

The logo for Ingenuity, featuring the word "ingenuity" in a white, lowercase, sans-serif font. The letter "i" is stylized with a small orange circle above it and a blue circle below it, connected by a thin line. The background of the top half of the page is a dark blue gradient with a faint, light blue camera outline and three vertical bars above it.

# DATA SNAPSHOT T

Arts Education Access in CPS:  
How school size, type, and student  
demographics impact 2019-20  
Creative Schools Certification

FEBRUARY 2022

## Introduction

This Data Snapshot, the first by Ingenuity, examines the relationship between race and ethnicity, school enrollment, school type, and a school’s Creative Schools Certification score (CSC)<sup>1</sup>.

We find that<sup>2</sup> **Black students are significantly less likely than their peers to have access to quality arts programming**, even after controlling for the enrollment and type of school the students attend.

School enrollment and type also matter. Our findings show that **students in Lower Enrollment District-Managed schools and Non-District Managed schools are less likely to have access to high quality arts programs** than students that attend other Higher Enrollment District-Managed schools.

While tremendous progress in arts education equity has been made since the publication of the Chicago Public Schools (CPS) Arts Education Plan in 2012 and Ingenuity’s founding 11 years ago, much work remains to be done.

Data Snapshots provide actionable insights about arts education in Chicago Public Schools (CPS) to help in planning and design of programs and strategies. They leverage the wealth of information Ingenuity brings together through artlook® in the form of regular reports, interactive data visualizations, and even round-table discussions.

Through these Data Snapshots, Ingenuity hopes to ignite the conversations and actions that help ensure that every child, in every grade, in every school in CPS has access to a high-quality arts education.

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<sup>1</sup>The CSC was launched by CPS in collaboration with Ingenuity in 2013 and provides a summary measure of the arts programs schools offer. More information about the CSC is available [on the Ingenuity website](#).

<sup>2</sup>The analyses presented here focus on data from the 2019-20 school year and capture insights that preceded the greatest effect of the COVID-19 pandemic. The data presented in this report is accurate as of February 4, 2022. Preliminary analyses of data collected during the 2020-21 school year (not included in this report) tell us that the trends reported here have continued.

## Arts Education and Student Racial/Ethnic Demographics

School size and the management structure of schools (i.e., District-Managed or non-District Managed) are both important determinants of the nature of school programming. We control for these factors by segmenting our analysis into three categories based on school type (District-Managed or Non-District Managed)<sup>3</sup> and enrollment, where we use the 25th percentile of enrollment to distinguish between lower- and higher-enrollment schools<sup>4</sup>:

- Lower Enrollment - District-Managed schools with total enrollment beneath the 25th percentile
- Higher Enrollment - District-Managed schools with total enrollment at or above the 25th percentile
- Non-District Managed - Charter, Contract, and Options schools of any size that are not managed by CPS<sup>5</sup>

Black students make up a much larger percentage of the students attending Lower Enrollment Schools (72.3%) than they do of the students attending any other type of school (27.4% of Higher Enrollment Schools and 51.1% of Non-District Managed Schools). However, more than 60% (71,737 out of 117,119) of the Black students in the District attend a Higher Enrollment school.

The Creative Schools Certification (CSC) Score rates every school in CPS as Excelling, Strong, Developing, or Emerging in its provision of arts to its students. The CSC is based on information collected through artlook® from schools, arts partners, and CPS administrative sources. The CSC comprises two main categories: Access measures, which are more dependent on school resources, and Quality measures, which depend less on resources and more on school choices.

- |                           |                               |
|---------------------------|-------------------------------|
| <b>Access (64 points)</b> | <b>Quality (36 points)</b>    |
| - Staffing                | - Learning Standards          |
| - Minutes of Instruction  | - Governance                  |
| - Percent Access          | - Budget                      |
| - Disciplines and Depth   | - Instructional Approaches    |
|                           | - Partnerships                |
|                           | - Professional Learning       |
|                           | - Family/Community Engagement |

Table 1: Student Racial/Ethnic Demographic Profile and School Enrollment and Type

School Enrollment and Type	Latinx	Black	White	Asian	Other <sup>6</sup>	Total
Lower Enrollment Schools (126 District-Managed schools)	5,680 (19.7%)	20,858 (72.3%)	1,229 (4.3%)	494 (1.7%)	582 (2.0%)	28,843
Higher Enrollment Schools (378 District-Managed schools)	132,981 (50.8%)	71,737 (27.4%)	36,129 (13.8%)	6,985 (5.3%)	6,985 (2.7%)	261,710
Non-District Managed (102 Charter, Contract, Options schools)	21,438 (44.7%)	24,524 (51.1%)	807 (1.7%)	457 (1.0%)	758 (1.6%)	47,984

<sup>3</sup>See <https://www.cps.edu/about/departments/innovation-and-incubation/>.

