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LEAD
Landscape of Education in the Arts in Duval

The Kennedy Center
Ensuring the Arts for
Any Given Child
A KC Education Program

Welcome

- Intros
- What is artlook?
- What brought us together?
- The Partnership
- Q&A

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What is artlook?

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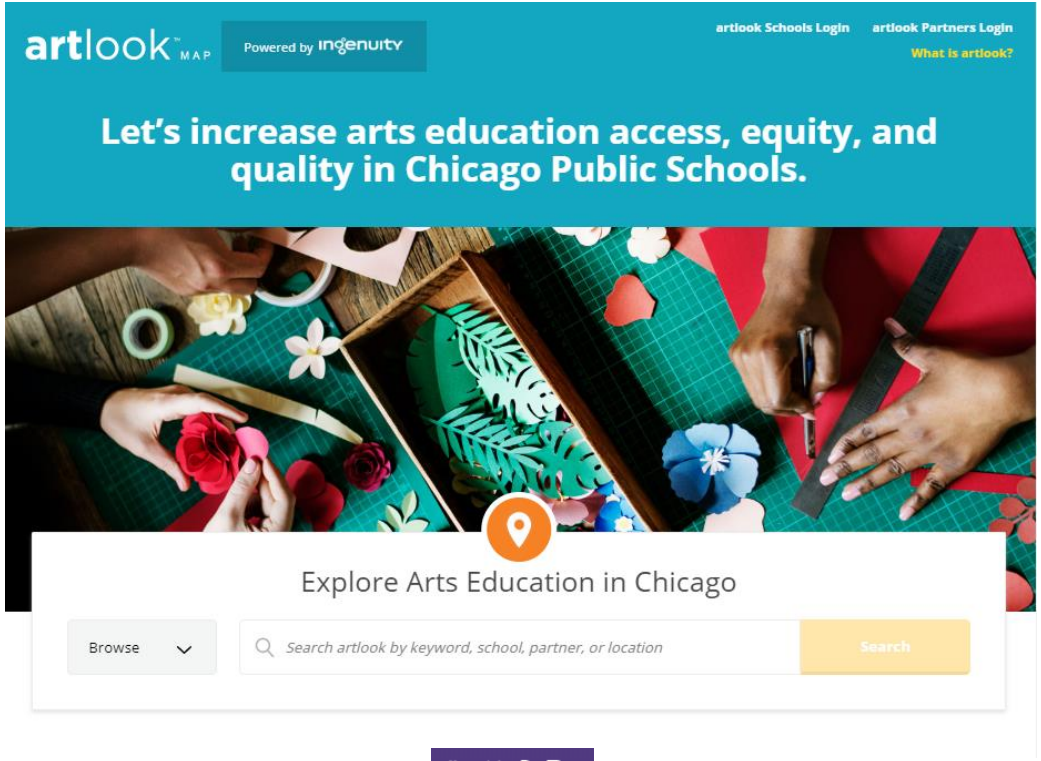

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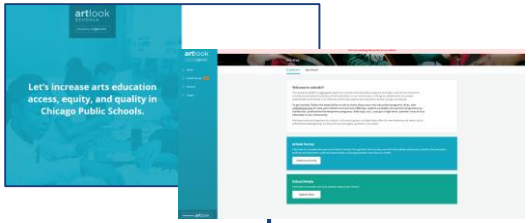
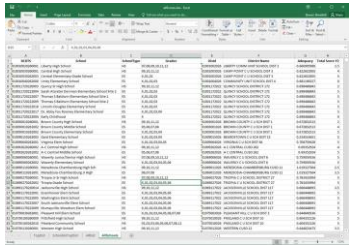
What is artlook?

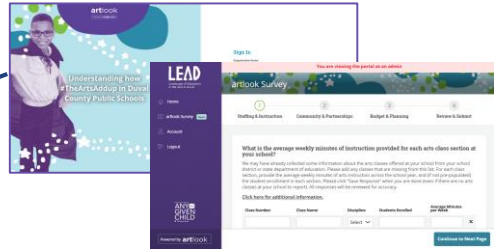
School Data



Administrative Data



Arts Partner Data



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What brought us together?

