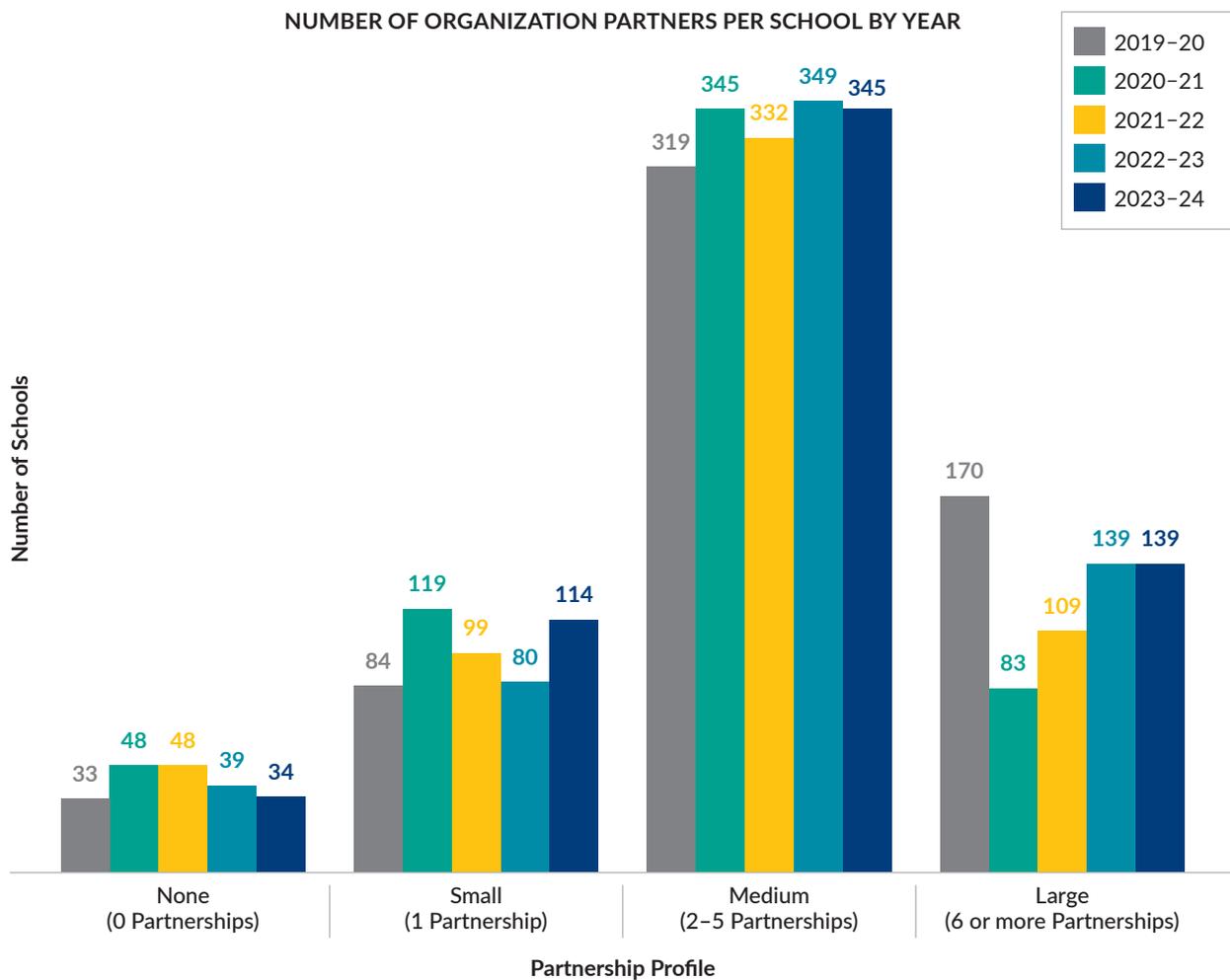
SCHOOLS WITH NO ARTS PARTNERSHIPS



The map above highlights schools with no arts partnerships in the 2023–24 school year. The number of schools without any arts partnerships decreased to 34 in 2023–24, down from 39 schools in 2022–23. School governance plays a role — only 3% of District-Managed elementary schools did not have an arts partnership, compared to 27% of Non-District Managed elementary schools. Across the District, 27 elementary schools and seven high schools reported having no arts partnerships in 2023–24.

