

Access to the Arts

Introduction

The scoring elements that have the most weight in the Creative Schools Certification scoring system are indicators of the extent to which schools successfully provide their students with access to arts education opportunities. These elements, taken together, account for 64 out of 100 available points in CSC 2.0. The elements focus on student access to the arts through arts instructor staffing levels, minutes of instruction and the share of students who have access to the arts (among elementary schools), and the number of disciplines and depth of instruction offered in those disciplines (among high schools).

The analyses in this section focus on each element of Access in turn, first showing how district schools performed in that element according to CSC 2.0 and then showing how the underlying data from 2019-20 compare to what was observed in 2018-19. Among the key findings:

- There was a slight increase in the share of schools that have few arts teachers per student and a decrease in the share of schools that have a relatively large number of arts teachers per student.
- There was a small decrease in the share of elementary schools offering 150 or more weekly minutes of instruction in the arts and a corresponding small increase in the share of schools offering fewer than 90 minutes per week.
- While some elementary schools struggle to offer the number of minutes of instruction called for in the CPS Arts Education Plan, the vast majority of schools are succeeding in offering at least some access to the arts for their full student population.
- Music and visual arts are significantly better represented in CPS high schools than are other arts disciplines, both in terms of the presence of any arts coursework and in terms of the likelihood that a school offers multiple levels of instruction in an available discipline.

Staffing

Certified arts instructors are an essential part of embedding and anchoring the arts within a school. Arts instructors, more than any outsider, understand their school's culture and are well-positioned to teach a curriculum that is aligned with both arts standards and with their students' needs. In addition to teaching their students, arts instructors are essential in creating connections with the wider community of arts educators who seek to bring their passions to CPS students. Because of this, arts staffing is the first key element of both elementary and high school CSC ratings.

In CSC 2.0, schools are rated based on the ratio of arts teachers to students.¹ These ratios are an indicator of the reach that teachers have relative to the student population, with lower ratios being most desirable. Simply said, more arts courses can be taught with more arts instructors at a school, with certified arts instructors being at the center of a comprehensive arts education.



STAFFING

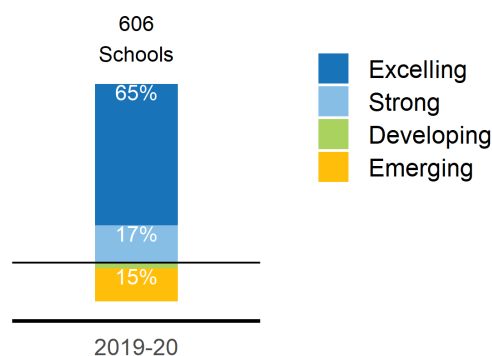
Ratio of students per arts teacher.

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	15	23	15
Developing	601-1000	10	15	10
Emerging	More than 1000	5	8	5

The benchmark arts instructor-to-student ratio for the Excelling rating under the CSC is 1:350; the ratio for Strong is set at 1:351-600; Developing is set at 1:601-1000, and Emerging is set at 1000 students per arts instructor or more.

Based on this rubric, CPS schools are well-staffed to provide access to arts education opportunities: 65% of schools are rated as Excelling in the staffing measure and more than 82% are rated as either Excelling or Strong. The 15% of schools that rate as Emerging includes schools that have no dedicated arts instructors.

Visualization: Bar chart showing staffing score for 2019-20, in CSC color palette, as below. Following table included for # reference; no table in draft. The legend will be “Excelling”, “Strong”, “Developing”, “Emerging”.



¹ In the original CSC, any school that did not meet the 1:350 ratio required to qualify as Excelling in this element was classified based on the raw number of arts instructors employed at the school. This and other changes to the CSC are explained in detail [here](#).

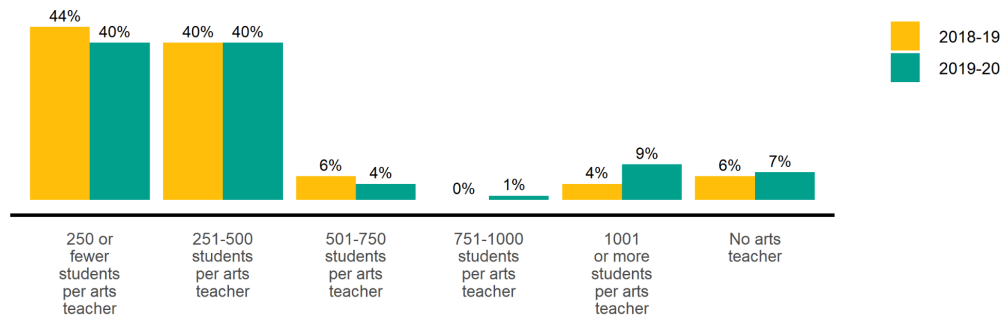
< Caption: Staffing Ratings for 2019-20 School Year >

