

# SY22-23\* DC ARTS & HUMANITIES EDUCATION DATA

Compiled by District Data Initiative over the past year to better illustrate the current landscape of our community of practice.

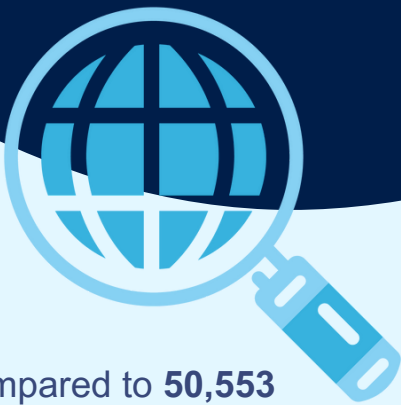
# 105,162

## DCPS\* & DCPCS\* Participations in Arts & Humanities Learning Experiences

This count was reported by 18 organizations and 6 teaching artist/practitioners (TAPs\*) in the Collective Impact Survey (CI survey\*) and may include repeat participations of public school students.

Compared to 50,553 students enrolled in DC Public Schools and 46,820 total students enrolled in DC public charter schools in SY22-23, according to OSSE\*.

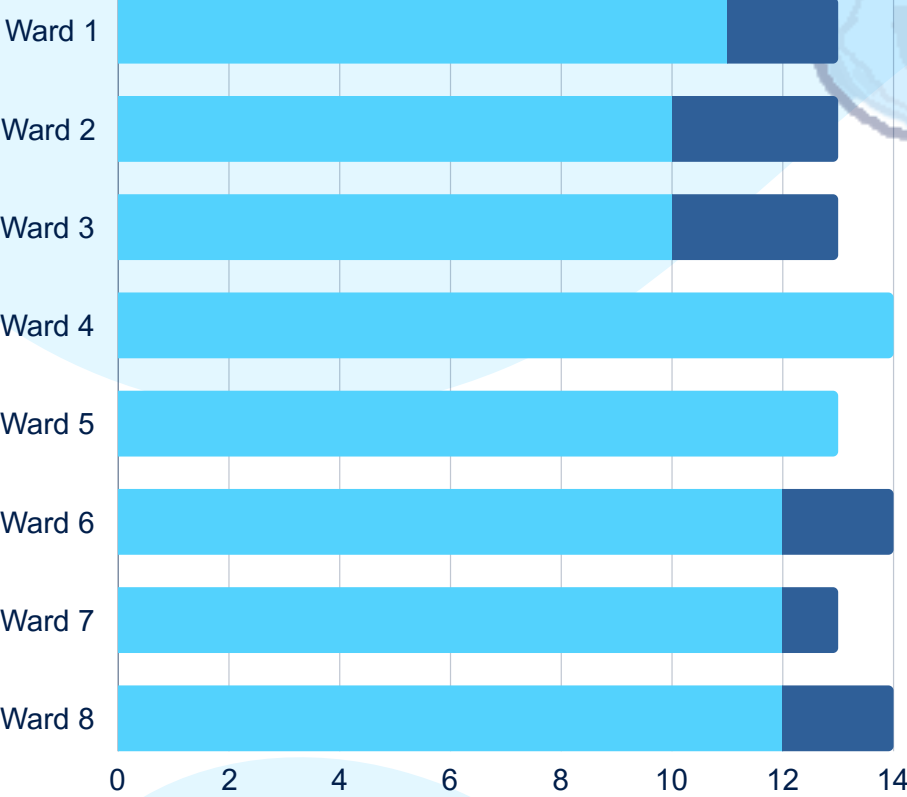
\*for definitions, clarifications, and sources, see final page



## Ward 4 schools were reached most frequently by organizations

14 out of 18 organization respondents reported that they serve Ward 4 (77.38%). More teaching artists who responded serve Wards 2 and 3 than others—but overall, it's an even distribution of reach across wards.