The following visualizations offer a closer look at the distribution of partnerships from various lenses. The chart below shows a comprehensive analysis of how the number of partnerships per school has changed throughout the years.

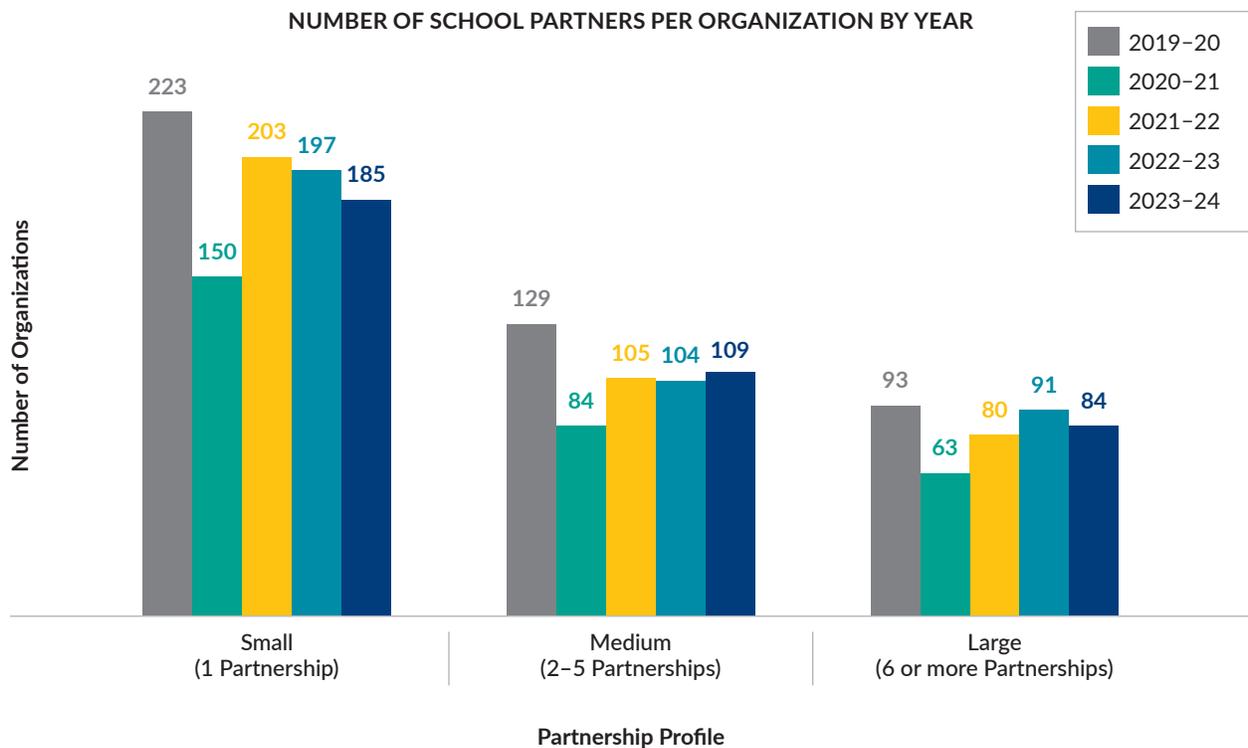
Between 2022–23 and 2023–24, the number of schools with a medium number (two to five) of partnerships or a large number (six or more) of partnerships have remained steady, following an increase from 2021–22 to 2022–23. However, the number of schools with one partnership increased, from 80 schools in 2022–23 to 114 schools in 2023–24. Fifty-five percent of schools had between two and five partnerships during the 2023–24 school year.