Below table is for reference to create the above bar chart - do not include in designed report

School Year	Excelling	Strong	Developing	Emerging	School Count
2019-20	65%	17%	3%	15%	606

An examination of the change in staffing patterns from 2018-19 to 2019-20 shows that the two areas in which the most significant changes have emerged are at the top and bottom ends of the spectrum.² There was a four percentage point drop (from 44% to 40% of schools) in the share of schools with the very best student-to-arts instructor ratio and a five percentage point increase (from 4% to 9% of schools) in the share of schools with more than 1000 students per arts teacher.

Visualization: Bar chart - does not need to be these green/gold colors.



<Caption: Staffing Ratios Using Course-Level Data for 2018-19 and 2019-20>

Minutes of Instruction

The second key element in the CSC rating for elementary schools is a measure of the average minutes of instruction per week that arts-enrolled students receive. Instructional minutes in elementary schools allow students the space to create, be inspired, and engage with the arts. More instructional minutes offer more opportunities to explore new disciplines, expand students' abilities to creatively engage, and form connections across content areas.

The CSC rates elementary and middle schools, as well as the K-8 grades of combination schools, on their success in providing the recommended average of 120 minutes per week of arts instruction.

² As discussed in the Introduction, because of the transition from the original CSC to CSC 2.0, we are only presenting two years of historical data in this report and we are not showing how CSC scores have changed over time.

In the 2019-20 school year, 34% of schools earned an Excelling rating, with an additional 27% of schools offering an average of between 90-119 minutes per week to rate as Strong.

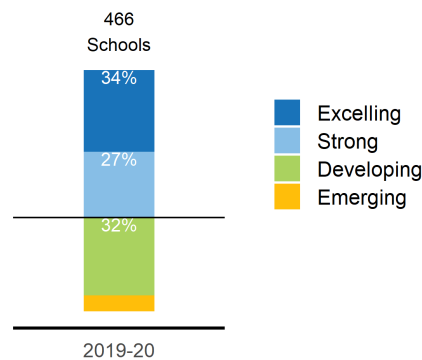


MINUTES OF INSTRUCTION

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	18	10
Developing	45-89	12	7
Emerging	Fewer than 45	6	4

Visualization: Bar chart showing minutes scores for 2019-20, in CSC color palette, as below. Following table included for # reference; no table in draft. The legend will be “Excelling”, “Strong”, “Developing”, “Emerging”.



< Caption: Minutes of Instruction Ratings for 2019-20 School Year >

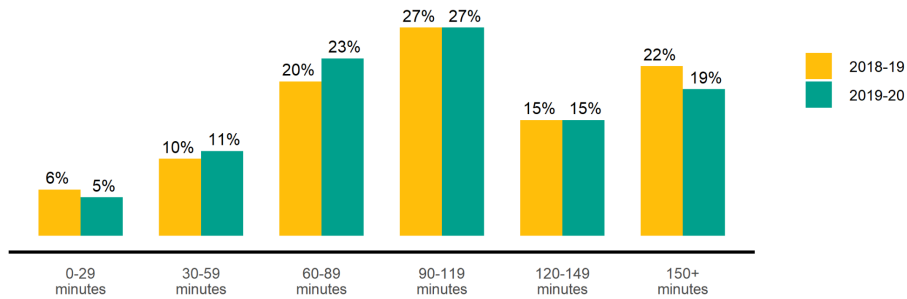
Below table is for reference to create the above bar chart - do not include in designed report

School Year	Excelling	Strong	Developing	Emerging	School Count
2019-20	34%	27%	32%	7%	466

For the most part, there was consistency from 2018-19 to 2019-20 in terms of the average minutes of instruction schools provided. When we look at schools that provided an average of 120 minutes per week or more, there was a 3 percentage point decrease across this time frame. However, a closer look at the data reveals that this decrease occurred at the highest end of the spectrum: among schools that offered 150 minutes per week or more. Very few schools offer less than 30 minutes on average a week, and around half of schools in both years offer between

60-120 minutes of instruction, though there was an increase of three percentage points in the number of schools offering between 60-89 minutes per week.

Visualization: Bar chart - does not need to be these green/gold colors.



<Caption: Minutes of Instruction Using Course-Level Data for 2018-19 and 2019-20>

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 that have access to any arts instruction. In order to rank as Excelling in this measure, all students should have access to arts instruction; to be rated Strong, at least 80% of students should have access.