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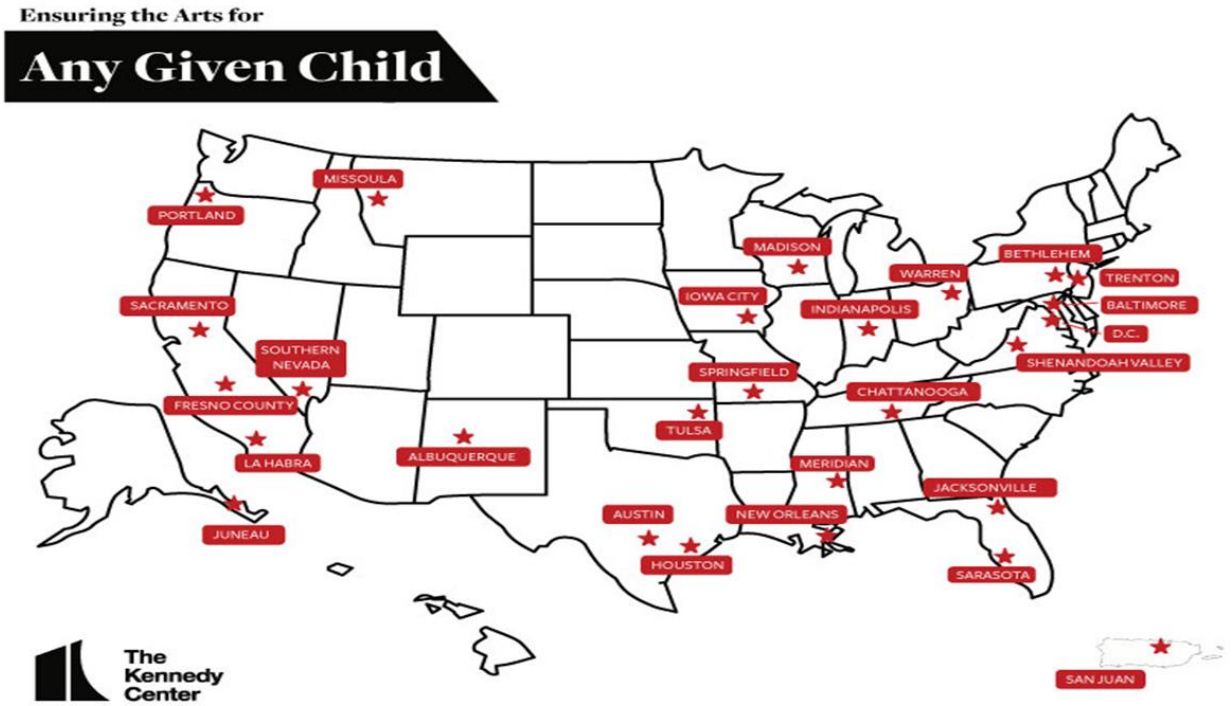

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What brought us together?

Kennedy Center's *Ensuring the Arts for Any Given Child*

- Began in Sacramento in 2009; now in 27 communities nationally
- Community Investment in Arts Education - cross section of representative stakeholders beyond arts education community
- Facilitation of locally-owned decision-making
- Focus on Data and Strategy

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What brought us together?

School Chancellor/
Superintendent

Mayor's Office

Lead Arts
Organization

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What brought us together?

DATA COLLECTION INCLUDES:

Surveys of arts and classroom teachers and school district leadership

Arts "Mapping Tool" for each school with principal survey

Surveys of arts organizations and artists

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What brought us together?