The below chart shows the number of school partners per organization over the years. In 2023-24, fewer arts organizations had one partnership or a large number (six or more) of partnerships with schools.

The number of organizations with only one school partnership decreased by 12, from 197 in 2022-23 to 185 in 2023-24. The number of organizations with six or more partnerships declined by seven, from 91 in 2022-23 to 84 in 2023-24. Meanwhile, the number of organizations with a medium number (two to five) of partnerships increased by five, from 104 in 2022-23 to 109 in 2023-24.

Although nearly half of organizations (49%) had exactly one arts partnership, the median number of school partnerships has risen from one to two for the first time since 2019-20.



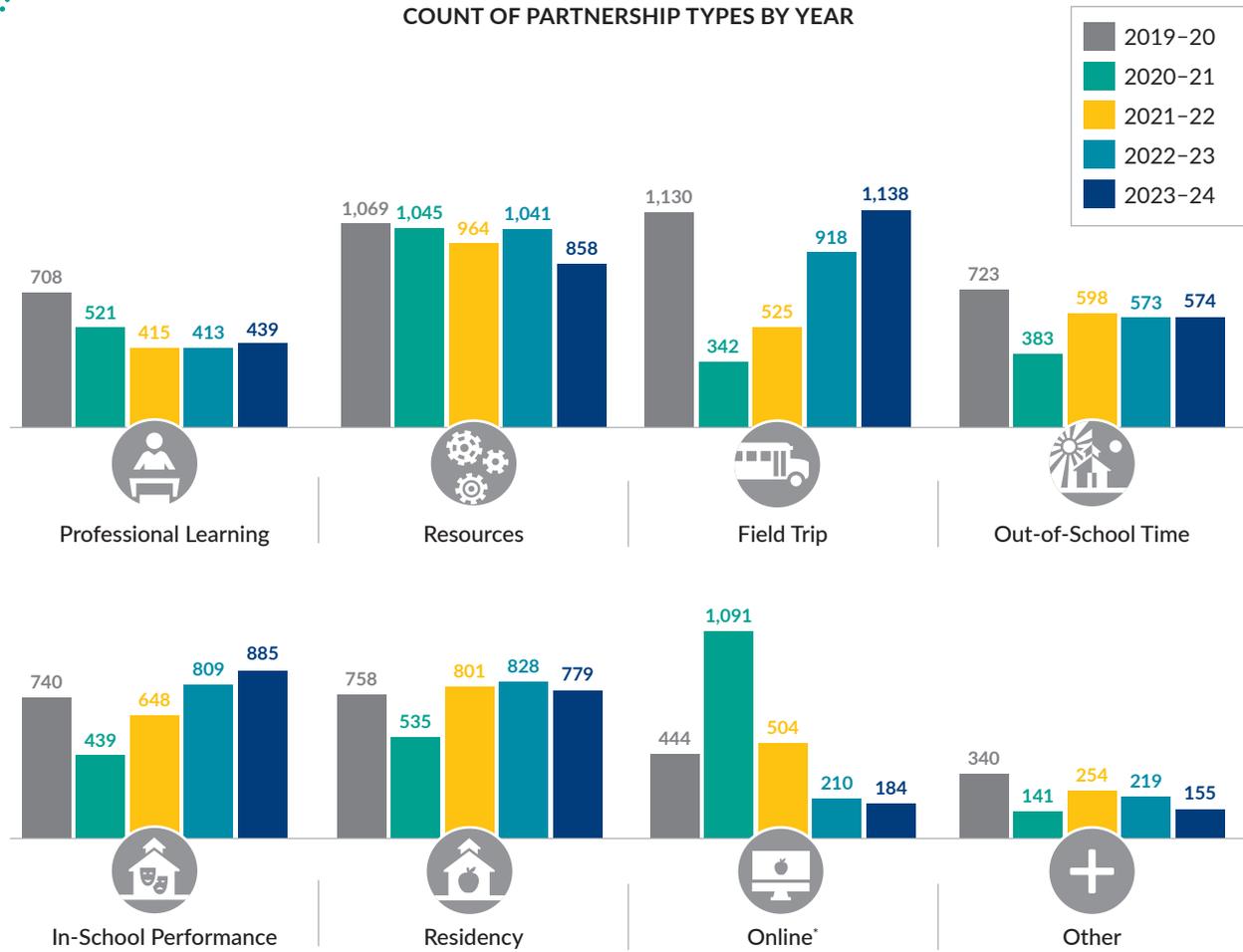
PARTNERSHIP PROGRAM TYPES

The following analyses provide a closer look at the different programs offered through arts partnerships. Online program types have continued to decline since their peak in 2020-21, likely due to the COVID-19 pandemic and the shift to remote learning. Between 2022-23 and 2023-24, there has been an 18% decrease in resources, from 1,041 partnerships in 2022-23 to 858 in 2023-24.

In contrast, field trips and in-school performances saw the most notable increases between 2022-23 and 2023-24. Field trips increased by 24%, rising from 918 in 2022-23 to 1,138 in 2023-24. In-school performances saw a 9% increase, growing from 809 in 2022-23 to 885 in 2023-24.

While the total number of arts partnerships remained relatively consistent at around 2,400 for both 2022-23 and 2023-24, shifts can be observed in the types of programming offered, with in-person experiences like field trips and in-school performances gaining prominence.