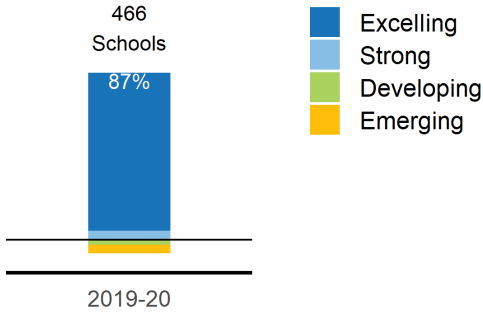
ACCESS TO ARTS INSTRUCTION

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%	15	8
Developing	50%-79%	10	6
Emerging	Less than 50%	5	4

Historically, schools have performed quite well on this element of the CSC. This remained the case in the 2019-20 school year, with 87% of schools rated as Excelling and 92% rated as Excelling or Strong. The vast majority of CPS schools continue to succeed in providing at least some access to the arts for elementary students.

Visualization: Bar chart showing percent access scores for 2019-20, in CSC color palette, as below. Following table included for # reference; no table in draft. The legend will be “Excelling”, “Strong”, “Developing”, “Emerging”.



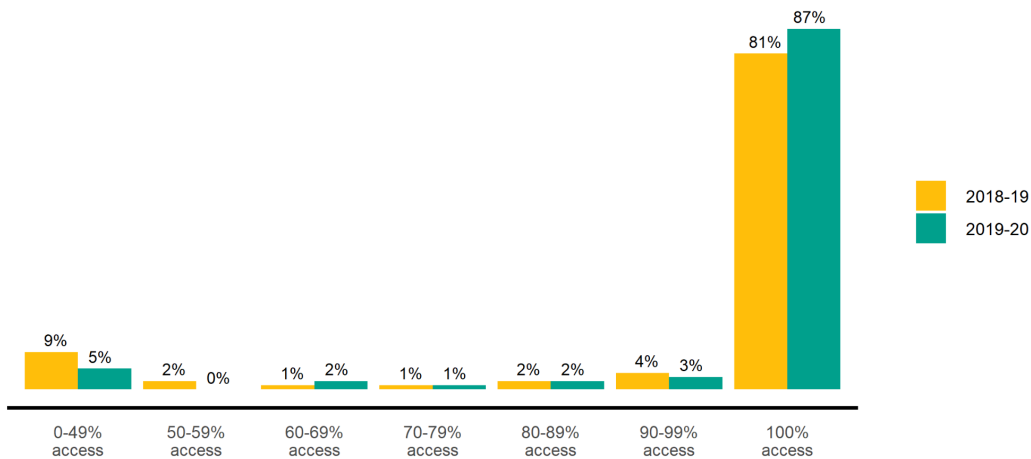
< Caption: Percent Access Ratings for 2019-20 School Year >

Below table is for reference to create the above bar chart - do not include in designed report

School Year	Excelling	Strong	Developing	Emerging	School Count
2019-20	87%	5%	3%	5%	466

The underlying data for both 2018-19 and 2019-20 show that there was growth in the share of schools that reported offering all their students access to at least one arts course. In 2019-20, 87% of schools offered 100% access, an increase of six percentage points over the prior year. On the other end of the spectrum, there was a four percentage point drop (from 9% to 5% of schools) in the share of schools that offered 0-49% access. While the examination of the Minutes of Instruction metric showed that fewer schools offer their students the recommended minutes of instruction, schools by and large do very well with offering at least some arts coursework to their students.

Visualization: Bar chart - does not need to be these green/gold colors.



<Caption: % Access Using Course-Level Data for 2018-19 and 2019-20>

Disciplines & Depth

For high schools, Disciplines & Depth--the number of disciplines offered and the depth of instruction--remains at the core of access to arts education. The Disciplines & Depth guidelines reflect this importance; the CSC 2.0 Disciplines & Depth measure accounts for 34 points toward a school's final score.

For high school students, both a range of arts disciplinary options as well as the opportunity for a sequence of instruction in those disciplines is important. The Disciplines & Depth measure captures this concept by offering schools opportunities to improve their score both by offering more disciplines and by offering more depth of instruction within each discipline. This range of offerings is key to a comprehensive and high-quality arts education.