Organizations Teaching Artists

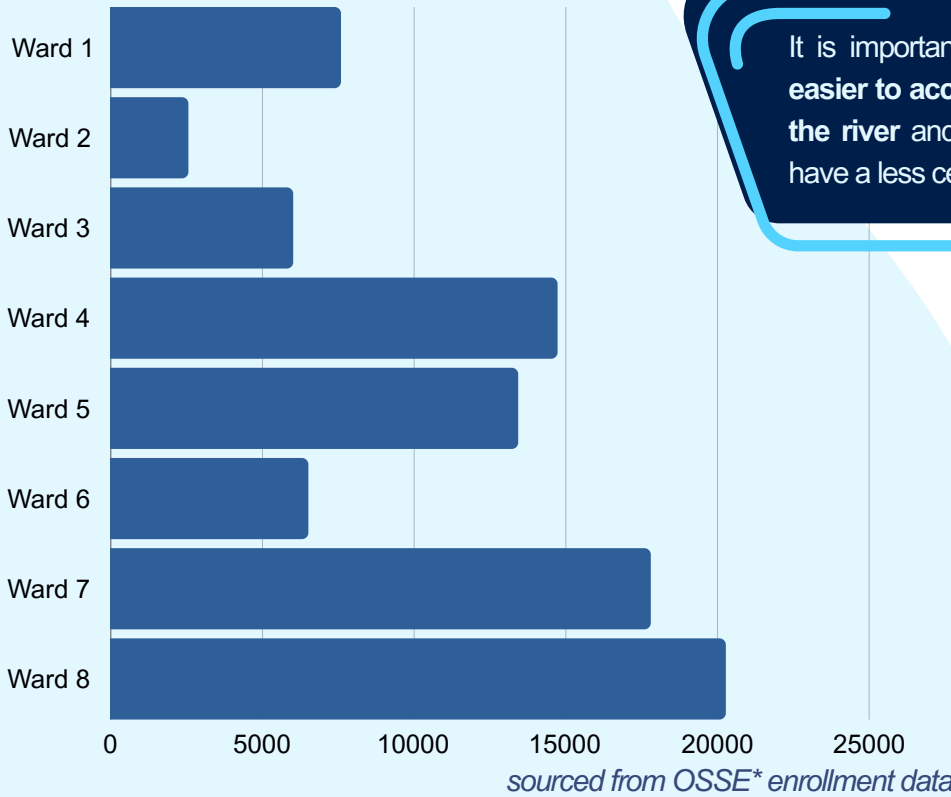


Count of program providers who serve each ward (above), and the count of total students enrolled by ward (below) during SY22-23.

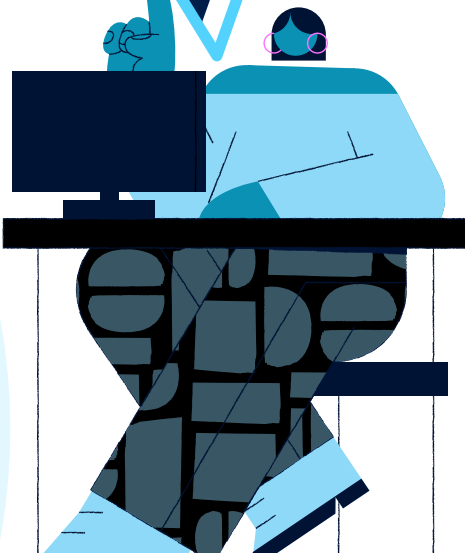
## Wards 7 and 8 outpace student enrollment in other wards

Wards 7 and 8 represent almost half (42.8%) of all DC public school student enrollment.