Kennedy Center's *Ensuing the Arts for Any Given Child*

Challenges

- Communities approached data collection differently - made it difficult for Kennedy Center to understand what's happening across communities
- Capacity to consistently and accurately collect data in communities varied
- No understanding of the complexity of what is going on in various communities
- No way to do benchmarking or get the big picture across communities
- No good way to understand change over time

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the why of *artlook*®

Communities work collaboratively and strategically to deliver high-quality educational experiences to every child, in every grade, in every school.

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arts education landscape is complex

Limited understanding of how programs & resources are distributed

Resources expended connecting schools and programs without a proper mechanism

Policy & advocacy limited by lack of local data to fuel decisions
Shared vision difficult when not data driven

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artlook® powers positive change

1. Drive change on the ground
2. Drive systems change
3. Unify data

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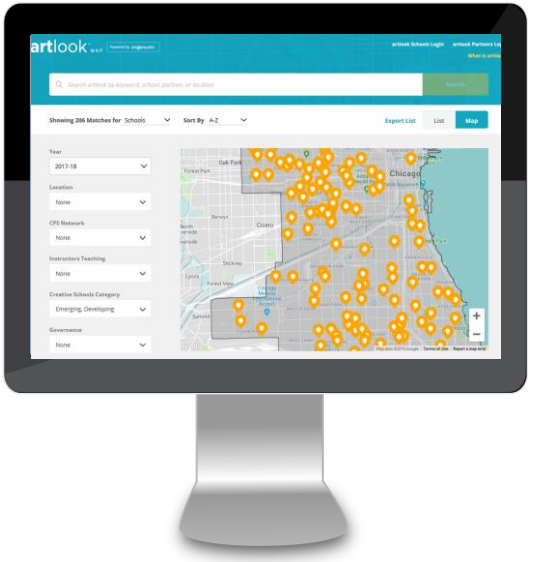

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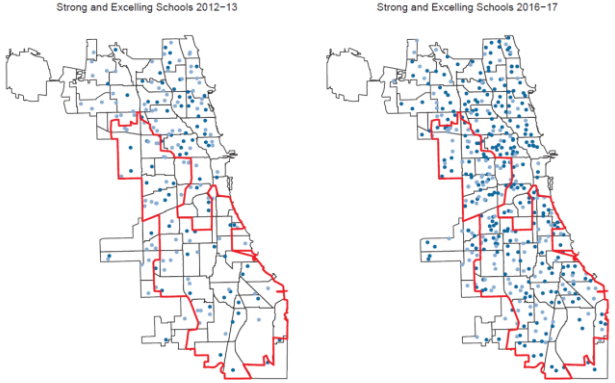

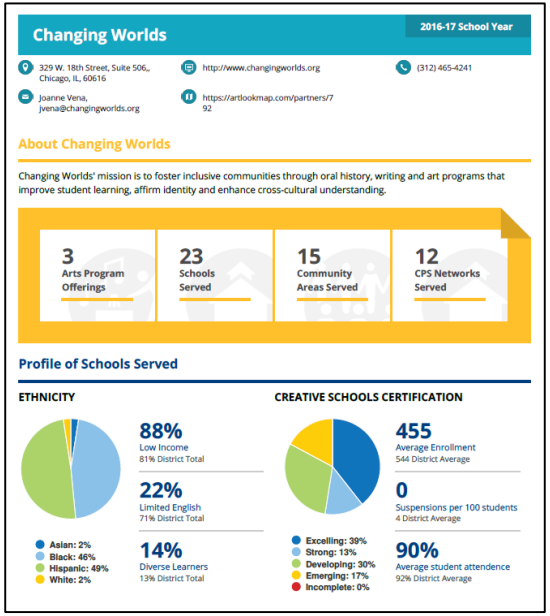

Changing Worlds — 2016-17 School Year

329 W. 18th Street, Suite 506,, Chicago, IL, 60616 | http://www.changingworlds.org | (312) 465-4241

Joanne Vena, jvena@changingworlds.org | https://artlookmap.com/partners/792

About Changing Worlds

Changing Worlds' mission is to foster inclusive communities through oral history, writing and art programs that improve student learning, affirm identity and enhance cross-cultural understanding.