DISCIPLINES AND DEPTH

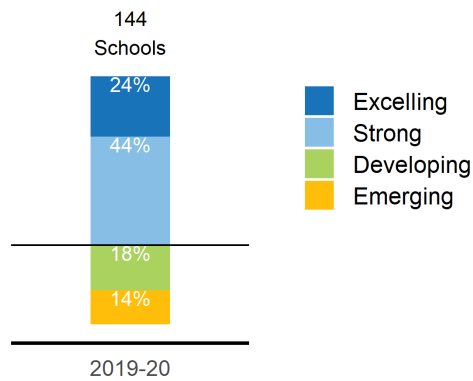
The breadth and depth of arts instruction available to high school students. Scores on this measure are based on the number of disciplines offered (one Disciplines & Depth Point for each) and the depth of instruction for each discipline (one additional Disciplines & Depth Point if multiple levels of 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	23	15
Developing	2	11	10
Emerging	Less than 2	0	0

Data collected for the 2019-20 school year show that 24% of schools rate as Excelling on this measure, with an additional 44% of schools rating as Strong. It is worth highlighting a nuance of the CSC 2.0 scoring rubric for Disciplines & Depth. Schools that offer courses in only two arts disciplines (e.g., Music and Dance) can earn a score of Strong if they offer multiple levels of

instruction in each of those disciplines (this would earn them four Disciplines & Depth points), but they cannot earn a score of Excelling. To be rated as Excelling on this measure, a school must not only offer at least three disciplines, but must offer multiple levels of instruction on some or all of those disciplines.

Visualization: Bar chart showing disciplines and depth scores for 2019-20, in CSC color palette, as below. Following table included for # reference; no table in draft. The legend will be “Excelling”, “Strong”, “Developing”, “Emerging”.

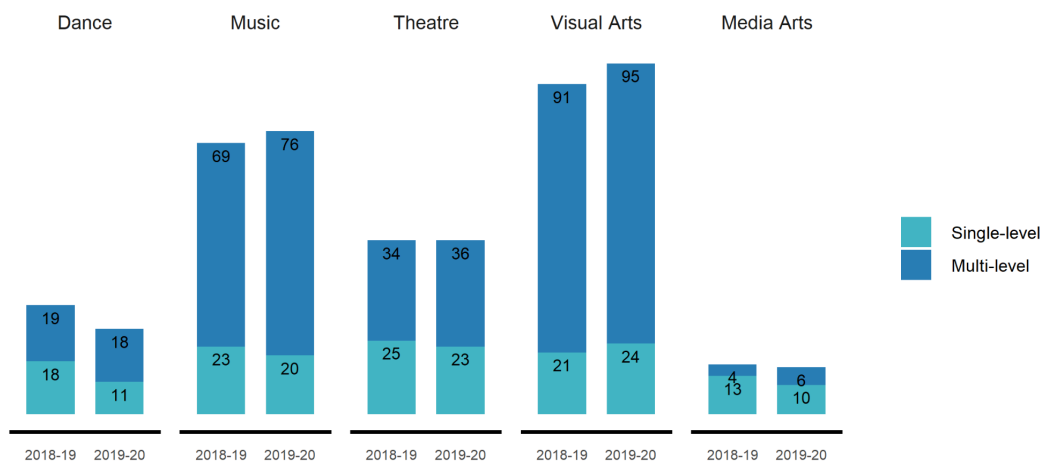


< Caption: Disciplines and Depth Ratings for 2019-20 School Year >

Below table is for reference to create the above bar chart - do not include in designed report

School Year	Excelling	Strong	Developing	Emerging	School Count
2019-20	24%	44%	18%	14%	144

Visualization: Bar chart - does not need to be these colors.



<Bar Chart Footnote> *Note: Literary arts courses are not included in the visualization. Literary arts courses were only included starting in the 2019-20 school year. In 2019-20, there were 7 high schools that offered single-level Literary Arts courses and 2 high schools that offered multi-level courses.

High school coursework is most likely to be available in music and visual arts. For example, 83% (119 of 144) high schools offered some visual arts coursework in 2019-20, while only 20% (29 of 144) of schools offered dance coursework. Beyond confirming this unsurprising reality, the data also show that when schools do offer coursework in a discipline, they are more likely to offer multi-level, sequential learning courses in music and visual arts than in other disciplines. Of the 119 schools that offered some visual arts courses in 2019-20, nearly 80% (95 of 119) offered courses at multiple levels of instruction. In contrast, of the 29 schools that offered dance coursework, only 62% (18 of 29) offered courses at multiple levels of instruction. A similar pattern appears across years and across arts disciplines.

This may signal an opportunity. If it is true that it is easier for schools to add a course within an existing discipline than it is to add a new discipline entirely, there may be opportunities to grow the arts programs in high schools that do offer coursework in a particular discipline but only at a single level of instruction.

Conclusion

Overall, CPS schools consistently do well in providing access to arts courses to their students, and generally do well in staffing for the arts. For elementary schools, the more significant challenges tend to come in the extent to which they provide the recommended number of minutes of arts instruction to their students. For high schools, the more significant challenges tend to come in their ability to offer a sufficient breadth and depth of arts offerings to their students.