<sup>4</sup>At the 25th percentile (315 for elementary schools and 253 for high schools), 25% of schools have lower enrollment and 75% have higher enrollment. We ran these same analyses using several different thresholds to distinguish between Lower Enrollment and Higher Enrollment schools. The results presented here are consistent with what we observed in these other analyses.

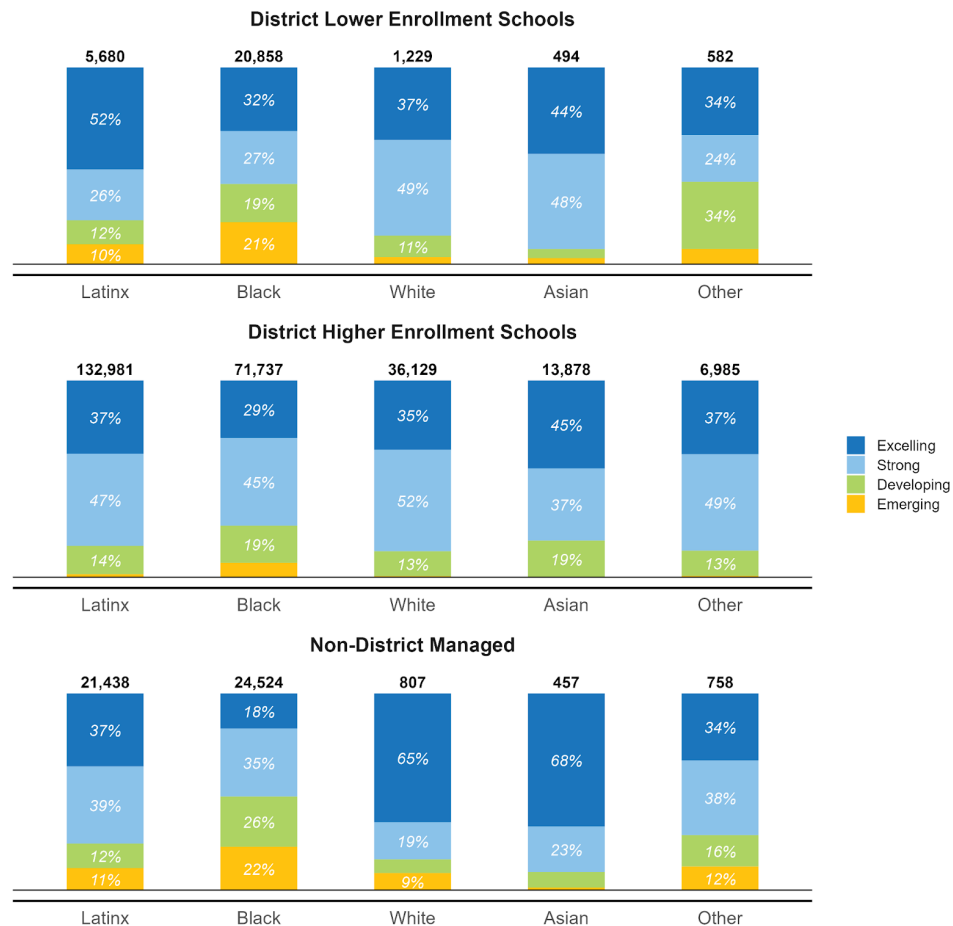
<sup>5</sup>We do not segment Non-District Managed schools based on size because there are far fewer Non-District Managed than District Managed schools in CPS and because of differences in funding structure between the two school types.

<sup>6</sup>Includes students classified by CPS as Hawaiian/Pacific Islander, Multi-racial, Native American/Alaskan, or Not available. To view the 2019-20 racial/ethnic data used in this Data Snapshot, visit the [CPS Demographics](#) page.