COUNT OF PARTNERSHIP TYPES BY YEAR



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

PROGRAMMING DOSAGE

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

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

Higher Dosage

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



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



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

Moderate Dosage

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



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

Lower Dosage

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



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



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



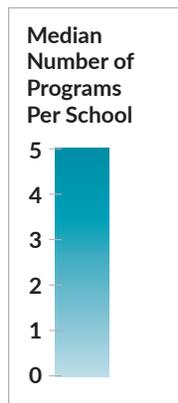
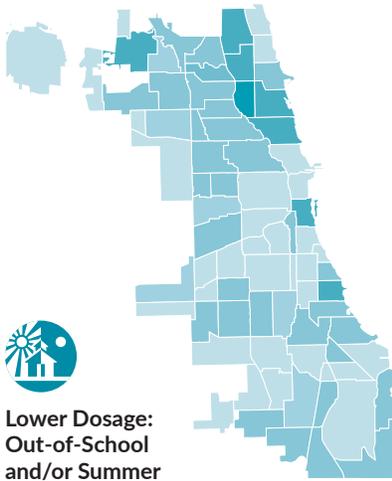
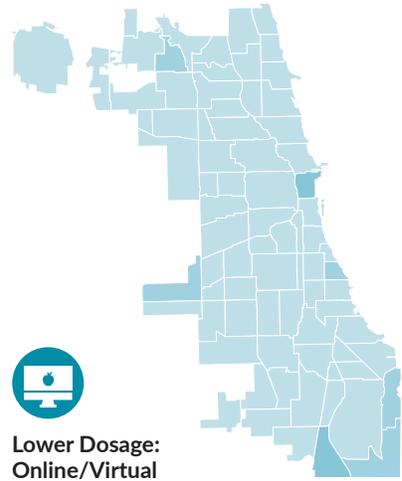
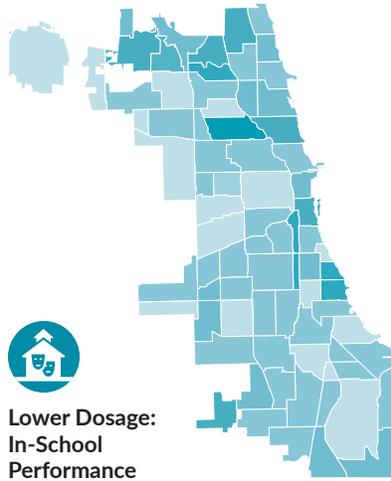
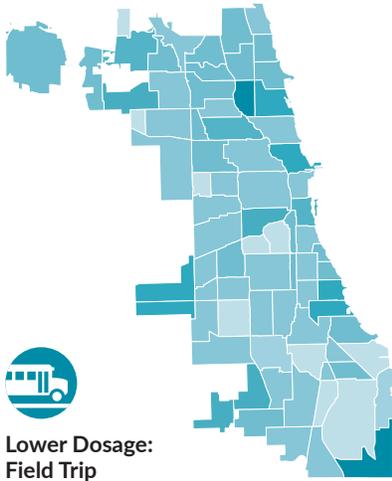
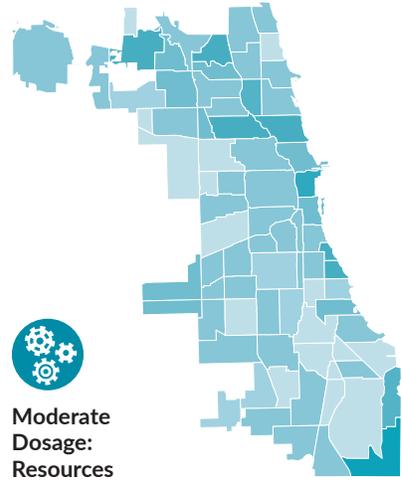
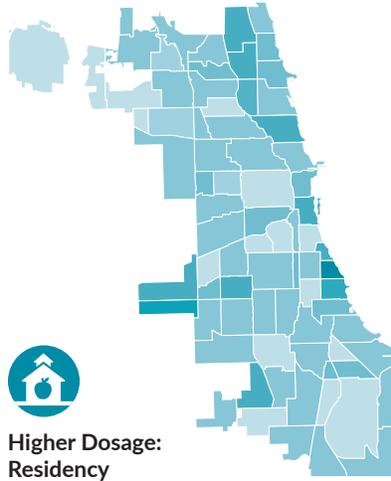
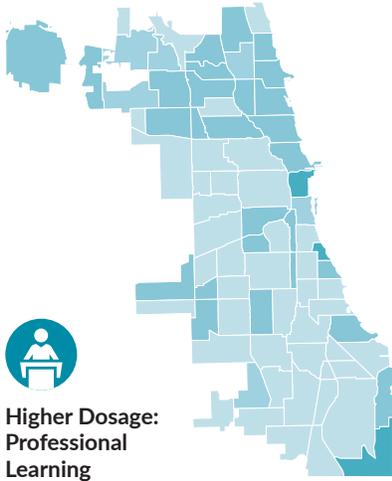
Online / Virtual: This program type was added during the COVID-19 pandemic in the 2019–20 school year. These programs ensure continued access to arts education, even while schools transitioned to remote learning. These include arts education programs, resources, or performances that can be accessed or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



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



ACCESS TO PARTNERSHIP PROGRAMS IN 2023-24,
BY DOSAGE AND COMMUNITY AREA



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

Although more community areas in the north side of Chicago had professional learning programming compared to other regions of the city, the Loop and Hegewisch neighborhoods stood out with the highest median number of professional learning partnerships.

In addition to professional learning, more community areas on the north and northwest sides of Chicago had resources, field trips, and out-of-school and/or summer partnerships. These programs play a crucial role in broadening arts education experiences and enhancing extracurricular opportunities for students.

On the other hand, residencies appeared to be more evenly distributed throughout Chicago, suggesting that opportunities for arts learning experiences with teaching artist(s) in conjunction with CPS arts instructors are spread across the city, rather than concentrated in specific areas. Ingenuity's Creative Schools Fund invests in residencies and prioritizes those in under-resourced schools with the least systemic access to arts education. These data-informed investments fund almost 15% of residencies across the entire District, fueling the more equitable distribution of arts programming across the city. Additionally, residencies are higher dosage programming and this more equitable and broader distribution ensures that students have access to deep arts learning experiences.