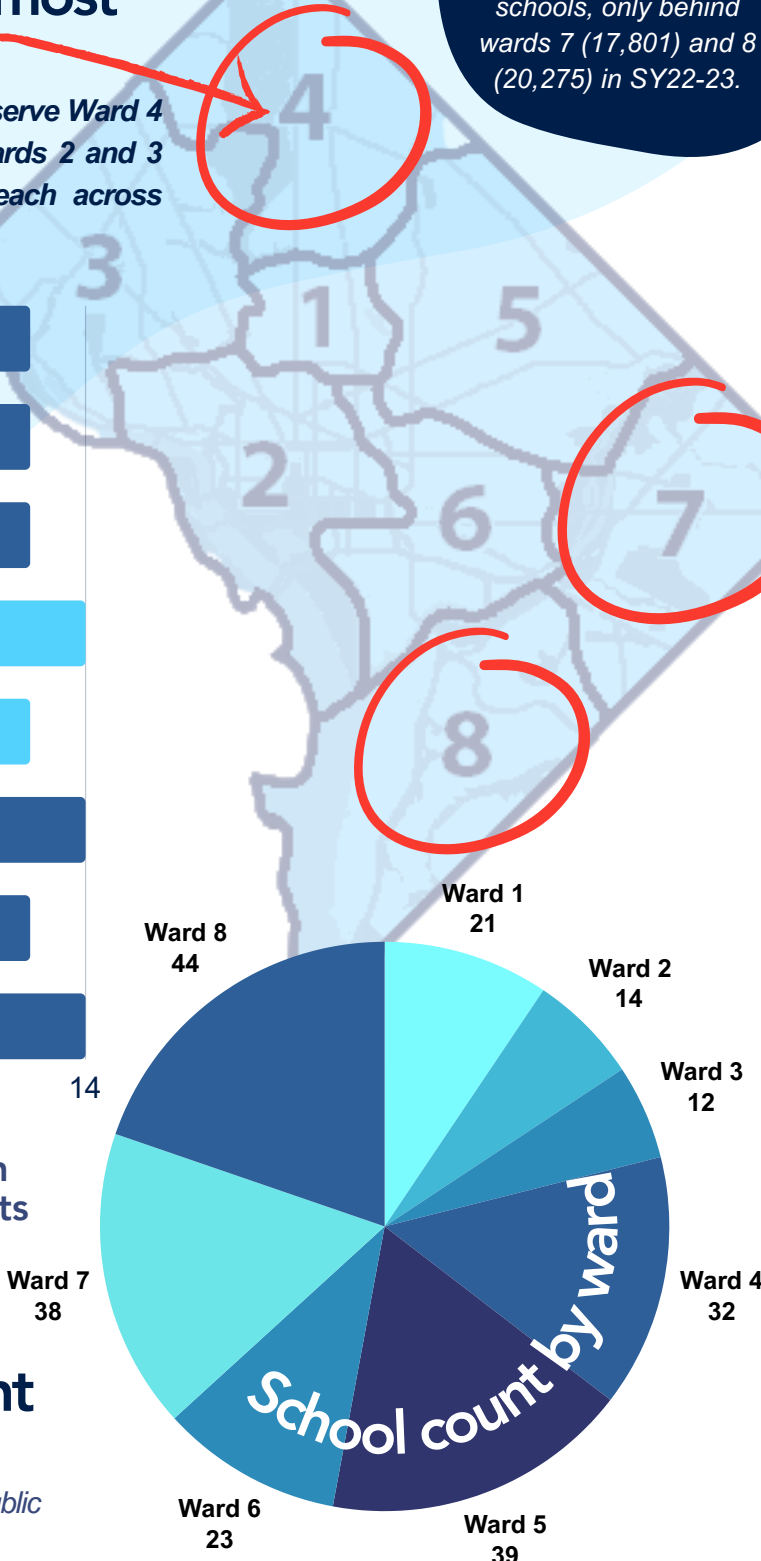
Total students enrolled



It is important to remember in reach statistics that it is easier to access arts experiences for students west of the river and that students in charter schools in Ward 5 have a less centralized system of access to programming.