3	23	15	12
Arts Program Offerings	Schools Served	Community Areas Served	CPS Networks Served

Profile of Schools Served

ETHNICITY

- Asian: 2%
- Black: 46%
- Hispanic: 49%
- White: 2%

88% Low Income — 81% District Total

22% Limited English — 71% District Total

14% Diverse Learners — 13% District Total

CREATIVE SCHOOLS CERTIFICATION

- Excelling: 39%
- Strong: 13%
- Developing: 30%
- Emerging: 17%
- Incomplete: 0%

455 Average Enrollment — 544 District Average

0 Suspensions per 100 students — 4 District Average

90% Average student attendence — 92% District Average

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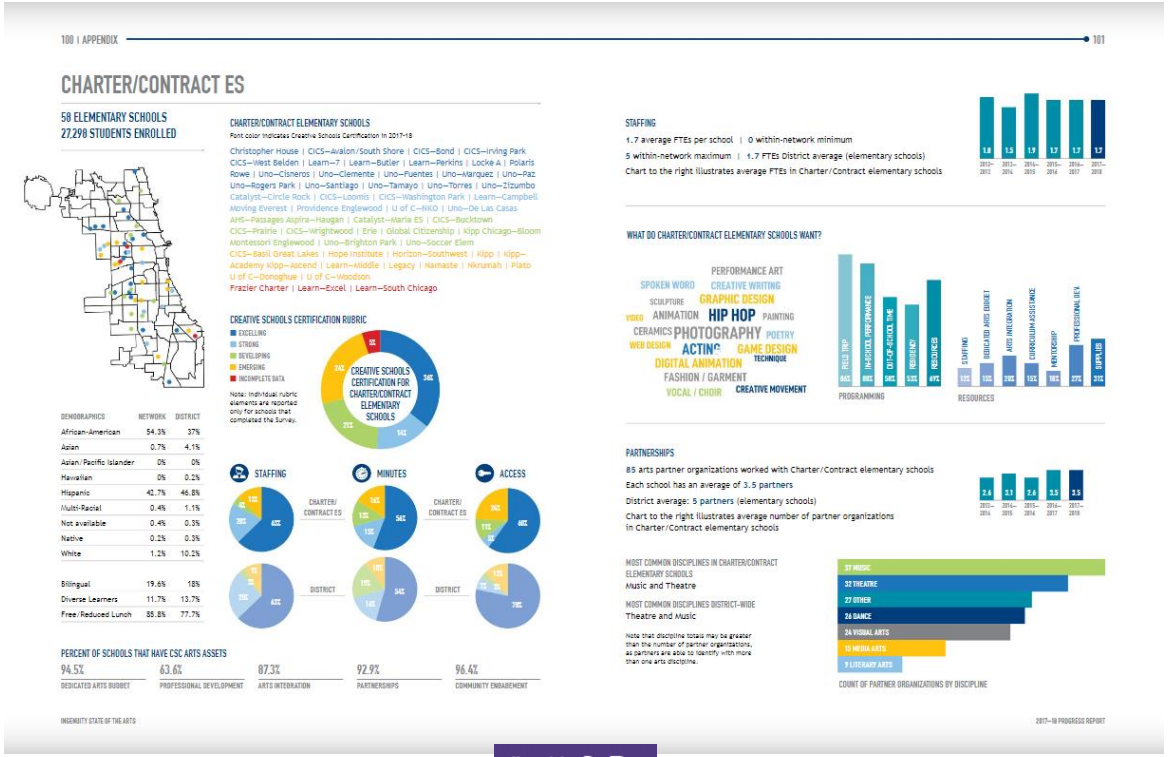
artlook® powers positive change



