

## Supplement

### Notes on Methodology

In presenting these findings, we want to acknowledge that while the data we collect through artlook® is the most comprehensive source of information about arts education in CPS, no single source can describe everything there is to know about students' experiences. Many students who are enrolled in schools that are not performing well on the Creative Schools Certification may still be part of a rich arts culture and community outside of the classroom.

With that said, our focus in this report is on *inequities* in the arts education opportunities CPS students receive during the school day. Regardless of what out-of-school opportunities students receive, Ingenuity and CPS are committed to ensuring that every child has access to the arts, both in- and out-of-school.

It is important to remember that real students with unique knowledge, experiences, and cultures are represented in these data<sup>10</sup>. Schools and other arts education stakeholders are responsible for creating the arts education opportunities and access that students experience, not the students themselves. The gaps and inequities we present here are neither the responsibility of CPS' students nor any particular racial/ethnic demographic group. The District, its schools, and other arts education stakeholders in the sector—including ourselves—are the ones who bear responsibility for ensuring all students have access to a quality education in the arts.

We urge readers to focus on the big picture communicated in these data. Readers that review the Supplemental Figures will find examples in which the differences highlighted in this report are relatively small. For example, Figure 4 shows that 94% of the Black students attending Lower Enrollment Schools had partnerships, while the comparable number for White students is 98%. One might be tempted to conclude that the differences we highlight in this report are not *that* severe.

Such a conclusion would be misleading. Far more Black students are enrolled in Lower Enrollment Schools, which means that the 4% difference represents 834 Black students and only 49 White students. More broadly; this pattern of differences persists across multiple measures and when measuring the experience of Black students against students in any other racial/ethnic category. **The overall pattern is far more important to understanding that there is a problem than is the difference presented on any individual measure.**

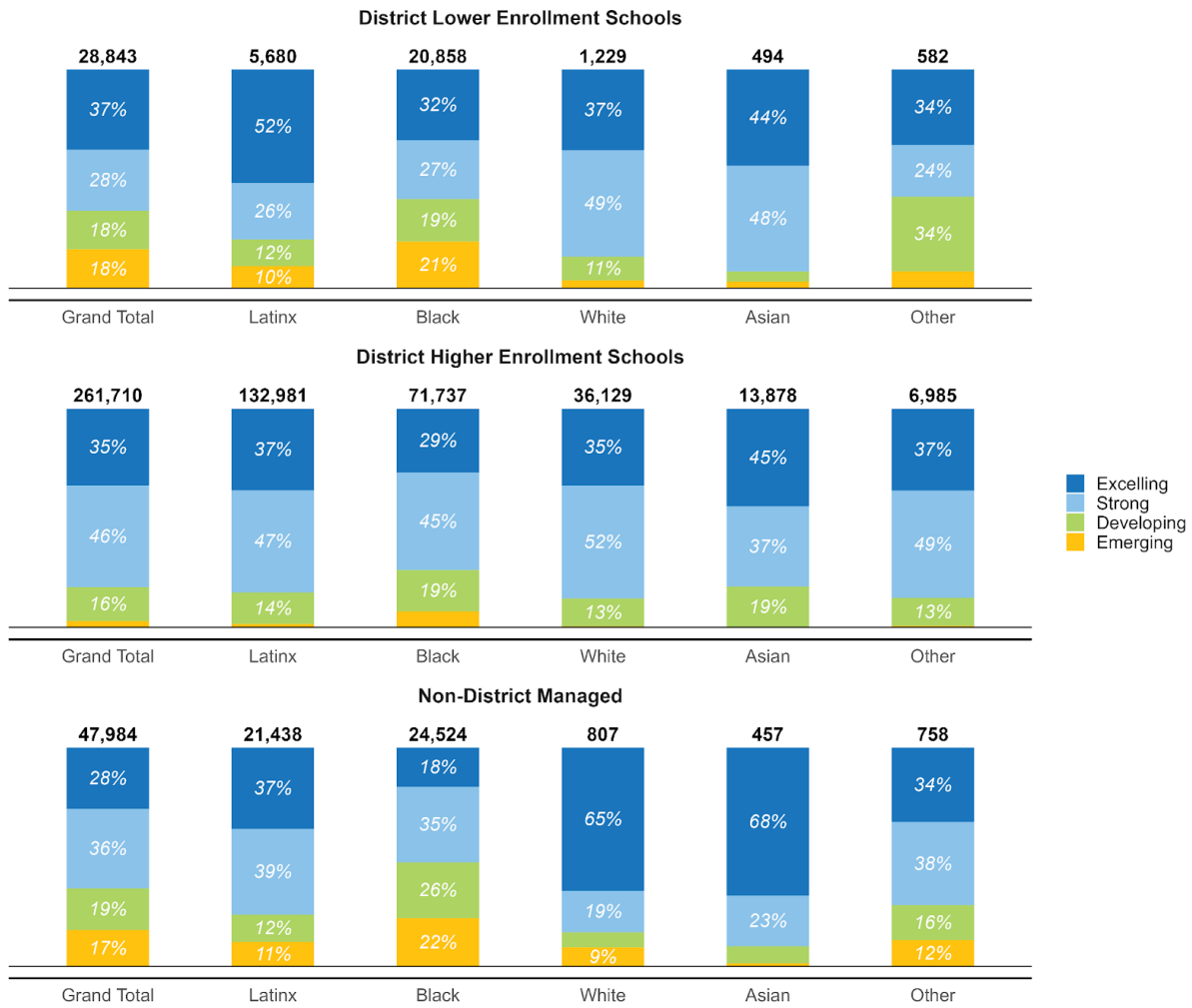
### Supplemental Figures

Figures S1-S12 provide summaries for every measure of the Creative Schools Certification (CSC), in relation to share of CPS students attending schools according to each metric, and by student demographic group and school type. The figures follow the same format as visualizations provided in the main body of the report, though the Grand Total bars are now placed alongside the bars for each racial/ethnic group. Numbers topping each bar represent the number of students.

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<sup>10</sup>See, for example, <https://edtrust.org/the-equity-line/questioning-deficit/>.