These high level overviews of the data also raise important questions for understanding and identifying opportunities to improve equity in access to the arts in CPS. How do the measures of

access explored in this report vary across the district? What obstacles prevent some elementary schools from offering more minutes of instruction to their students? What stands in the way of high schools broadening their arts disciplines offerings, giving them at least an opportunity to rise into the Excelling category? These kinds of questions will drive Ingenuity's ongoing analytical work.

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I think there are two main topics we need to decide regarding what to include, if anything, from the writeups below: (1) should we include the analysis of the D&D scores over time, and (2) should we include the series of charts showing the CSC scores over time.

1. Should the [analysis of the D&D scores](#) be included?
 - a. Jackie finds compelling the following points from Angela's response to my question about why we created this analysis in the first place:
 - i. This was mainly because D&D was revamped the most out of all the Access elements for how the rubric guidelines changed - so the question then became "how did schools do under the old versus new system?".
 - ii. This question isn't really as relevant for the other elements - 1) for minutes/percent access, there were no changes to rubric guidelines, and 2) you could argue that staffing had some change (all are based on a ratio now), but this doesn't come close to the changes for D&D.
 - iii. And the question of how D&D scores compare for CSC 1.0 vs. 2.0 isn't answered with looking at the underlying data bar charts.
 - b. Nicole agrees, though I'm not 100% sure she's agreeing specifically as it relates to this question or in general for all the appendix items.
2. Should the [other items that are currently in the appendix](#) be included in the report?
 - a. I don't know where Jackie stands on this topic, and I've spelled out in #1b above that I also don't know what Nicole thinks.

My feelings about the inclusion of either #1 or #2 above are the same. I am leaning the other direction. I do not think we should include either of them. Here is my logic.

1. The purpose of this report is to discuss what is going on in CPS w/r/t arts education. That's what everything else in the report is geared towards doing.
2. The purpose of this section, as Angela describes, is to explore how the rubric changes affect scores. However important that may be, it does not add anything to our understanding of what is going on in CPS.
3. In contrast, it potentially distracts from what we know about what is going on in CPS because it confuses the rubric itself with the understanding the rubric is supposed to provide to us.

4. If we want to do a more in-depth analysis of how rubric scores have changed and how things have looked different under the old and the new rubric, that should be done in a separate document. This could potentially be a Data Snapshot or it could potentially be in the form of an update or addition to the Technical Notes document (with more time, I would have included it there in the first place).
 - a. Note this same impulse is what led me to ask Angela to create all of these analyses in the form of an Appendix. At the time I recommended that, I was thinking that would serve both these needs. I now don't think that's the best approach, given how things have evolved and the fact that putting together a meaningful analysis of the changes over time will take more concerted effort and time.
5. Regarding Jackie's comment about the new CPS CEO, I am glad to hear you thinking about this. My judgment is that in fact a data-savvy person would rather see us approach this in the way I'm proposing. We're better off treating the changes to the rubric with a full analysis than we are sliding this kind of thing in this report out of context.

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Appendix - DO NOT INCLUDE

Underlying Data Time Frame

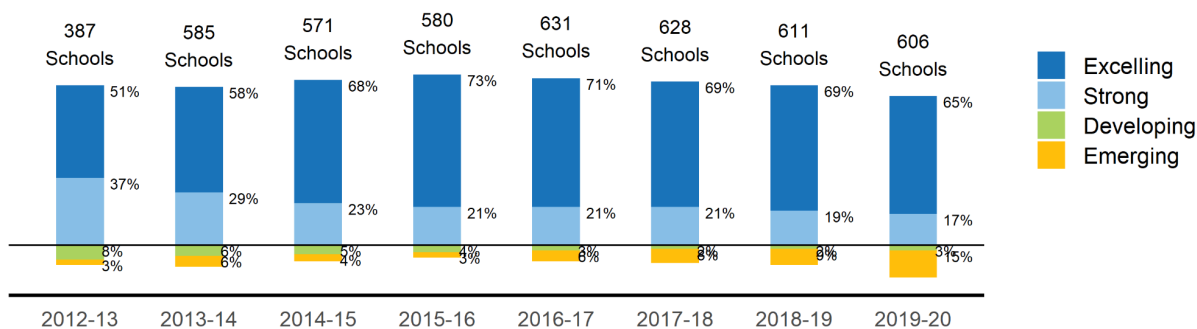
For the 2019-20 school year, arts liaisons were asked to only report on information up until the closure of in-person instruction. The information and summary metrics provided reflect course, program, and arts instruction information from September 3, 2019 through March 17, 2020.

Staffing

Starting with the 2018-19 school year, there was a change in data collection methodology for staffing. Administrative data on courses, rather than employee data from the Talent Office, is now used as a starting point to pre-populate instructor data into the survey.