## Overall CSC Categories by Student Demographic and School Enrollment and Type

Figure 1 shows how arts programs are related to student racial/ethnic categories and the enrollment and type of schools. The most notable takeaway from this analysis is that **Black students are less likely to have access to an arts program that is Excelling or Strong than are students in any other racial/ethnic demographic category, even after controlling for school enrollment and type.**

Figure 1: Share of CPS Students Attending Schools with Excelling, Strong, Developing, or Emerging Arts Programs, by Student Demographic and School Enrollment and Type



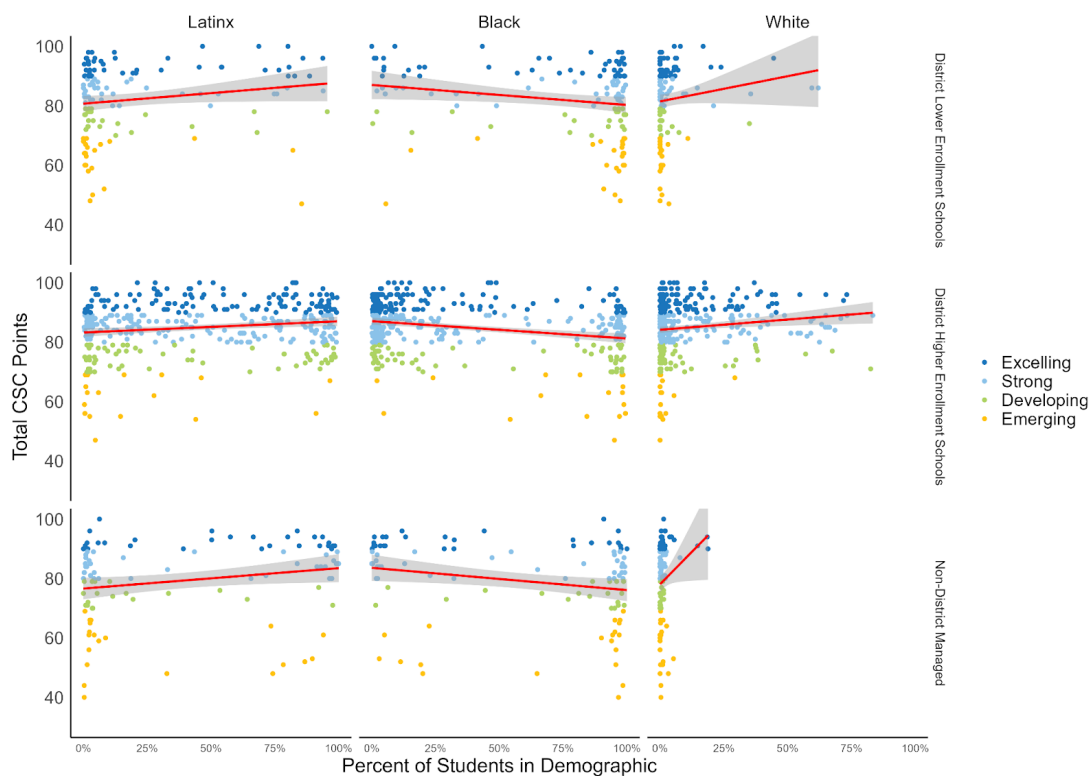
The first row of bar charts in this figure show, for Lower Enrollment Schools students in each of five demographic categories, the CSC rating of the schools they attend. In Lower Enrollment Schools, for example, 59% of the 20,858 Black students are in schools with Excelling or Strong arts programs compared to 78% of Latinx students. In other words, Black students are less likely than Latinx students to be enrolled in Lower Enrollment Schools with Excelling or Strong arts programs. This is also true when comparing Black students to students in almost any other racial/ethnic category, regardless of the school enrollment and type.