Figure S1: Share of CPS Students Attending Excelling, Strong, Developing, and Emerging Arts Programs, by Student Demographic and School Type



# DATA SNAPSHOT

Figure S2: Share of CPS Students Attending Schools Rated as Excelling, Strong, Developing, and Emerging on the CSC Staffing measure, by Student Demographic and School Type

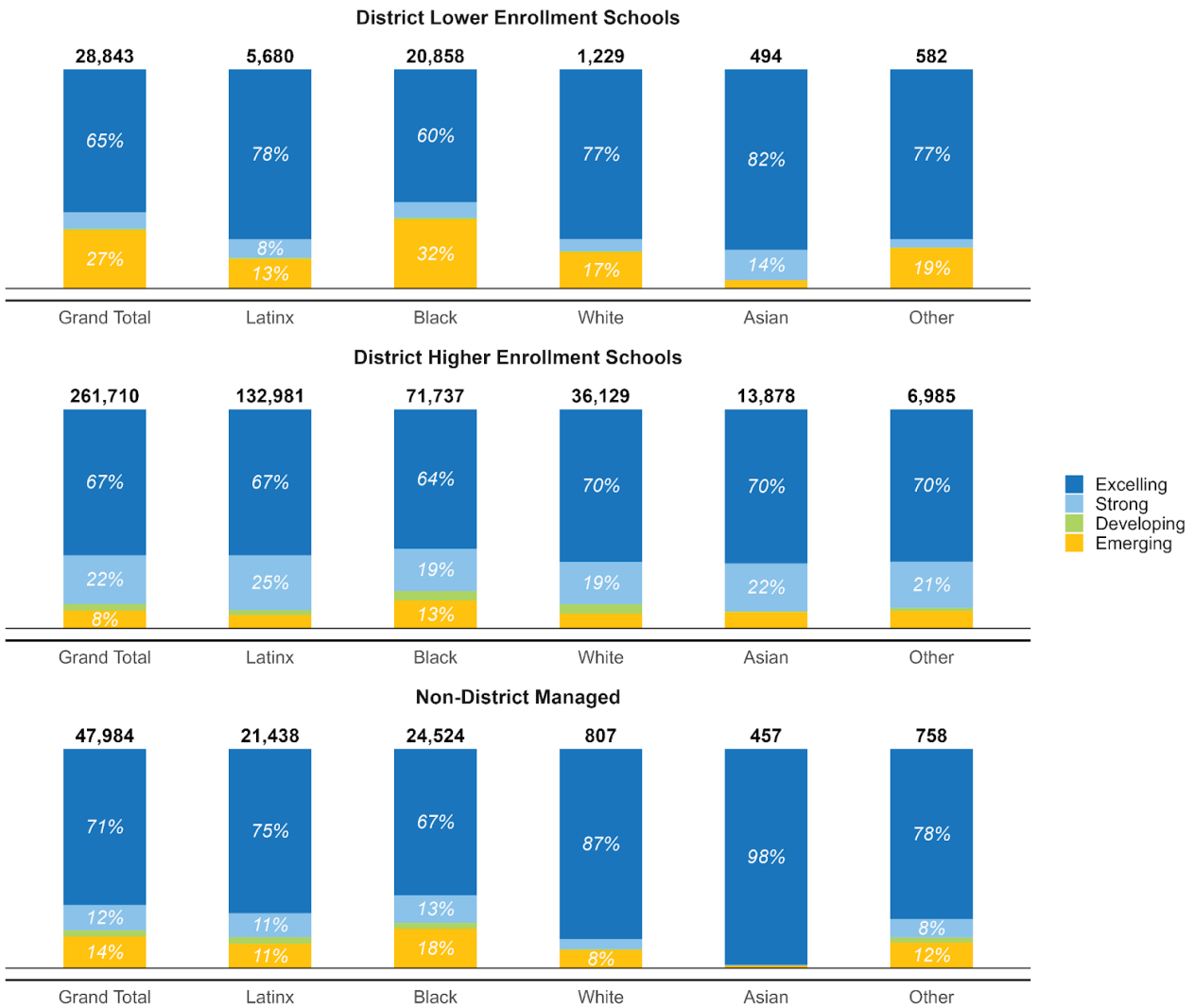


Figure S3: Share of CPS Students Attending Schools Rated as Excelling, Strong, Developing, and Emerging on the CSC Minutes of Instruction Measure, by Student Demographic and School Type

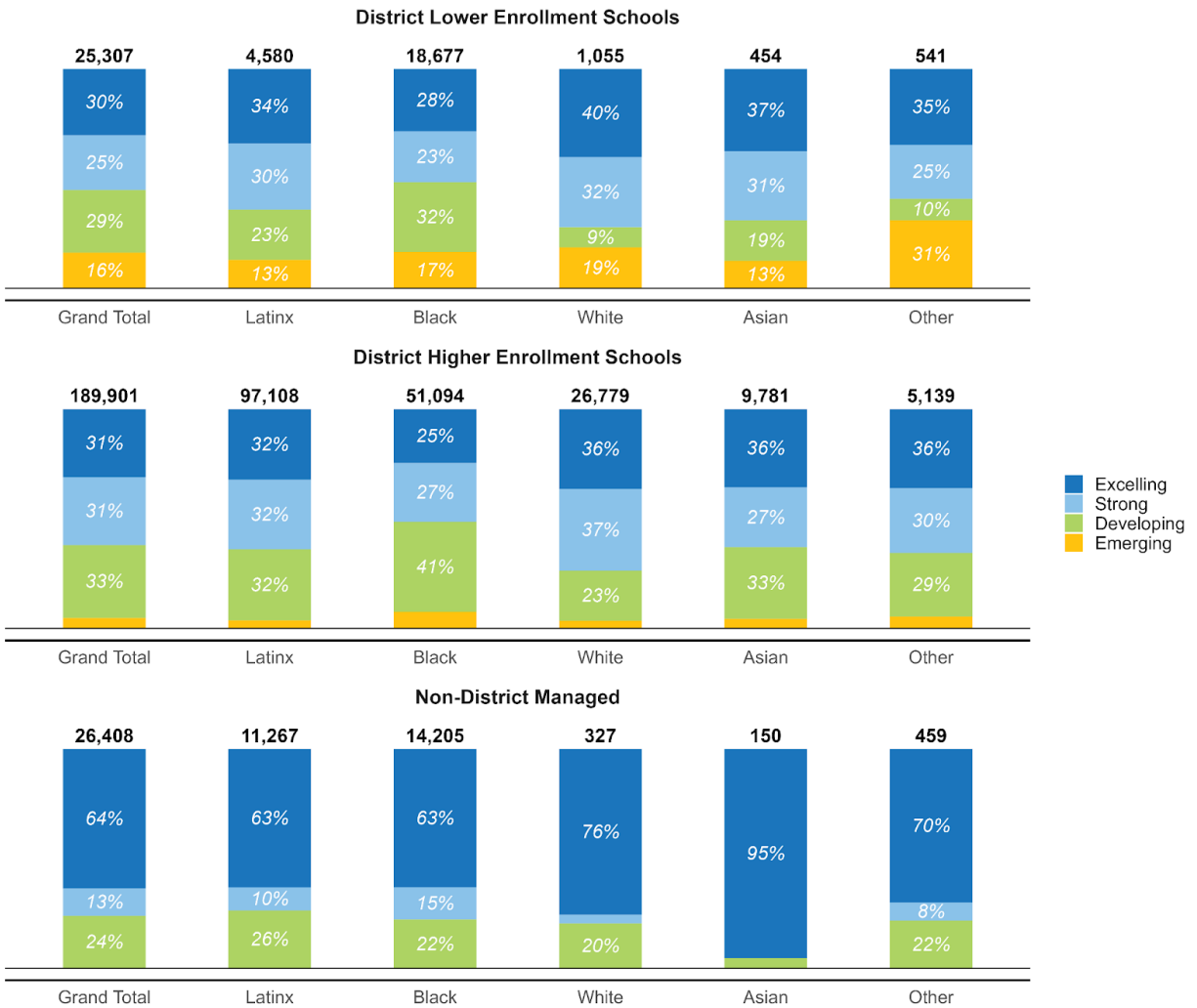


Figure S4: Share of CPS Students Attending Schools Rated as Excelling, Strong, Developing, and Emerging on the CSC Percent Access Measure, by Student Demographic and School Type