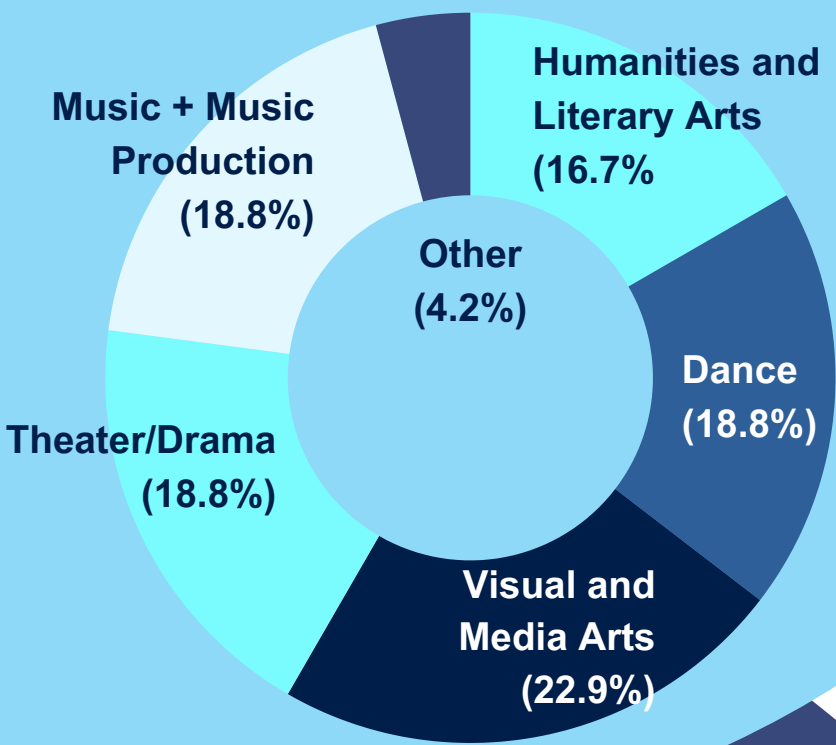


Ward 4 had 14,728 public students enrolled across 16 public and 16 public charter schools, only behind wards 7 (17,801) and 8 (20,275) in SY22-23.



# Disciplines Offered

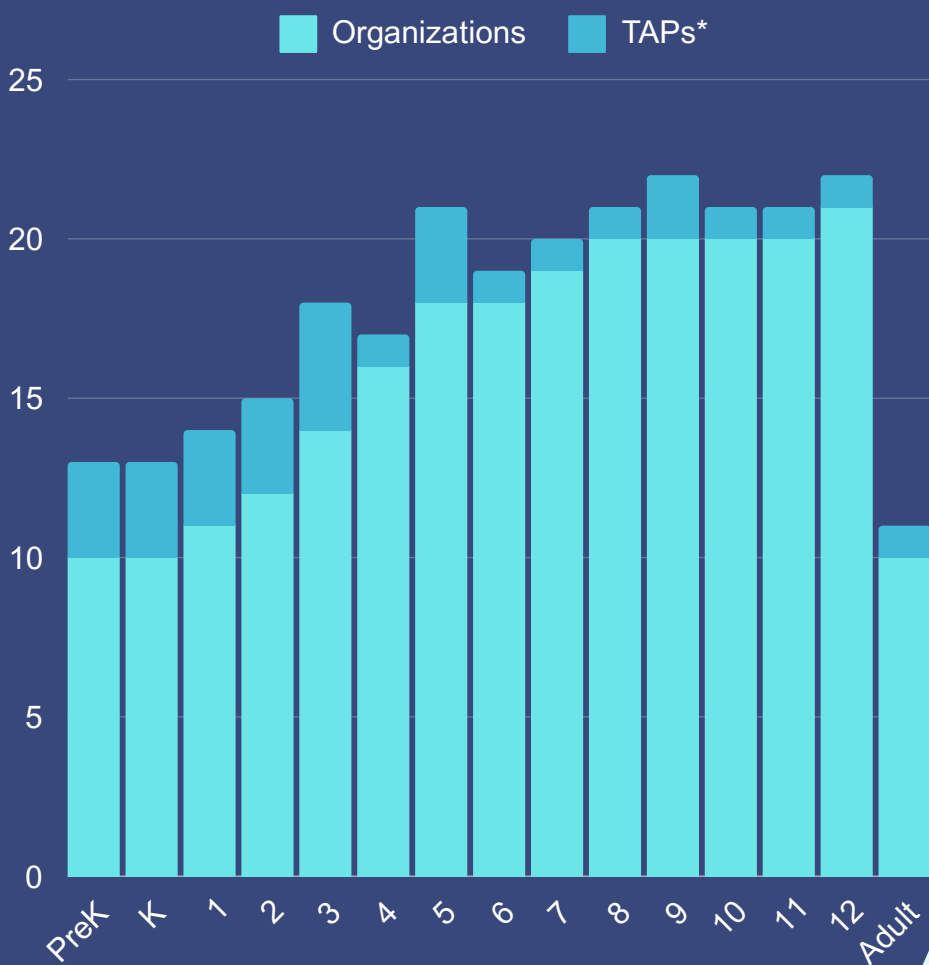
by SY22-23 Collective Impact Survey respondents