## Overall CSC Point Totals by Student Demographic and School Enrollment and Type

The same pattern is observed when, instead of focusing on school CSC categories (i.e., Excelling, Strong, Developing, and Emerging), we use the *total points* schools receive on the CSC. In Figure 2, each dot represents a single school (the vertical position represents that school's score on the CSC; the horizontal position indicates the percentage of students in that school in that plot's racial/ethnic category).<sup>7</sup>

Red trend lines in each plot highlight how CSC scores relate to schools' racial/ethnic makeup. **Schools with higher percentages of Black students tend to score lower on the CSC, while schools with higher percentages in the Latinx, White, Asian, and Other demographic categories tend to score higher on the CSC, regardless of school enrollment and type.**

Figure 2: Creative Schools Certification Score by Share of CPS Students in Demographic Group, by School Enrollment and Type



We estimate that for every 10 percentage point increase in the share of a school's student population comprising Black students, that school is expected to, on average, earn 0.57 fewer points on the CSC<sup>8</sup>. For example, imagine a school comprising 20% Black students that earns 92 points on the CSC. If that same school instead comprised 90% Black students, we would expect it to earn 88 points on the CSC. The opposite trend exists for all other student racial/ethnic categories.

<sup>7</sup>In order to improve its readability, Figure 2 shows only three demographic categories. The parallel chart showing additional categories for Asian and Other students is included in the Supplement as Figure S13.

<sup>8</sup>We ran a series of OLS regressions using Total CSC Points as the outcome and student demographic percentages as the main predictor of interest. We used student enrollment, school governance, and school category (elementary or high school) as control variables. A detailed presentation of the results is available in the Table S1 of the Supplement to this Data Snapshot.

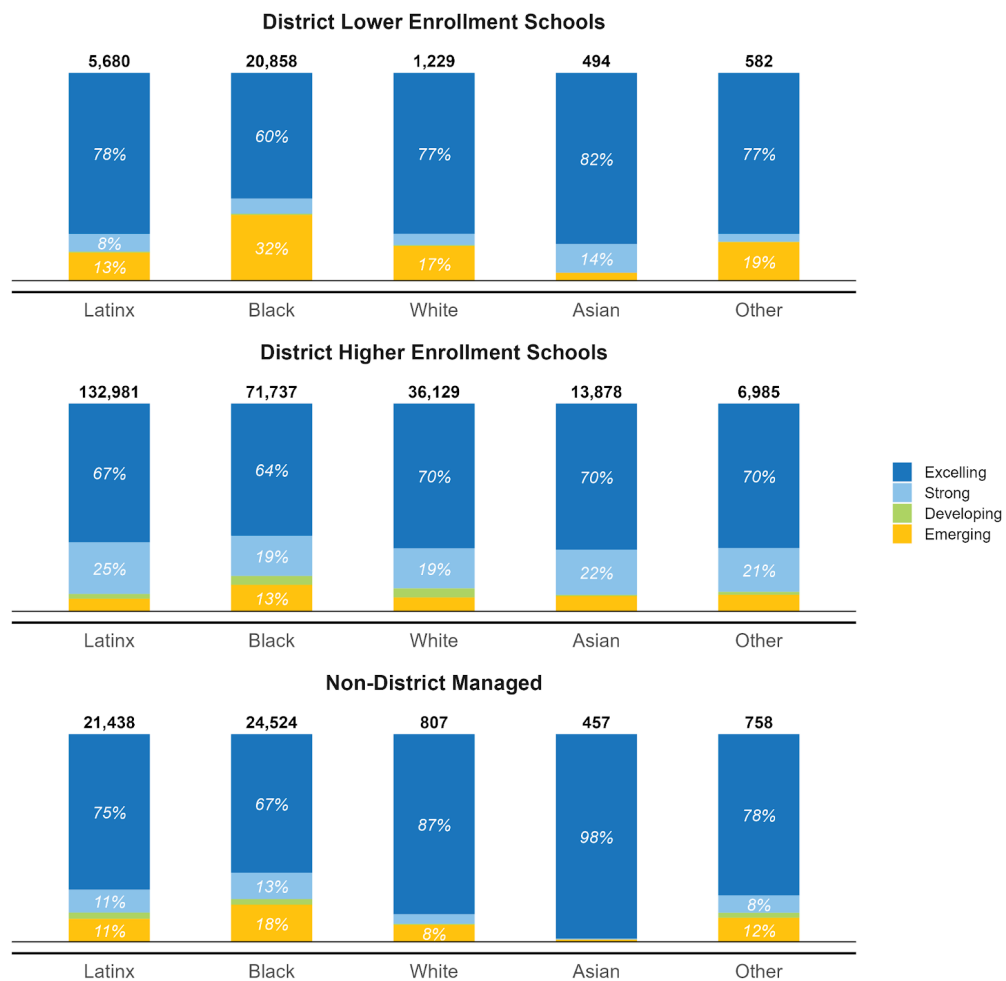
## Access and Quality Components

Comparable findings emerge when we individually examine key Access and Quality components of the CSC <sup>9</sup>.