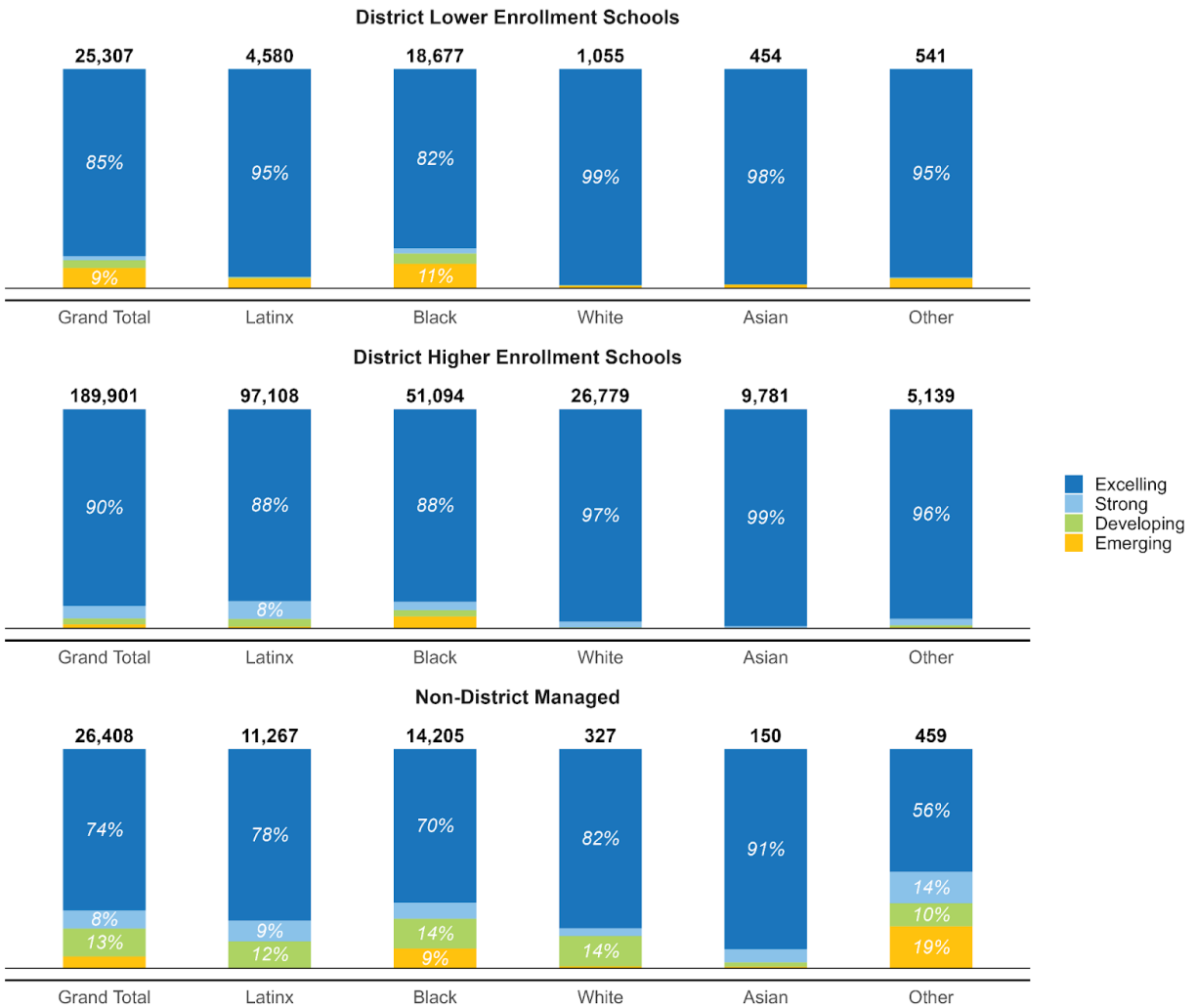


Figure S5: Share of CPS Students Attending Schools Rated as Excelling, Strong, Developing, and Emerging on the CSC Disciplines & Depth Measure, by Student Demographic and School Type