Our respondents more often report serving middle- to high- school aged students, which could be due to more curriculum connections in content at that age level, a more flexible schedule then, or that elementary schools may have more access to arts and humanities programming in-school.

# Grade levels served

by SY22-23 Collective Impact Survey respondents

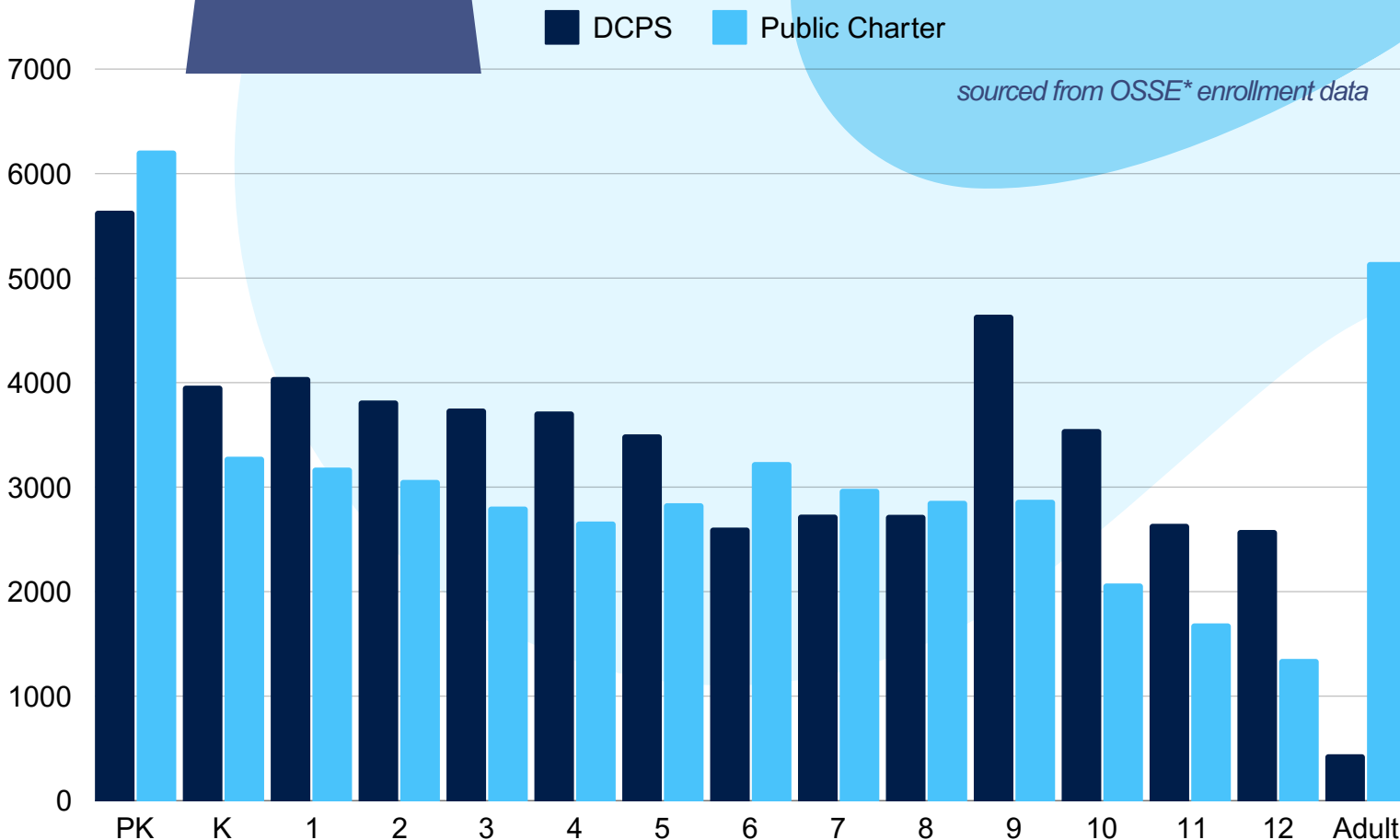


For more information on **student demographics by age level**, check out [EdScape's](#) web pages on enrollment.