100 | APPENDIX

101

CHARTER/CONTRACT ES

58 ELEMENTARY SCHOOLS
27,298 STUDENTS ENROLLED

CHARTER/CONTRACT ELEMENTARY SCHOOLS

Font color indicates Creative Schools Certification in 2017-18

Christopher House | CICS—Avalon/South Shore | CICS—Bond | CICS—Irving Park | CICS—West Belden | Learn—7 | Learn—Butler | Learn—Perkins | Locke A | Polaris | Rowe | Uno—Cisneros | Uno—Clemente | Uno—Fuentes | Uno—Marquez | Uno—Paz | Uno—Rogers Park | Uno—Santiago | Uno—Tamayo | Uno—Torres | Uno—Zizumbo | Catalyst—Circle Rock | CICS—Loomis | CICS—Washington Park | Learn—Campbell | Moving Everest | Providence Englewood | U of C—NIKO | Uno—De Las Casas | AHS—Passages Aspira—Haugan | Catalyst—Maria ES | CICS—Bucktown | CICS—Prairie | CICS—Wrightwood | Erie | Global Citizenship | Kipp Chicago—Bloom | Montessori Englewood | Uno—Brighton Park | Uno—Soccer Elem | CICS—Basil Great Lakes | Hope Institute | Horizon—Southwest | Kipp | Kipp—Academy Kipp—Ascend | Learn—Middle | Legacy | Namaste | Nkrumah | Plato | U of C—Donoghue | U of C—Woodson | Frazier Charter | Learn—Excel | Learn—South Chicago

CREATIVE SCHOOLS CERTIFICATION RUBRIC

Note: Individual rubric elements are reported only for schools that completed the Survey.

DEMOGRAPHICS	NETWORK	DISTRICT
African-American	54.3%	37%
Asian	0.7%	4.1%
Asian/Pacific Islander	0%	0%
Hawaiian	0%	0.2%
Hispanic	42.7%	46.8%
Multi-Racial	0.4%	1.1%
Not available	0.4%	0.3%
Native	0.2%	0.3%
White	1.2%	10.2%
Bilingual	19.6%	18%
Diverse Learners	11.7%	13.7%
Free/Reduced Lunch	85.8%	77.7%

PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

94.5%	63.6%	87.3%	92.9%	96.4%
DEDICATED ARTS BUDGET	PROFESSIONAL DEVELOPMENT	ARTS INTEGRATION	PARTNERSHIPS	COMMUNITY ENGAGEMENT

STAFFING

1.7 average FTEs per school | 0 within-network minimum
5 within-network maximum | 1.7 FTEs District average (elementary schools)
Chart to the right illustrates average FTEs in Charter/Contract elementary schools

WHAT DO CHARTER/CONTRACT ELEMENTARY SCHOOLS WANT?

PARTNERSHIPS

85 arts partner organizations worked with Charter/Contract elementary schools
Each school has an average of 3.5 partners
District average: 5 partners (elementary schools)
Chart to the right illustrates average number of partner organizations in Charter/Contract elementary schools

MOST COMMON DISCIPLINES IN CHARTER/CONTRACT ELEMENTARY SCHOOLS
Music and Theatre

MOST COMMON DISCIPLINES DISTRICT-WIDE
Theatre and Music

Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.

COUNT OF PARTNER ORGANIZATIONS BY DISCIPLINE

INGENUITY STATE OF THE ARTS

2017–18 PROGRESS REPORT

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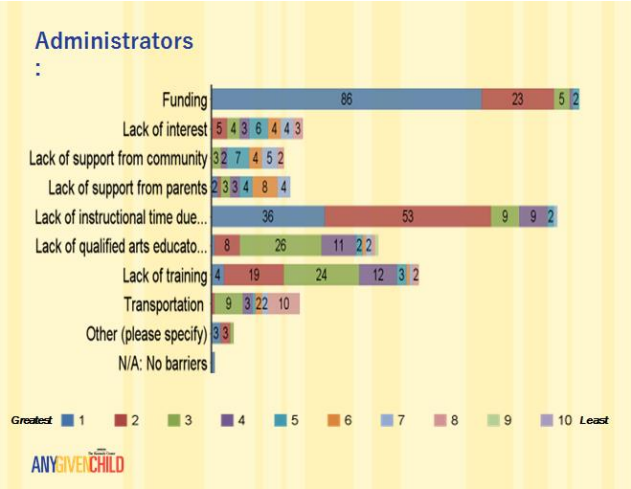
What brought us together?