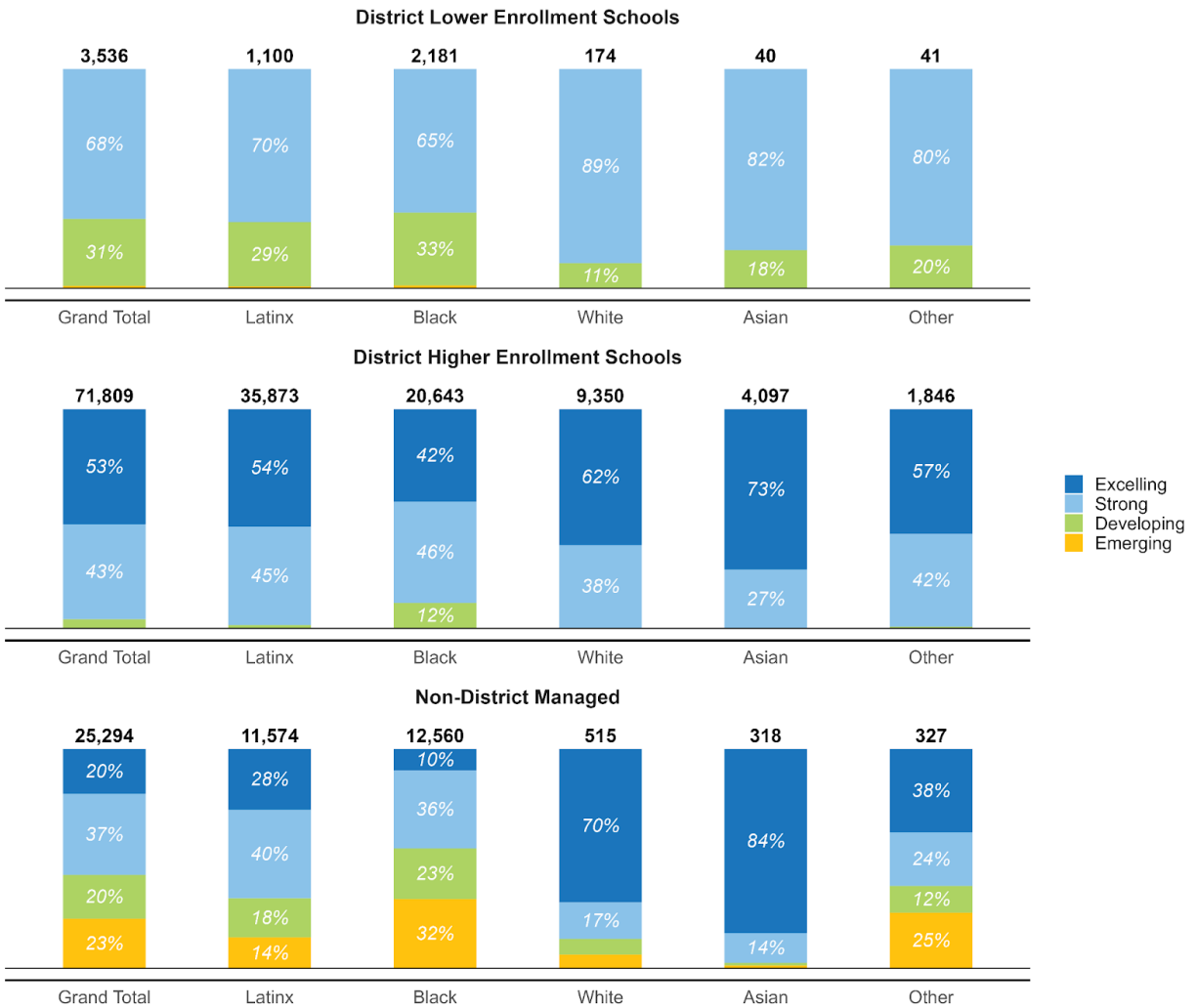
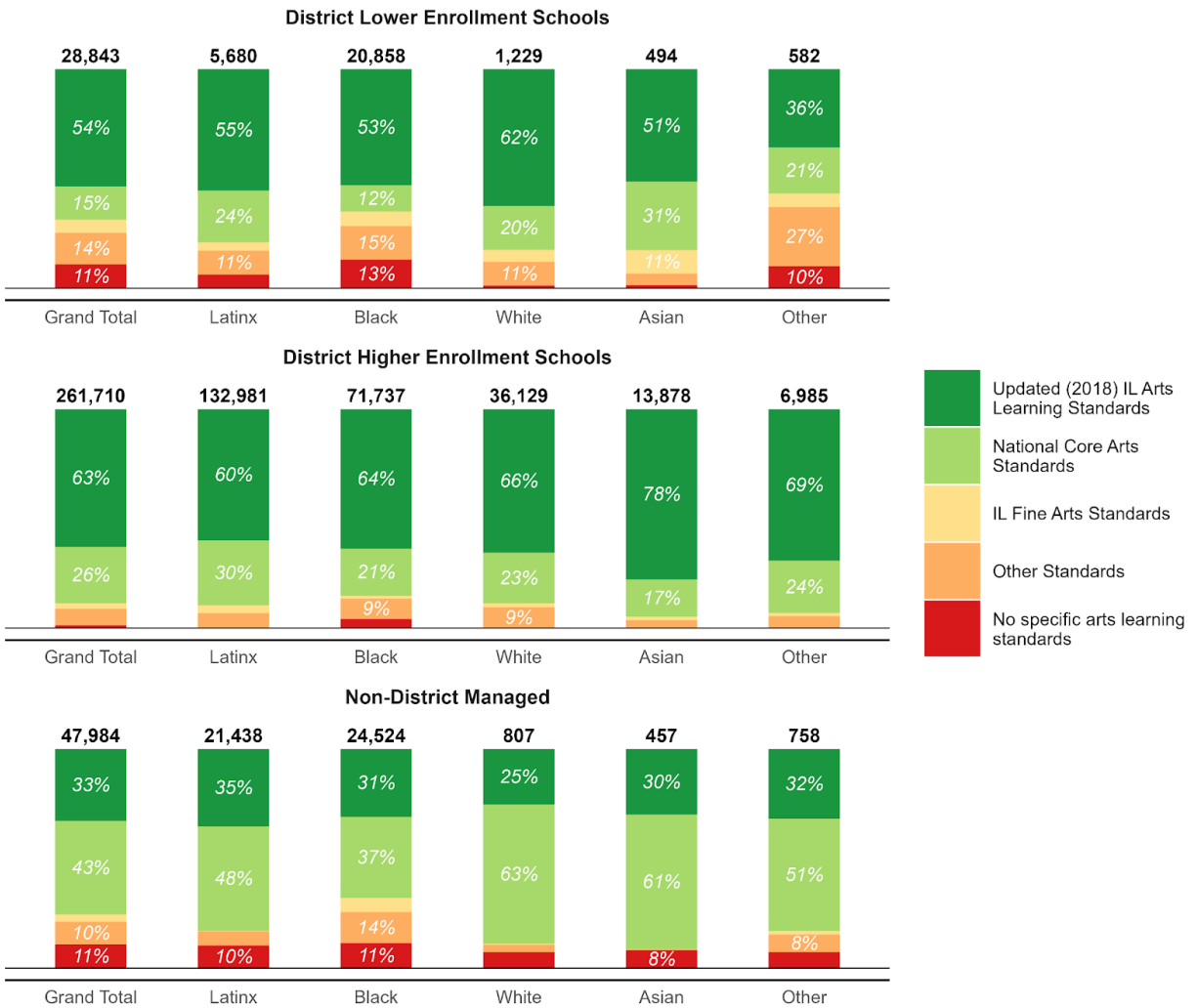


Figure S6: Share of CPS Students Attending Schools on the CSC Measure of Usage of Arts Learning Standards Measure, by Student Demographic and School Type



# DATA SNAPSHOT

Figure S7: Share of CPS Students Attending Schools on the CSC Measure of Arts Inclusion in School Governance, by Student Demographic and School Type

Note that there was a coding error in the 2019-20 survey that required all respondents to select at least one option on the governance question. This error was corrected for in the 2020-21 survey.