### CSC Staffing Categories by Student Demographic and School Enrollment and Type

Figure 3 shows that **Black students are less likely than students in other racial/ethnic demographic categories to attend schools that are rated as Excelling or Strong on the CSC measure of Staffing, regardless of school enrollment and type.** For example, 32% of the 20,858 Black students that attend a Lower Enrollment School are enrolled in a program rated as Emerging, while this is true for only 13% of the 5,680 Latinx students that attend a Lower Enrollment School.

Figure 3: Share of CPS Students Attending Schools Rated as Excelling, Strong, Developing, and Emerging on the CSC Staffing measure, by Student Demographic and School Type



<sup>9</sup>The full complement of charts for each element of Access and Quality are included in the Supplement to this Data Snapshot.

## Arts Partnerships by Student Demographic and School Enrollment and Type

Figure 4 shows that, within every school type, **Black students are more likely than students in any other demographic category to attend a school that did not report a partnership with an outside arts organization, regardless of school enrollment and type.** District-wide, 10,169 Black students attended schools that did not have an arts partnership while this number was 3,705 for Latinx students, 185 for White students, 106 for Other, and 18 for Asian students.

Figure 4: Share of CPS Students Attending Schools that Had Arts Partnerships, by Student Demographic and School Type



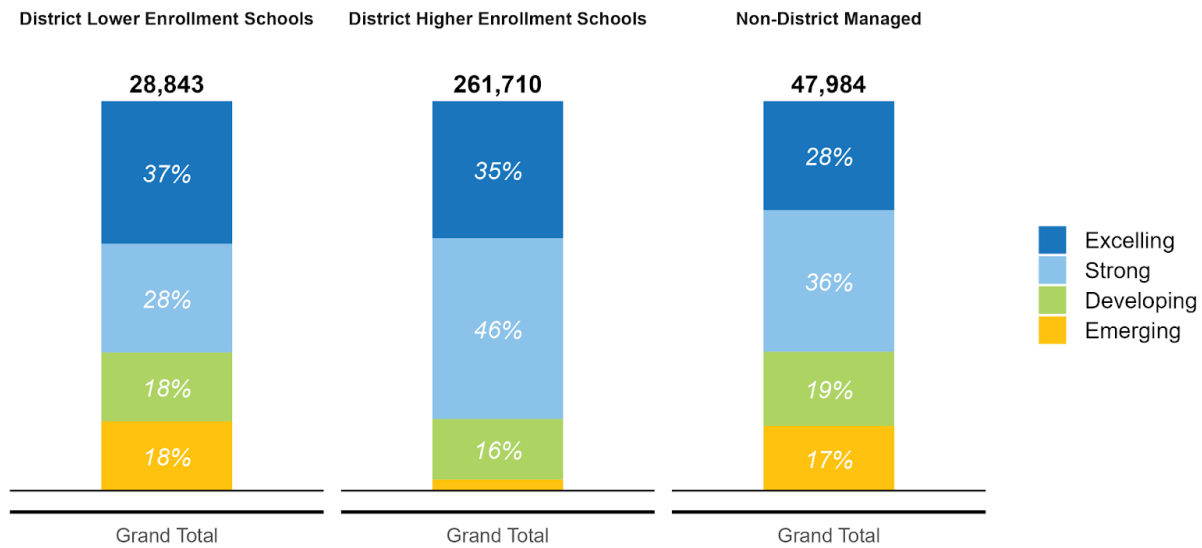
## Arts Education and School Enrollment/Type

The previous section shows that Black students are less likely than students in other racial/ethnic categories to attend schools that have strong arts programs, regardless of school enrollment and type. At the same time, as we demonstrate in this section, there is also an important relationship between a school's enrollment and type and the arts program it offers.