The heatmap for online/virtual partnerships aligns with trends observed earlier, namely a decline in the number of online and virtual programs in recent years. Almost every community area has a light teal color, indicating very few online or virtual partnerships. This highlights the changing landscape of partnerships, as more schools and organizations are shifting back to in-person programming.

Overall, understanding these trends is vital for defining strategies for arts partnerships, including ensuring equitable access to programs across the city.





CONCLUSION

CONCLUSION

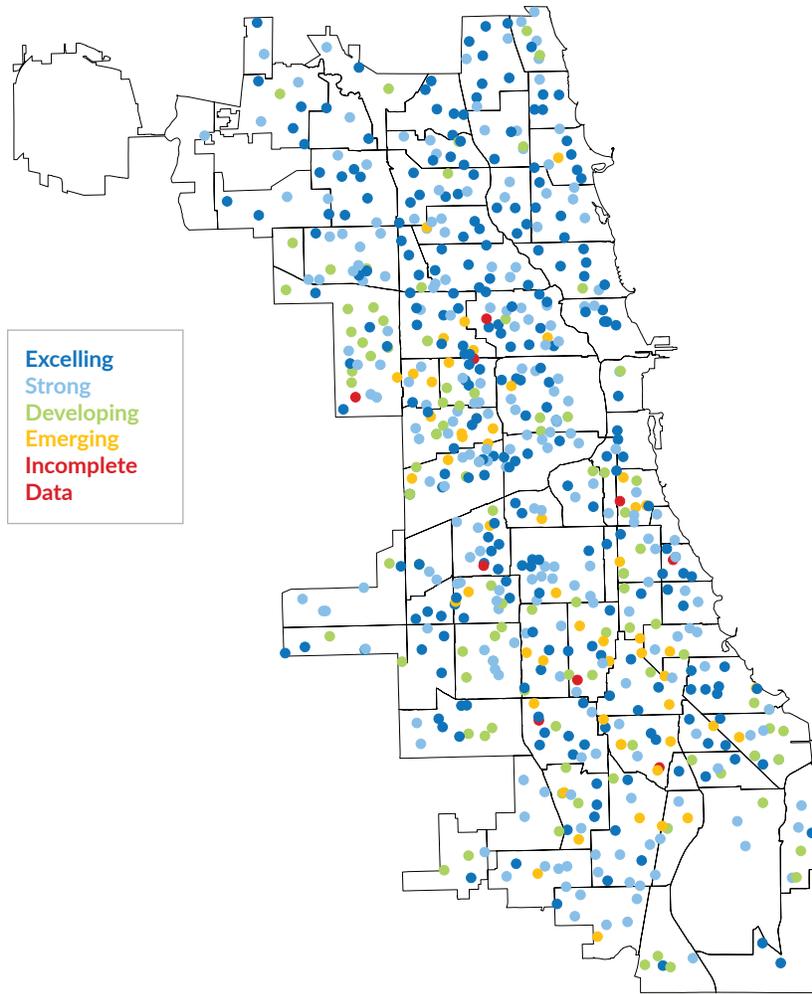
The latest 2023–24 State of the Arts Report offers many reasons to celebrate. The percentage of schools rated as Excelling on the Creative Schools Certification has reached its highest level since the onset of the COVID-19 pandemic in 2019–20, signaling the strengthening of arts education access and quality across Chicago Public Schools. Continued and increased investments in arts staffing, particularly in District-Managed elementary schools, have been a driving force behind this progress, reinforcing the District's steadfast commitment to the arts. Increased staffing investments have directly contributed to other metrics, including significant gains in elementary schools delivering at least 120 average weekly minutes of arts instruction to their students. Meanwhile, a robust network of nearly 400 arts organizations partnering with CPS schools remains a testament to the vibrant ecosystem of arts education, even as programming and delivery continue to evolve.

Yet, alongside these achievements, persistent challenges remain. Non-District Managed Schools are significantly less likely than their District-Managed counterparts to meet the goals and priorities outlined in the 2012 CPS Arts Education Plan. Schools continue to struggle with key metrics, including average weekly minutes of instruction for elementary schools and the breadth and depth of artistic offerings for high schools.