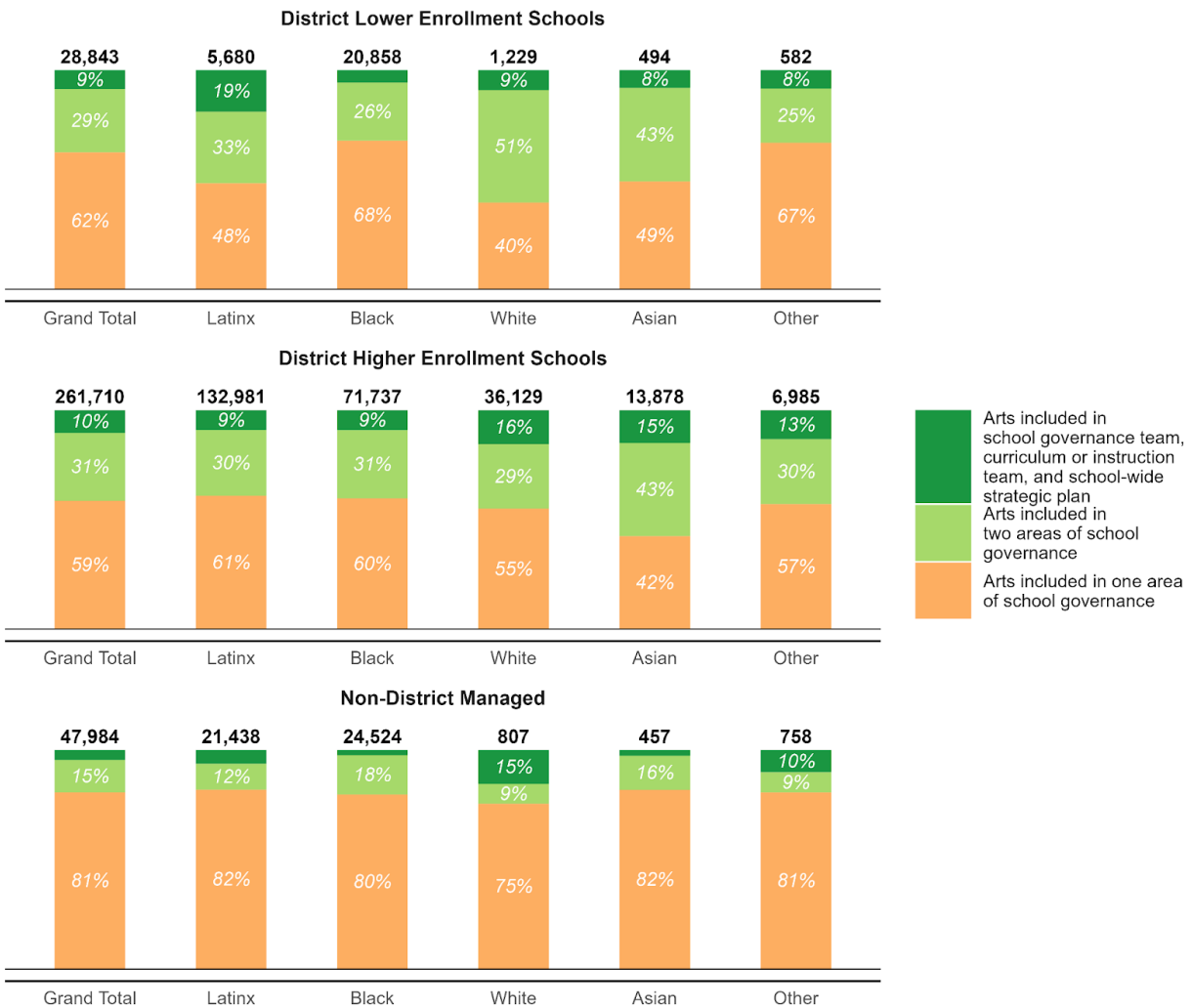




Figure S8: Share of CPS Students Attending Schools on the CSC Measure of Budget, by Student Demographic and School Type

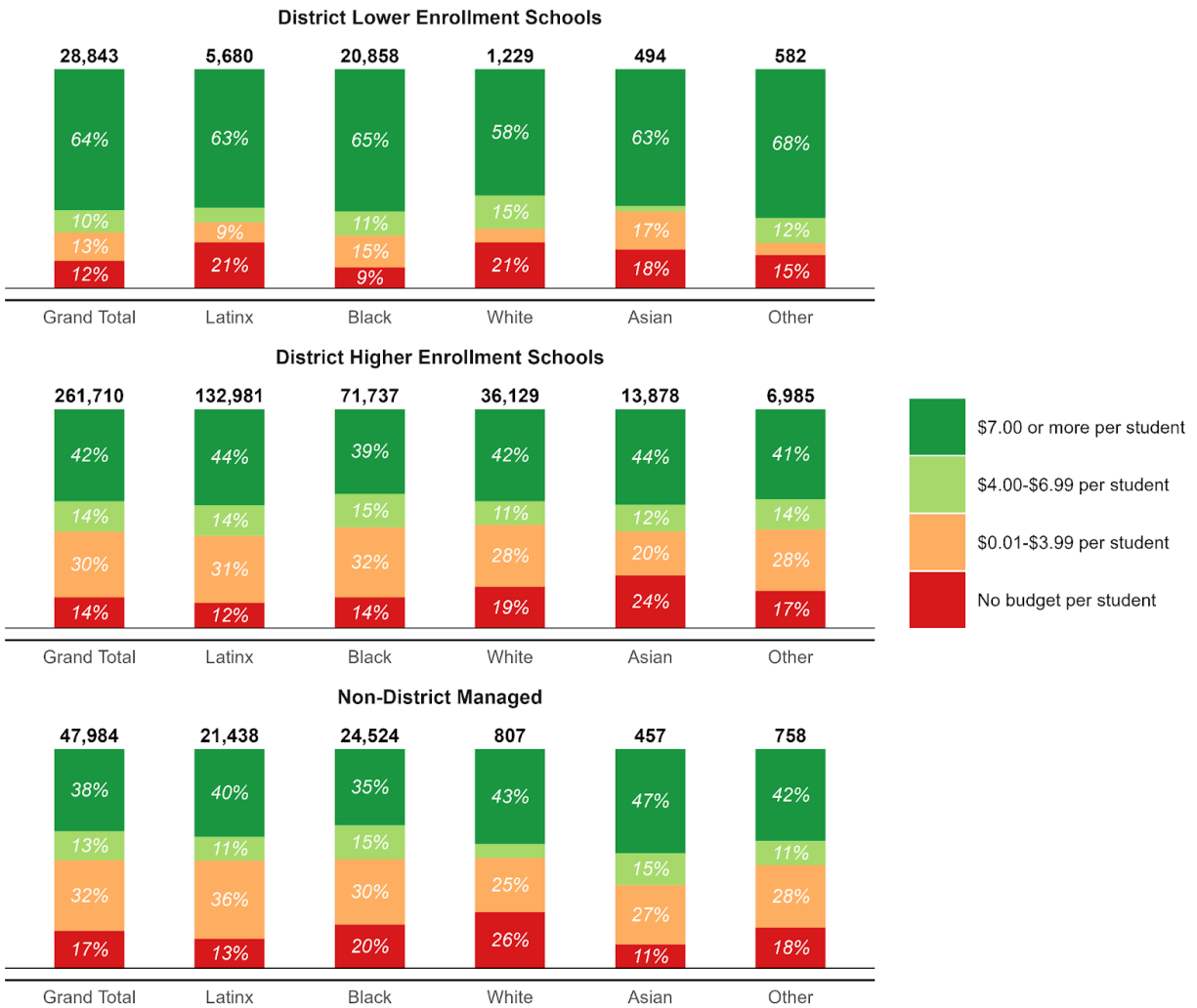


Figure S9: Share of CPS Students Attending Schools that had Arts Partnerships, by Student Demographic and School Type