Overall enrollment numbers in DC have been rising steadily since the pandemic\*, but data shows that enrollment is at its highest for PreK to middle, with lower rates in 9th grade and above.

# Enrollment in DC public schools, by grade level

sourced from OSSE\* enrollment data



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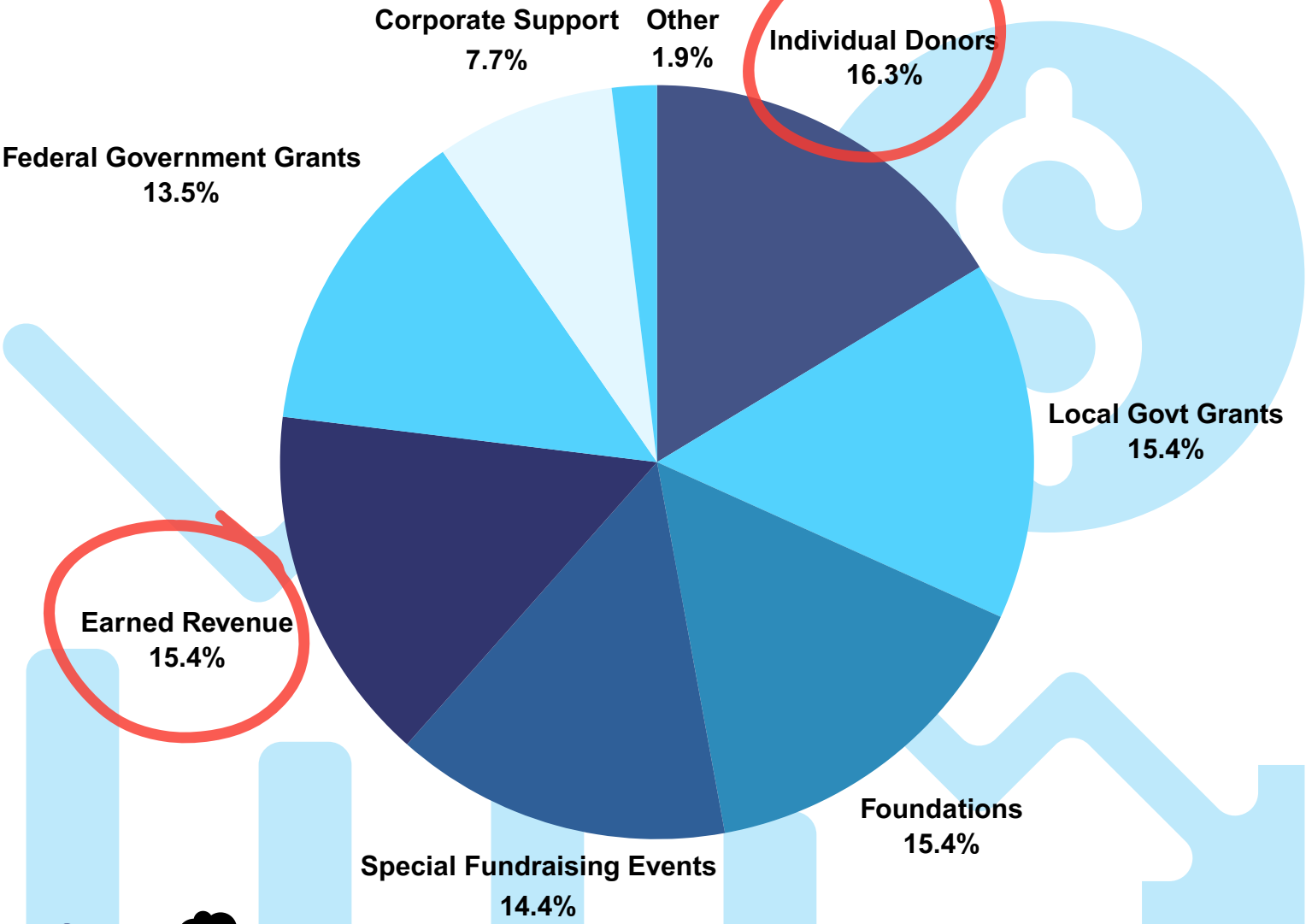
Reported overall budgets ranged from \$1,000 to \$77,000,000