The story of arts education in Chicago is also inseparable from the broader narrative of opportunity across the city — socioeconomic factors and historical disinvestment have shaped uneven access to the arts, particularly for schools serving predominantly Black student populations and those located on the south and southwest sides of the city. A clear correlation emerges: Schools with greater access to opportunity, as measured by the CPS Opportunity Index, are more likely to achieve higher Creative Schools Certification ratings.

These findings are both a celebration of progress and a mandate for action. The arts are not merely enrichment — they are essential to a well-rounded education, a catalyst for creativity, and a vehicle for self-expression and empowerment. The sector must continue to champion data-informed and systemic solutions to close gaps in access and move toward a future where every student has the opportunity to experience a rich and equitable arts education.

With CPS shaping its new Arts Education Plan, this data can and should serve as a cornerstone for understanding the current landscape and charting the path forward. The future of arts education in Chicago will not be left to chance — it will be built through data-driven strategies, equity-centered investments, and an unwavering commitment to ensuring that every student, in every school, has access to the transformative power of the arts.



APPENDIX

CREATIVE SCHOOLS CERTIFICATION SCORES 2023-24

2023–24 LIST OF ELEMENTARY SCHOOLS AND CSC RATINGS

Data as of April 16, 2025

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

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

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

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

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

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

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

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

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

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

2023–24 LIST OF HIGH SCHOOLS AND CSC RATINGS

Data as of April 16, 2025

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

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

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

WILLIAMS HS	<i>Daniel Hale Williams Prep School of Medicine</i>	Strong
WORLD LANGUAGE HS	<i>World Language Academy High School</i>	Developing
YCCS – ASPIRA PANTOJA	<i>YCCS – ASPIRA, Antonia Pantoja Alternative HS</i>	Emerging
YCCS – ASSOCIATION HOUSE	<i>YCCS – Association House HS</i>	Emerging
YCCS – CAMPOS	<i>YCCS – Dr Pedro Albizu Campos Puerto Rican HS</i>	Incomplete Data
YCCS – CCA ACADEMY	<i>YCCS – CCA Academy HS</i>	Emerging
YCCS – CHATHAM	<i>YCCS – Chatham Academy HS</i>	Incomplete Data
YCCS – INNOVATIONS	<i>YCCS – Innovations of Arts Integration HS</i>	Developing
YCCS – LATINO YOUTH	<i>YCCS – Latino Youth Alternative HS</i>	Emerging
YCCS – MCKINLEY	<i>YCCS – Ada S McKinley-Lakeside HS</i>	Emerging
YCCS – OLIVE HARVEY	<i>YCCS – Olive Harvey Middle College HS</i>	Emerging
YCCS – PROGRESSIVE LEADERSHIP	<i>YCCS – Progressive Leadership Academy HS</i>	Emerging
YCCS – SCHOLASTIC ACHIEVEMENT	<i>YCCS – Academy of Scholastic Achievement HS</i>	Emerging
YCCS – SULLIVAN	<i>YCCS – Sullivan House Alternative HS</i>	Emerging
YCCS – TRUMAN	<i>YCCS – Truman Middle College HS</i>	Emerging
YCCS – WEST	<i>YCCS – West HS</i>	Developing
YCCS – WEST TOWN	<i>YCCS – West Town Academy Alternative HS</i>	Emerging
YCCS – YOUTH CONNECTION	<i>YCCS – Youth Connection Leadership Academy HS</i>	Incomplete Data
YCCS – YOUTH DEVELOPMENT	<i>YCCS – Community Youth Development Institute HS2</i>	Strong
YORK HS	<i>Consuella B York Alternative High School</i>	Excelling
YOUNG HS	<i>Whitney M Young Magnet High School</i>	Excelling



Photo by Todd Rosenberg.

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July 1, 2023 to June 30, 2024.*