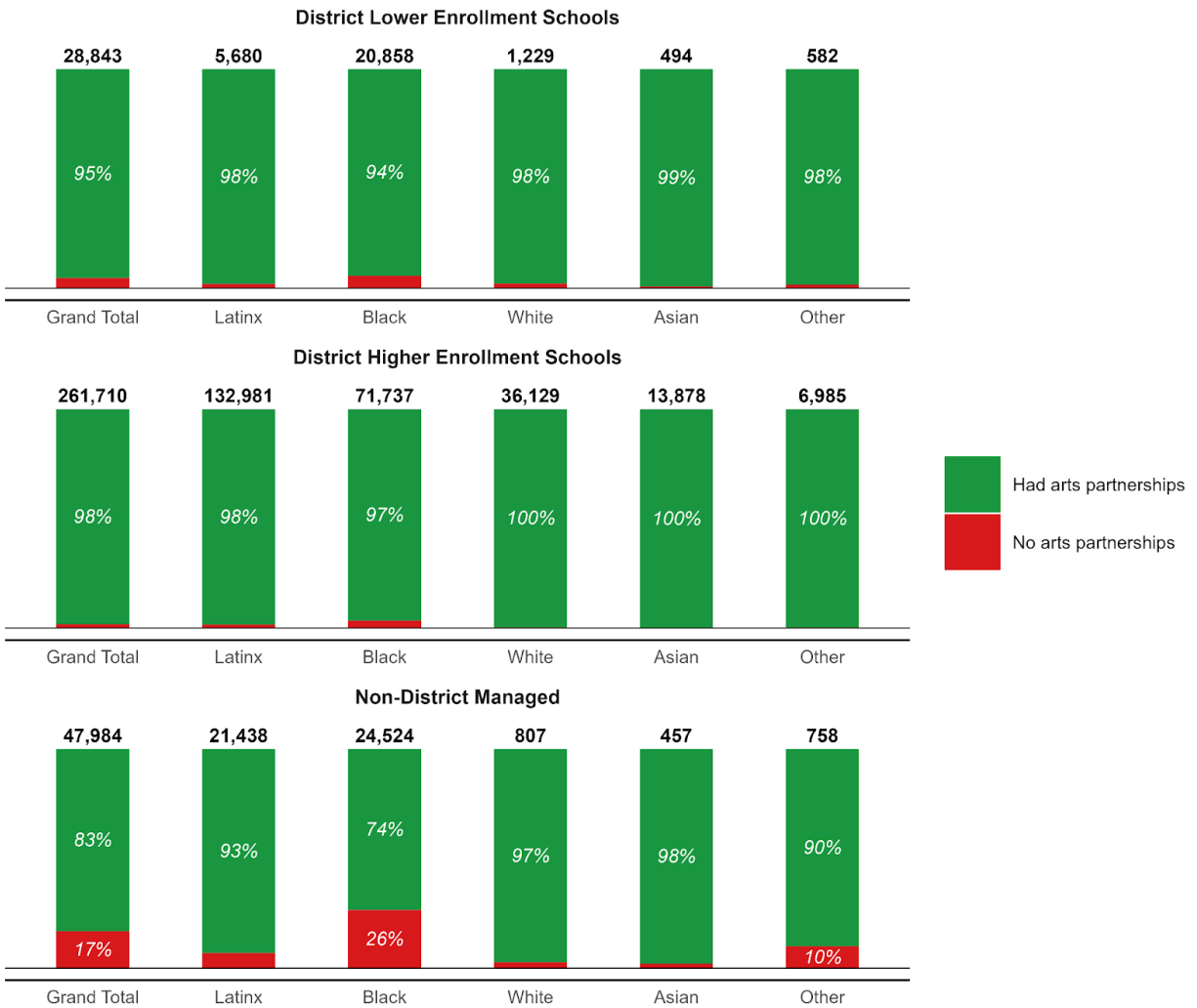


Figure S10: Share of CPS Students Attending Schools that had Professional Learning, by Student Demographic and School Type

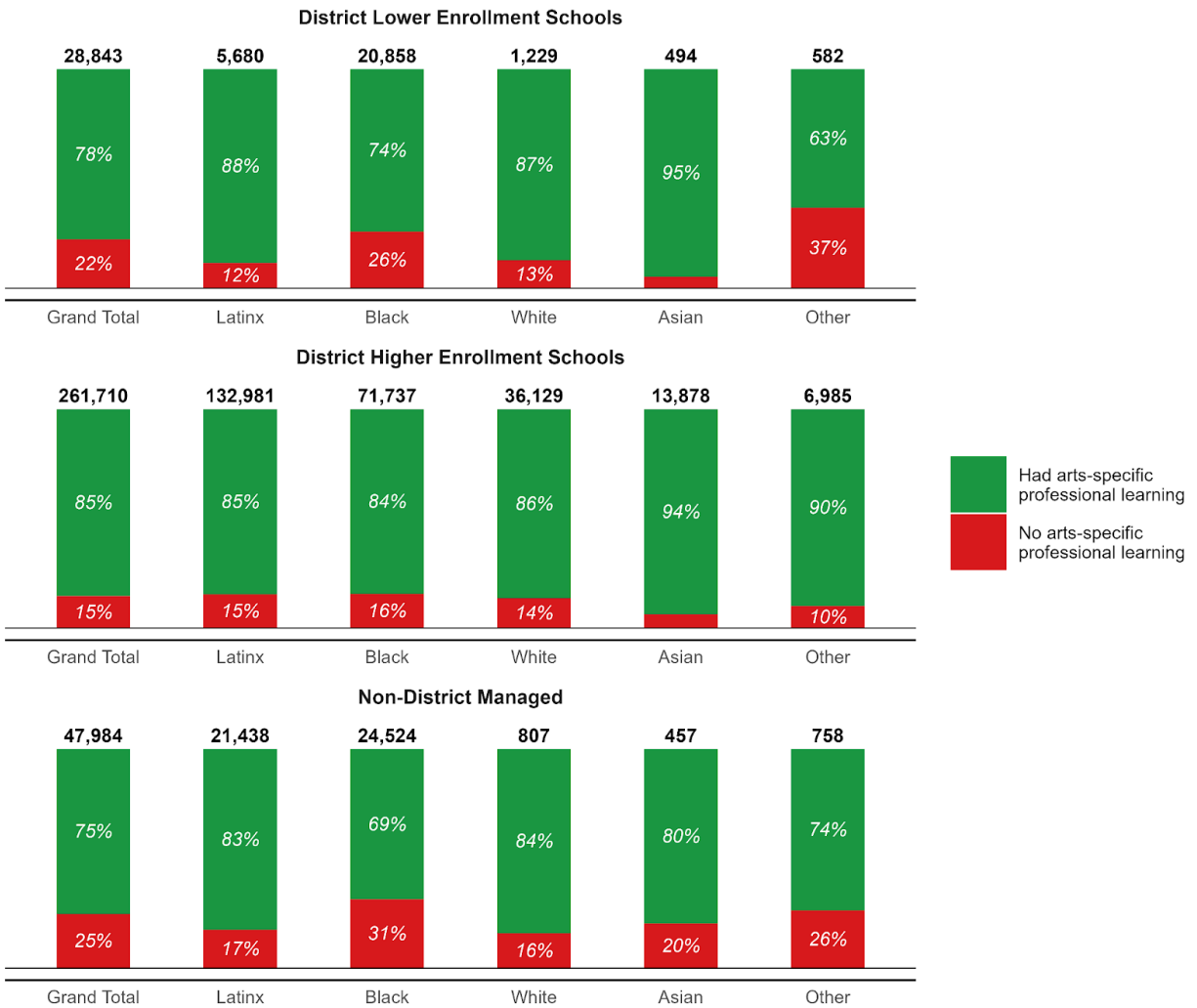


Figure S11: Share of CPS Students Attending Schools that had Parent/Community Engagement, by Student Demographic and School Type