### Overall CSC Categories by School Enrollment and Type

Independent of the connection between student racial/ethnic category and arts education, **students attending Higher Enrollment Schools are more likely to be in Excelling or Strong arts programs than students attending either Lower Enrollment Schools or Non-District Managed Schools.** As shown in Figure 5, 81% of students attending a Higher Enrollment School experienced an Excelling or Strong arts program; only 65% of those in a District-Managed Lower Enrollment School and 64% of those in a Non-District Managed school have access to an Excelling or Strong program.

Figure 5: Share of CPS Students Attending Schools with Excelling, Strong, Developing, or Emerging Arts Programs, by School Type





## Access and Quality Components

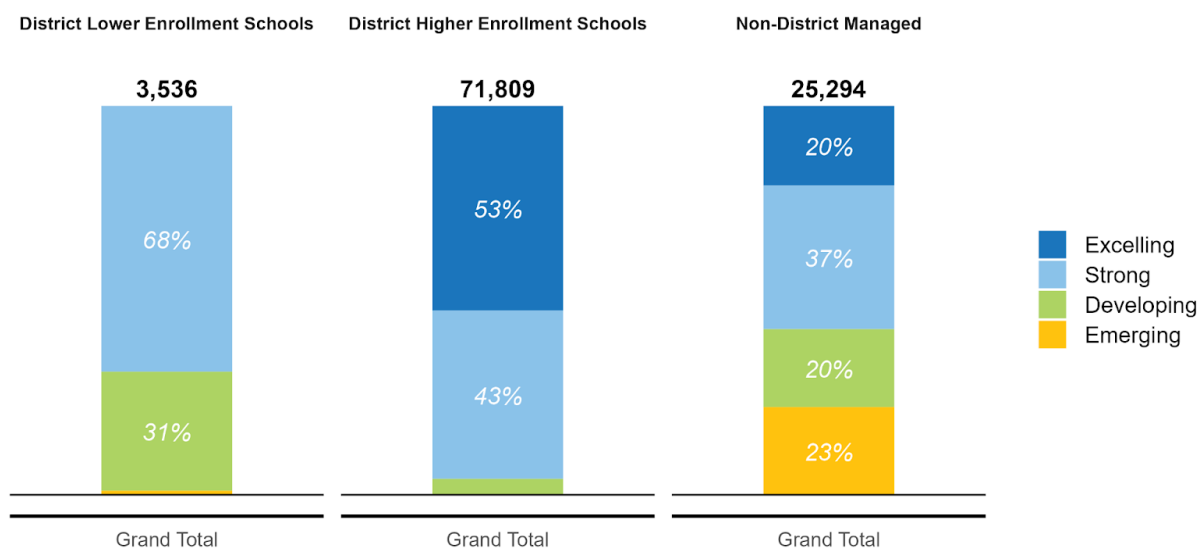
There are differences between how CSC Access elements are related to school enrollment/type and how CSC Quality elements are related to school enrollment/type:

- Both Lower Enrollment Schools and Non-District Managed schools receive fewer Access points, on average, than do Higher Enrollment Schools
- Non-District Managed schools tend to underperform on CSC Quality measures relative to Lower Enrollment Schools and Higher Enrollment Schools

## CSC Disciplines & Depth Categories by School Enrollment and Type

The CSC Access measure of Disciplines & Depth focuses on the breadth (number of arts disciplines) and depth (levels of instruction such as Drama 1, Drama 2, etc.) of arts instruction available to high school students. As shown in Figure 6, there are stark differences between what students attending Lower Enrollment Schools, Higher Enrollment Schools, and Non-District Managed high schools receive. No students attending Lower Enrollment high schools experienced the benefits of a school that rates as Excelling on Disciplines & Depth, compared to 53% of students attending Higher Enrollment high schools. Nearly all students enrolled in a program rated as Emerging (offering no arts courses or offering instruction in only one single-level discipline) were at Non-District Managed schools.