This representative sample highlights the **immense difference** between an **individual** practitioner and an established **organization**.



## Funding Sources

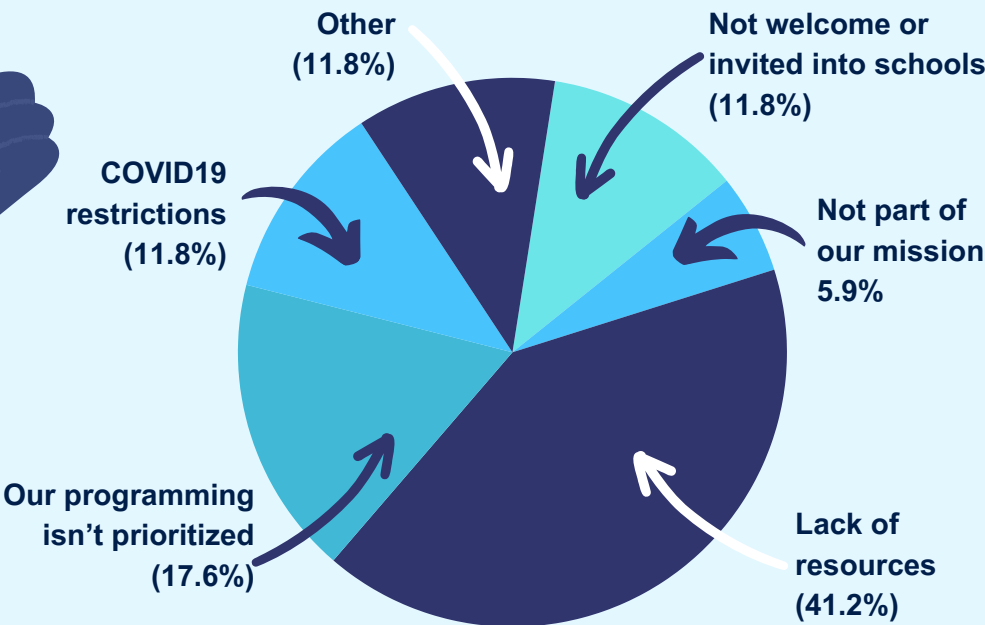
The chart below shows the percentage of survey respondents who indicated each funding source. The most common being Individual Donors, Grants (local government and federal), Foundations, and Earned Revenue.



The above chart shows a notable trend towards grassroots funding, and supports what we have all been experiencing: since pandemic aid ended, grants have been harder to acquire.