The need for community metrics to measure growth and success benchmarks



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What brought us together?

The need to understand where we fit in the landscape of arts education nationally

Duval Students Rank Number 1 in Multiple Categories On National Test

By LINDSEY KILBRIDE • APR 10, 2018

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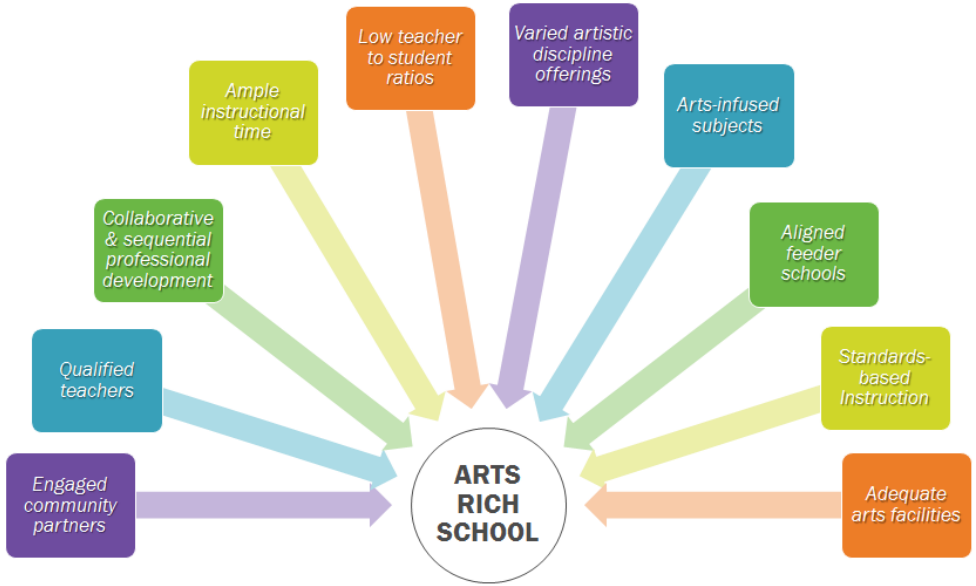
What brought us together?

The need to advocate and point resources where they were effective



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What brought us together?

The need to make public examples of arts education systems working

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The Partnership - now and looking to the future

- Drive change on the ground
- Drive systems change

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- Provide national picture
- Research and evaluation of AGC
- Convene, provide infrastructure for collaboration across sites
- Funding

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- Provide technology
- Consult on technology implementation
- Consult on activating data

The Partnership - now and looking to the future

6 AGC cities: Selected for a 3 year pilot commitment

Year 1: Discovery, implementation, and launch of artlook

- Discovery
- Planning for implementation
- Data collection (i.e., administrative, schools, partners)
- Data dissemination (i.e., map goes live)
- Data activation (e.g., AFTA site visits)

Years 2-3: Ongoing data collection and implementation support

- Data collection (i.e., administrative, schools, partners)
- Data dissemination (i.e., map goes live with new data)
- Data activation (e.g., ongoing AFTA site visits, community of practice, technical and strategic support)

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The Partnership - now and looking to the future

More Cities Joining
Proven, easy-to-use portals for schools and arts organizations to enter uniform data

New Features
New features available to all artlook users as they are developed and released

Community of Practice
Knowledge sharing among a growing community of backbone agencies

Analytical Support
Data are leveraged to advocate and improve arts education policies and funding.

Research & Analysis
Inform local, state, and federal arts education policy and funding

Data Dashboards
Ability to track progress and compare measures over time and place

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Q & A

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