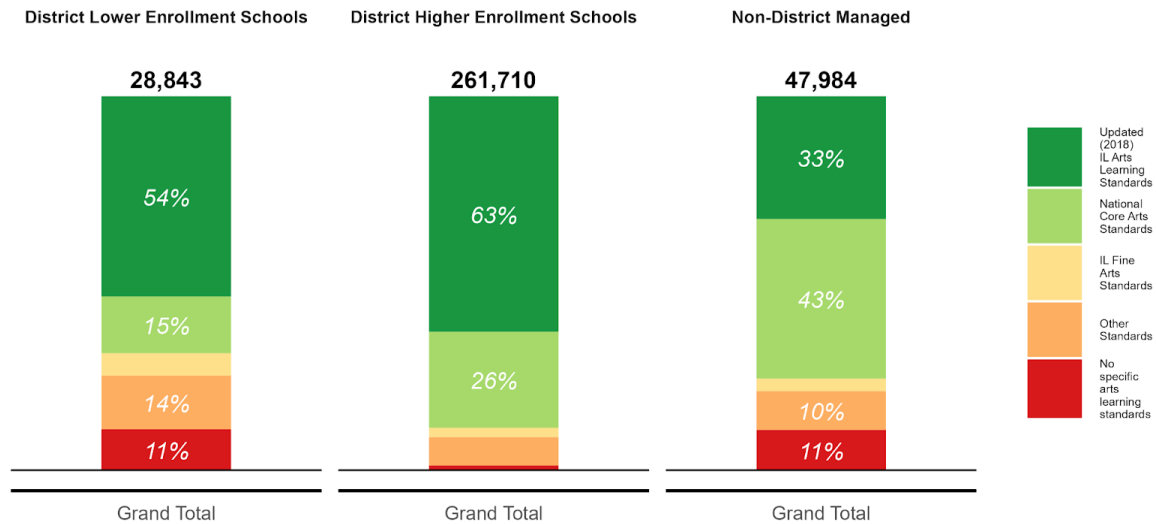
Figure 6: Share of CPS Students Attending High Schools Rated as Excelling, Strong, Developing, and Emerging on the CSC Disciplines & Depth measure, by School Type



## Use of Arts Learning Standards by School Enrollment and Type

Students attending Non-District Managed schools are less likely than either Lower Enrollment or Higher Enrollment District-Managed schools to be in a school that performs well on CSC Quality measures, which are designed to be less resource-dependent. As shown in Figure 7, only 33% of students attending a Non-District Managed school reported using the most updated arts learning standards compared to 54% and 63% of students attending Lower Enrollment and Higher Enrollment Schools, respectively.

Figure 7: Share of CPS Students Attending Schools that Use of Arts Learning Standards, by School Type



## Conclusion

The findings presented here, combined with the analyses shared in the [Supplement](#), show that even though progress continues to be made in increasing access to the arts in CPS, significant inequalities remain in the vision of providing a high-quality arts education to every student, in every grade, in every CPS school. Our findings are summarized in the table below.

	CSC Measures of Access	CSC Measures of Quality
<b>Student Race/Ethnicity</b>	Black students are most likely to be enrolled in schools that do not perform well on Access measures.	Black students are most likely to be enrolled in schools that do not perform well on Quality measures.
<b>School Enrollment</b>	Students attending Lower Enrollment schools are more likely than those in Higher Enrollment schools to experience arts programs that do not perform as well on Access measures.	There is not a consistent difference between what students attending Lower Enrollment and Higher Enrollment Schools receive.
<b>District/Non-District Managed</b>	Students enrolled in Non-District Managed schools are likely to experience arts programs that perform comparably to students attending Lower Enrollment schools (i.e., not as well as Higher Enrollment schools).	Students enrolled in Non-District Managed schools are more likely than students in any District-Managed schools to experience arts programs that do not perform well on these measures.

By presenting this information, we hope to ignite discussion and action among Chicago's arts education stakeholders in building city-wide systems of support to ensure programs, funding, and investments are equitably distributed and meet the needs of schools and students experiencing the greatest challenges and barriers to arts education access. The challenges the sector faces are complex; to make informed decisions, advocate for smart policy change, and reduce inequities that persist in arts education, we must continue to utilize data to obtain the clearest, most accurate picture of equity in arts education.

Use this data to take action. For some, this will mean developing organizational strategies, offering arts partnerships in schools that do not have any, or funding programs and arts organizations that can help close the gaps in arts access for Chicago's Black students and students attending schools with fewer arts resources. For others this will mean talking to school leaders and administrators, speaking up at Local School Council meetings about the importance of arts education, or supporting the hiring of arts teachers in schools that are under-staffed for the arts. For all, this means coming together to create the solutions needed to make access to arts education more equitable for Black students in Chicago Public Schools.

For a deeper dive into the methodology and data used to compile this Data Snapshot, [click here](#).

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