Visualization: Bar chart showing staffing scores over time, in CSC color palette, as below. Some transparency on years prior to 2019-20. Following table included for # reference; no table in draft. Same style as those included in 2018-19 SOTA, just adding in a new 2019-20 bar. The legend will be "Excelling", "Strong", "Developing", "Emerging".

Include brackets under the 2012-13 through 2018-19 bars and include a label "Old Rubric (CSC 1.0)" and a smaller bracket just under the 2019-20 bar with the label "New Rubric (CSC 2.0)".



Below table is for reference to create the above bar chart - do not include in designed report

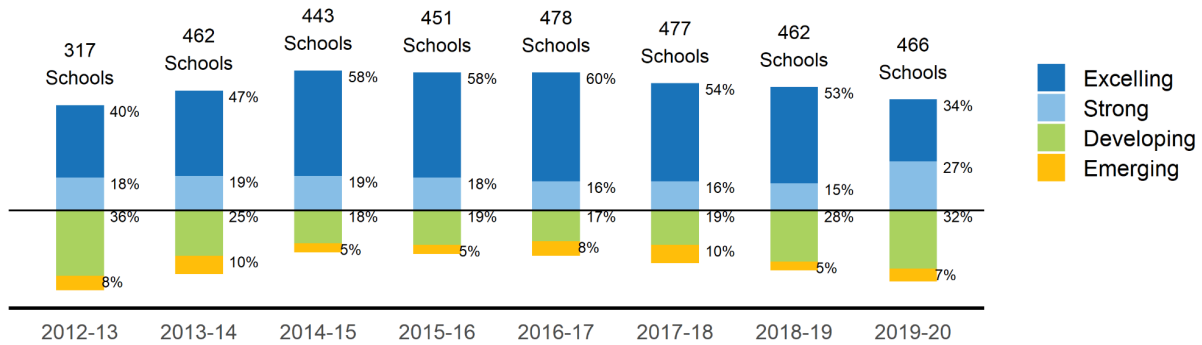
School Years	Excelling	Strong	Developing	Emerging	School Count
2012-13	51%	37%	8%	3%	387
2013-14	58%	29%	6%	6%	585
2014-15	68%	23%	5%	4%	571
2015-16	73%	21%	4%	3%	580
2016-17	71%	21%	3%	6%	631
2017-18	69%	21%	2%	8%	628
2018-19	69%	19%	2%	9%	611
2019-20	65%	17%	3%	15%	606

Minutes of Instruction

The scoring criteria to achieve each rating for minutes of instruction has not changed from CSC 1.0, though course-level data is now collected to pre-populate the survey which allows for more precision when calculating the average minutes of instruction. Arts liaisons are asked to verify the course information, along with enrollment numbers, and provide the average weekly minutes of arts instruction for each course.

Visualization: Bar chart showing minutes scores over time, in CSC color palette, as below. Some transparency on years prior to 2019-20. Following table included for # reference; no table in draft.

Same style as those included in 2018-19 SOTA, just adding in a new 2019-20 bar. The legend will be “Excelling”, “Strong”, “Developing”, “Emerging”.



Below table is for reference to create the above bar chart - do not include in designed report

School Years	Excelling	Strong	Developing	Emerging	School Count
2012-13	40%	18%	36%	8%	317
2013-14	47%	19%	25%	10%	462
2014-15	58%	19%	18%	5%	443
2015-16	58%	18%	19%	5%	451
2016-17	60%	16%	17%	8%	478
2017-18	54%	16%	19%	10%	477
2018-19	53%	15%	28%	5%	462
2019-20	34%	27%	32%	7%	466

Through additional analyses, the steep drop in 2019-20 ratings for average minutes of instruction can be attributed partially to the use of course-level data. The increased reliance on administrative data allows more precision and accuracy in calculating average minutes of instruction. Prior to 2018-19, course-level data was not collected, though in the 2018-19 ratings shown in the above visualization, course-level data was not used in calculating the average minutes of instructions. When utilizing 2018-19 course-level data to derive ratings for 2018-19, a similar distribution is seen to 2019-20, in which less than 40 % of schools are Excelling Schools and almost 30% are rated as