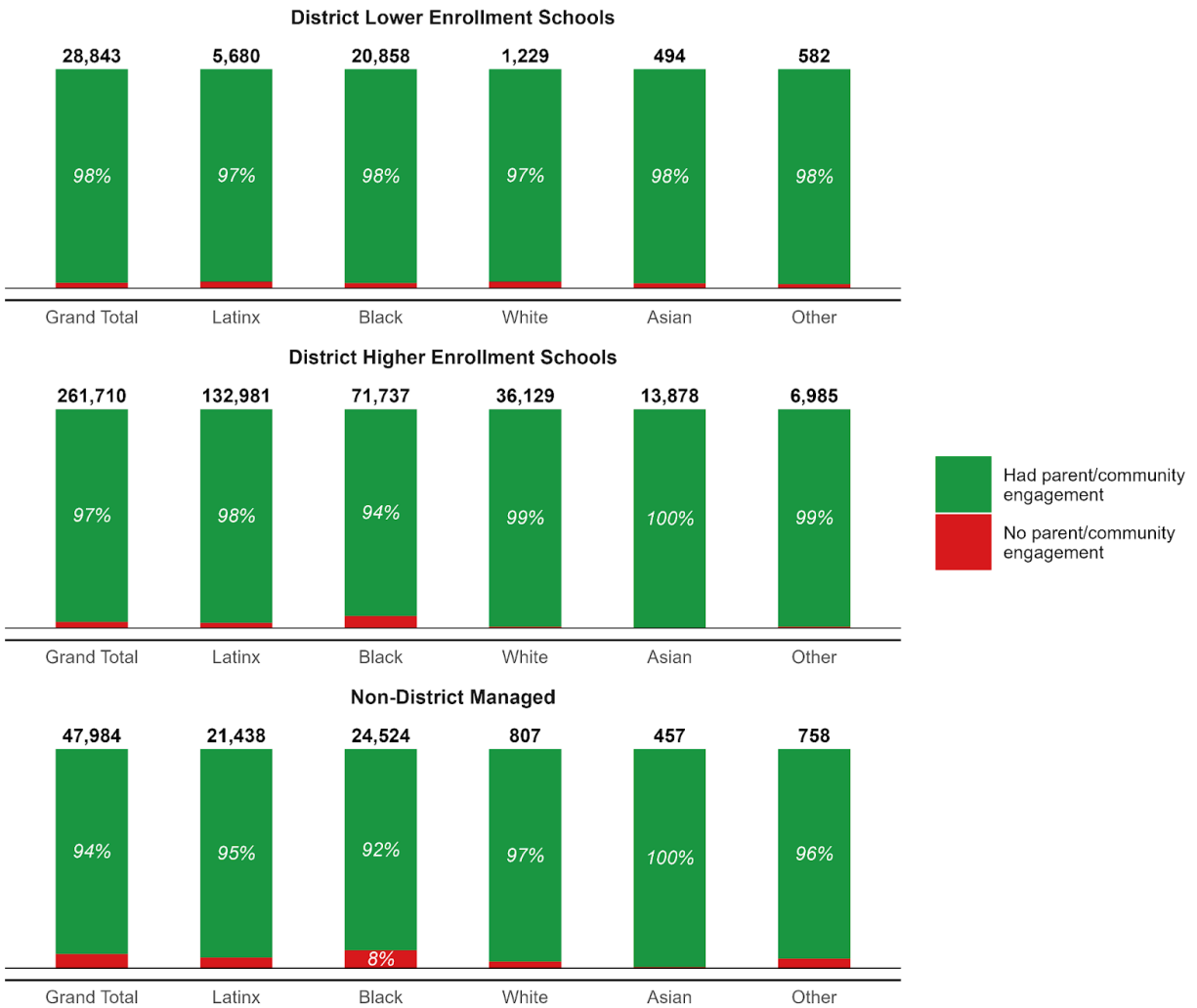


Figure S12: Share of CPS Students Attending Schools on the CSC Measure of Instructional Approaches, by Student Demographic and School Type