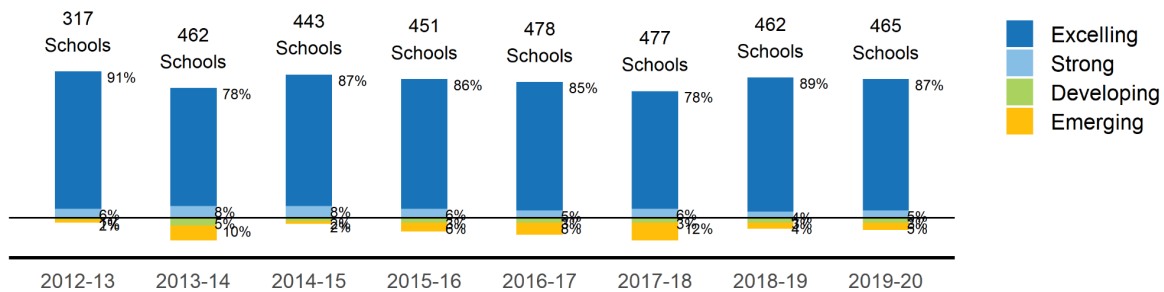
Strong. This reveals that our underlying data has been fairly consistent, but the use of course-level data is driving the change in distribution we see with 2019-20 minutes of instruction ratings.

For elementary schools that completed both the 2018-19 and 2019-20 survey, and using course-level data to derive ratings, both years saw similar distributions in Minutes of Instruction. For these schools, there was a median decrease of 0.7 average minutes of instruction. The median indicates that there was not a large change in the data to indicate that 2019-20 data is significantly different from 2018-19.

Percent Access

Visualization: Bar chart showing percent access scores over time, in CSC color palette, as below. Some transparency on years prior to 2019-20. Following table included for # reference; no table in draft. Same style as those included in 2018-19 SOTA, just adding in a new 2019-20 bar. The legend will be “Excelling”, “Strong”, “Developing”, “Emerging”.

Include brackets under the 2012-13 through 2018-19 bars and include a label “Old Rubric (CSC 1.0)” and a smaller bracket just under the 2019-20 bar with the label “New Rubric (CSC 2.0)”.



Below table is for reference to create the above bar chart - do not include in designed report

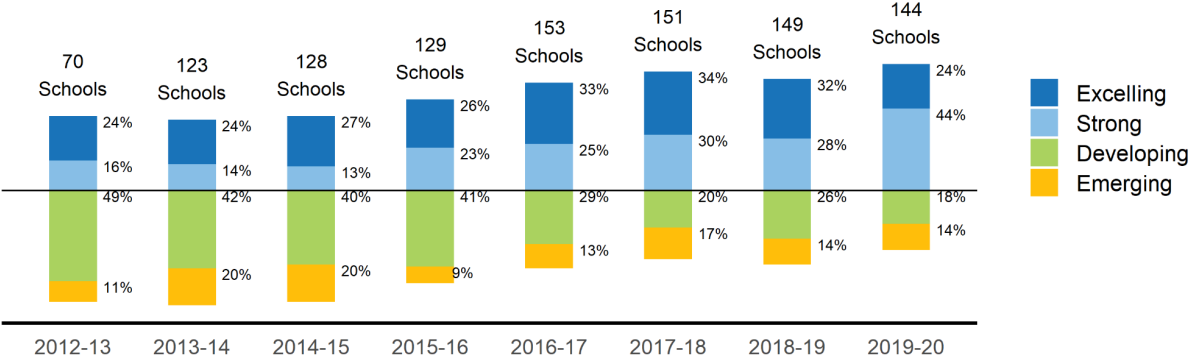
School Years	Excelling	Strong	Developing	Emerging	School Count
2012-13	91%	6%	1%	2%	317
2013-14	78%	8%	5%	10%	462
2014-15	87%	8%	2%	2%	443
2015-16	86%	6%	3%	6%	451

2016-17	85%	5%	3%	8%	478
2017-18	78%	6%	3%	12%	477
2018-19	89%	4%	3%	4%	462
2019-20	87%	5%	3%	5%	465

Disciplines & Depth

In addition to CSC 2.0 guideline changes, starting with the 2019-20 school year, course-level administrative data is collected to pre-populate the Creative Schools Survey. Arts liaisons are asked to verify the information provided and select the appropriate instructional depth (beginning, intermediate, or advanced) for the associated course.

Visualization: Bar chart showing disciplines & depth scores over time, in CSC color palette, as below. Some transparency on years prior to 2019-20. Following table included for # reference; no table in draft. Same style as those included in 2018-19 SOTA, just adding in a new 2019-20 bar. The legend will be “Excelling”, “Strong”, “Developing”, “Emerging”.



Below table is for reference to create the above bar chart - do not include in designed report

School Years	Excelling	Strong	Developing	Emerging	School Count
2012-13	24%	16%	49%	11%	70
2013-14	24%	14%	42%	20%	123

2014-15	27%	13%	40%	20%	128
2015-16	26%	23%	41%	9%	129
2016-17	33%	25%	29%	13%	153
2017-18	34%	30%	20%	17%	151
2018-19	32%	28%	26%	14%	149
2019-20	24%	44%	18%	14%	144

Extras STUFF BELOW THIS BIG ALL CAPS NOTE ISN'T INTENDED TO BE INCLUDED IN THE FINAL DOCUMENT

The following sections examine data for the 2019-20 school year under the new Creative Schools Certification 2.0 and also provide analysis of the underlying data as compared to the 2018-19 school year data. Course-level data was collected first starting in 2018-19, though the administrative data was not used in official certifications for that school year. However, comparisons between the most recent two years of course-level data provides insight into changes year-over-year in the 2018-19 to 2019-20 school years. The two previous year's data in fact showed similar patterns across the Access scoring indicators.

~~The new Creative Schools Certification (CSC or Certification) scoring guidelines applied to the 2019-20 Creative Schools Survey (CSS) pivots structurally to a points-based scoring system. Schools can now score up to 100 points. Based on total point values, schools will be categorized as in the past: Excelling, Strong, Developing, or Emerging.~~

~~Over the last two years, Ingenuity and CPS have worked together to advance the thinking behind the CSC resulting in a "CSC 2.0." The evolution of the certification and new scoring bring increased nuance to the arts education measures and a better understanding of a school's offerings in total.~~

~~The new certification is composed of two sections, Access and Quality. Access tracks arts education indicators of staffing, minutes of instruction, percent access, and disciplines and depth. More details on the changes from CSC 1.0 to CSC 2.0 can be found in the previously released~~

report *Creative Schools Scoring History & Evolution* <Insert link to Rubric History mini-SOTA>. We will discuss 2019–20 data from Quality in a report to be released at a future date.

The 2019–20 school year was unique, with the onset of the COVID–19 pandemic in the spring of 2020 ending in-person instruction and shutting down live performances across all the arts. These factors created additional burdens on arts liaisons in CPS schools. Arts liaisons are leaders and the main point of contact for the arts in their school who complete the annual survey for the Creative Schools Certification, and are strong advocates for the arts in their schools.

Unlike previous years, the data submitted by the arts liaison in the 2019–20 school year did not encapsulate the full year but instead concluded with the end of in-person instruction in March 2020.

With the application of the new scoring guidelines in the 2019–20 CSC, it is difficult to compare school ratings across years. Due to changes in both the scoring guidelines (CSC 1.0 to CSC 2.0) and the greater reliance on administrative data, it is not possible to draw direct comparisons to school performance across time.

The changes to the Discipline and Depth element in the CSC 2.0 was the result of years of collaboration and input from stakeholders. The grading criteria has been updated to more comprehensively account for both breadth and depth of arts offerings. Under CSC 1.0, schools were scored primarily based on the number of disciplines offered. Schools were rated Emerging if they offered 0 or 1 disciplines, and Developing if they offered 2 disciplines. The levels of instruction did not affect a school's scores in these rating categories, and a school could only achieve an Excelling rating if they offered at least 3 multi-level disciplines.

Under the new CSC 2.0, schools are now scored more equitably on both disciplines and depth of instruction. Scores for this element of the rubric are now 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). Schools that offer multiple disciplines without multiple levels of instruction can now achieve an Excelling rating with the new guidelines.

Disciplines & Depth Ratings Comparison 2018-19 to 2019-20

2018-19 under CSC 1.0 (rows) / 2019-20 under CSC 2.0 (columns)	Excelling	Strong	Developing	Emerging
Excelling	30 schools	14	2	1
Strong	3	18 schools	8	5
Developing	1	22	7 schools	4
Emerging	0	3	6	6 schools

Given the changes in both updating scoring guidelines as well as the transition to using course-level data, the visualization above analyzes how ratings changed from 2018-19 to 2019-20 with regards to the final rating categories for Disciplines and Depth. The green boxes demonstrate schools that improved their Disciplines and Depth rating from 2018-19 under CSC 1.0 to 2019-20 under CSC 2.0. Each red box shows the number of schools whose ratings worsened under the new rubric. Schools along the diagonal in the gray boxes are those that achieved the same rating for both school years.

The graphic shows that 47% of schools (61 out of 130 high schools) attained the same rating category between years. Thirty-four schools had their ratings worsen in the most recent year of data collected, and conversely, 35 schools saw improvement in their rating. Overall, for high schools that completed both the 2018-19 and 2019-20 survey, there is a higher percentage of schools compared to 2018-19 with a Strong rating (44% compared to 26%). With how the scoring criteria has been updated for Disciplines and Depth, it is not unexpected that more schools are rated as Strong. A motivating factor to implement guideline changes was to allow for a more equitable rating system that allowed schools to achieve credit for having fewer disciplines and provided multi-level offerings. Schools with two disciplines, with at least one being multi-level, will attain a Strong rating with CSC 2.0.