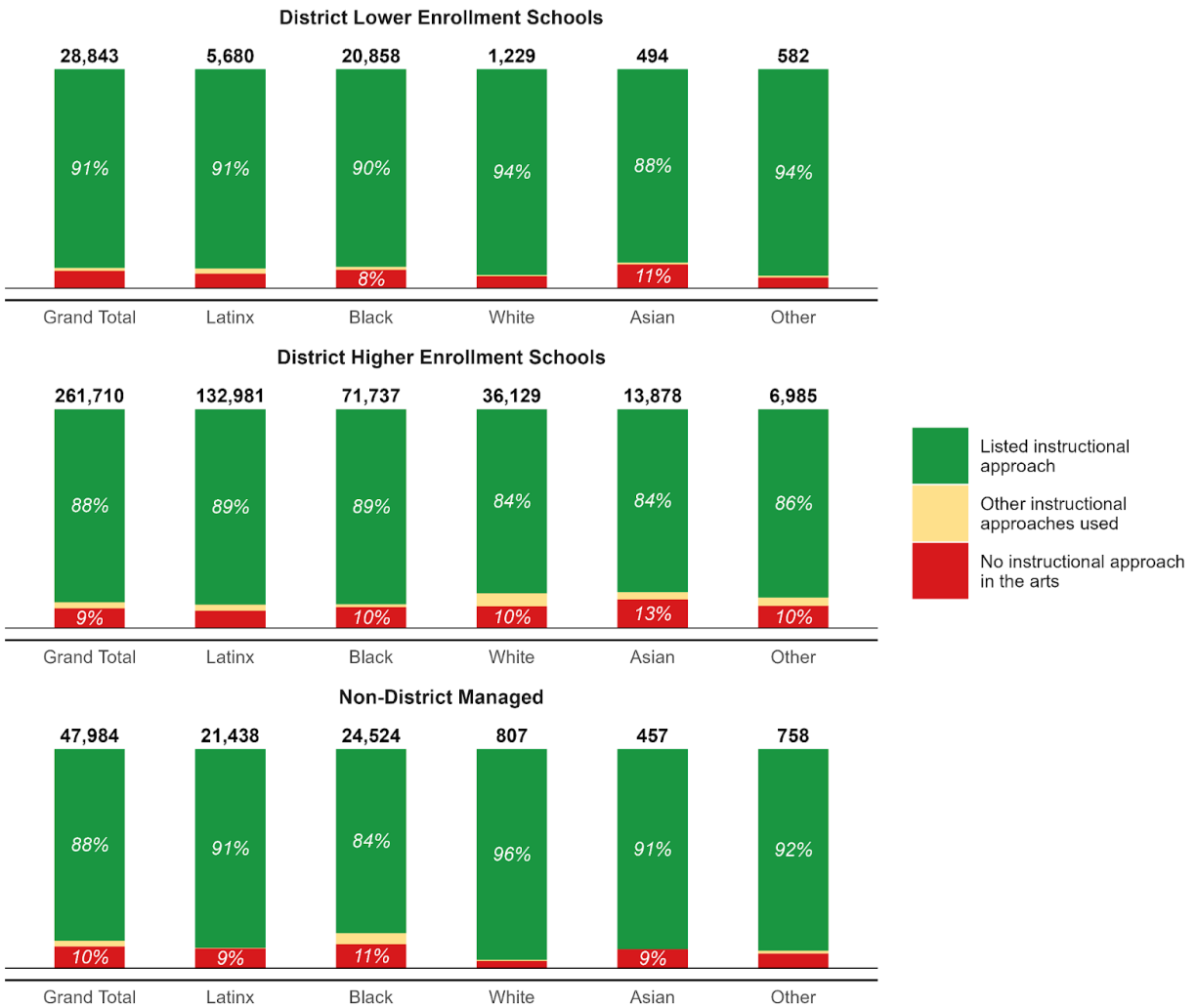
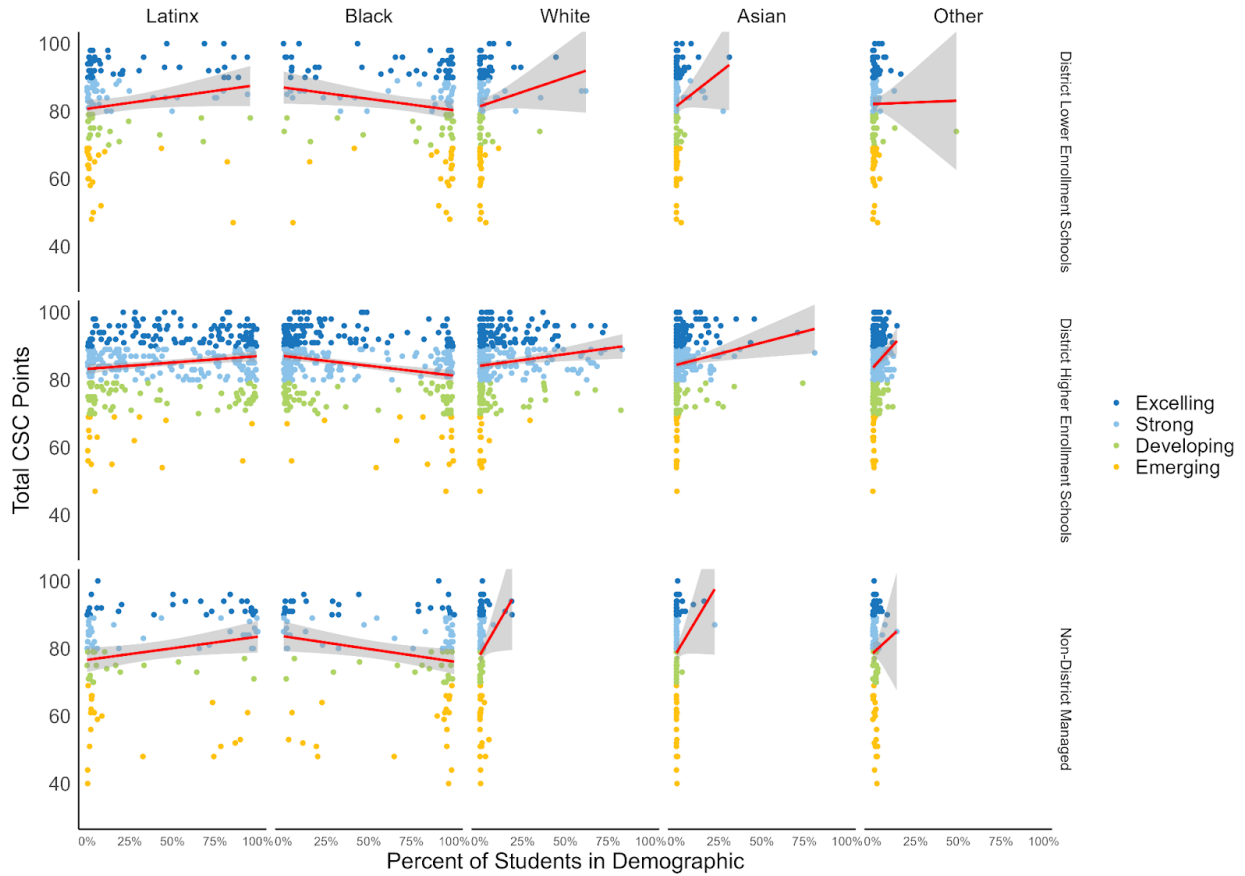


Figure S13: Creative Schools Certification Score by Share of CPS Students in Demographic Group, by School Enrollment and Type



*Table S1: Regression Summaries*

*Model 1: Total CSC Points ~ Percentage of Latinx Students + Enrollment + Category + Governance*

Variable	Coefficient Estimate	Standard Error	p-value
Intercept	80.83	0.80	0
Percentage of Latinx students (on scale 0-100)	0.043	0.012	0.00038
Enrollment	0.0032	0.0011	0.0038
Category - high school (base line: elementary school)	-0.61	1.06	0.57
Governance - Non-District Managed (base line: District-Managed)	-4.61	1.20	0.00014

*Model 2: Total CSC Points ~ Percentage of Black Students + Enrollment + Category + Governance*

Variable	Coefficient Estimate	Standard Error	p-value
Intercept	85.75	1.06	0
Percentage of Black students (on scale 0-100)	-0.057	0.011	0
Enrollment	0.0019	0.0012	0.098
Category - high school (base line: elementary school)	-0.14	1.06	0.89
Governance - Non-District Managed (base line: District-Managed)	-4.24	1.19	0.00038

*Model 3: Total CSC Points ~ Percentage of White Students + Enrollment + Category + Governance*

Variable	Coefficient Estimate	Standard Error	p-value
Intercept	81.51	0.77	0
Percentage of White students (on scale 0-100)	0.070	0.028	0.013
Enrollment	0.0037	0.0011	0.00079
Category - high school (base line: elementary school)	-0.45	1.07	0.68

# DATA SNAPSHOT

Governance - Non-District Managed (base line: District-Managed)	-4.03	1.22	0.0010
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Model 4: Total CSC Points ~ Percentage of Asian Students + Enrollment + Category + Governance

Variable	Coefficient Estimate	Standard Error	p-value
Intercept	81.69	0.76	0
Percentage of Asian students (on scale 0-100)	0.14	0.054	0.010
Enrollment	0.0038	0.0011	0.00054
Category - high school (base line: elementary school)	-0.59	1.07	0.58
Governance - Non-District Managed (base line: District-Managed)	-4.18	1.21	0.00058

Model 5: Total CSC Points ~ Percentage of Other Students + Enrollment + Category + Governance

Variable	Coefficient Estimate	Standard Error	p-value
Intercept	81.41	0.80	0
Percentage of Other students (on scale 0-100)	0.24	0.13	0.071
Enrollment	0.0042	0.0011	0.00012
Category - high school (base line: elementary school)	-0.58	1.07	0.58
Governance - Non-District Managed (base line: District-Managed)	-4.34	1.21	0.00036