78% of respondents stated there are frequent barriers to providing in-school programming

## Barriers to in-school programming\*\*



\*\*as reported by collective impact survey respondents SY22-23



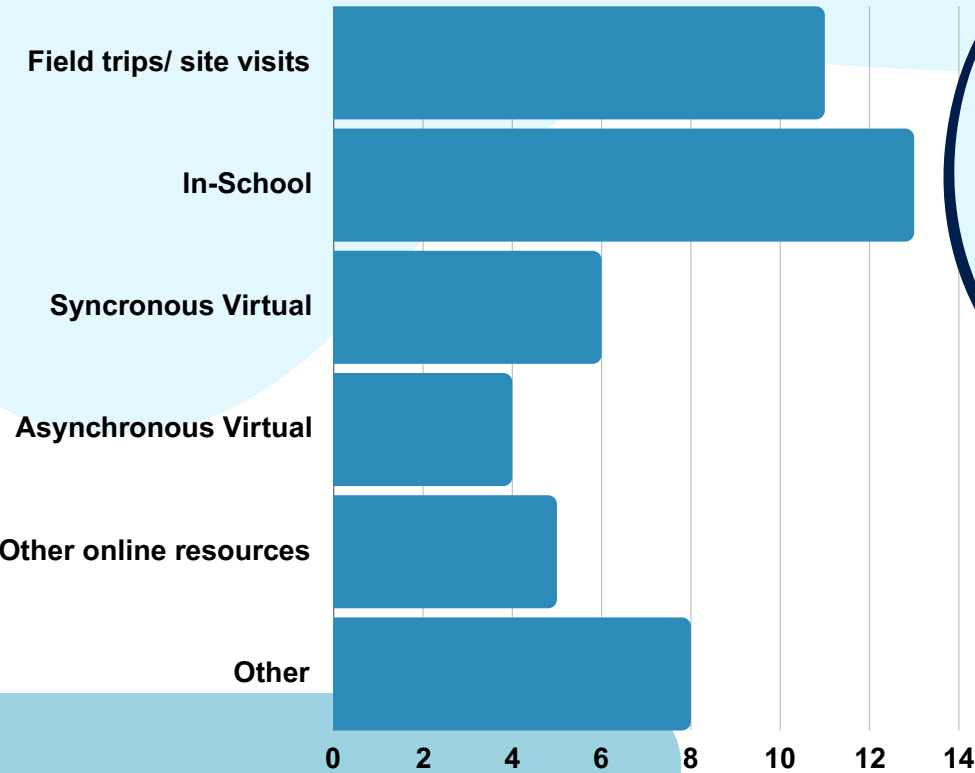
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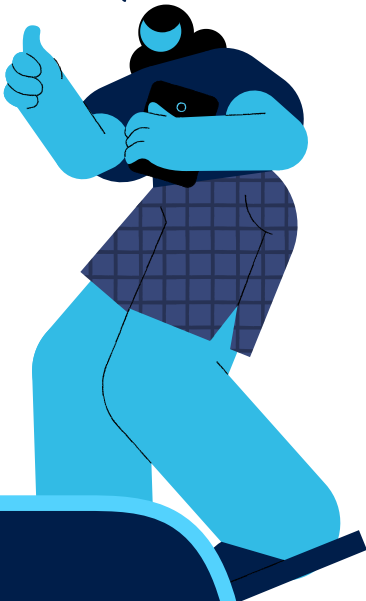
# How was your education programming delivered?

by SY22-23 Collective Impact Survey respondents



The pandemic made virtual options more mainstream, but they're steadily being replaced by in-person programming.

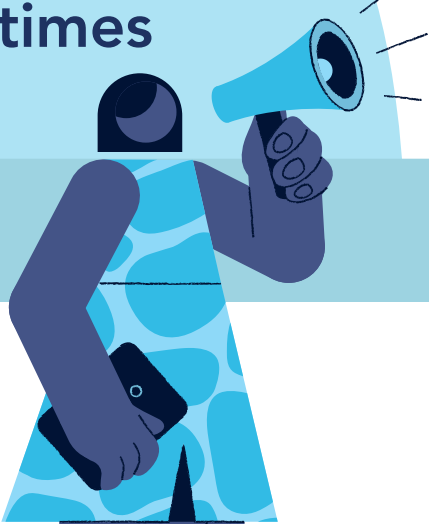
For COVID19 recovery statistics in our sector, check out [DDI's infographic](#)



## Cumulative Arts Experiences

**83%**  
of program providers offer multi-class experiences

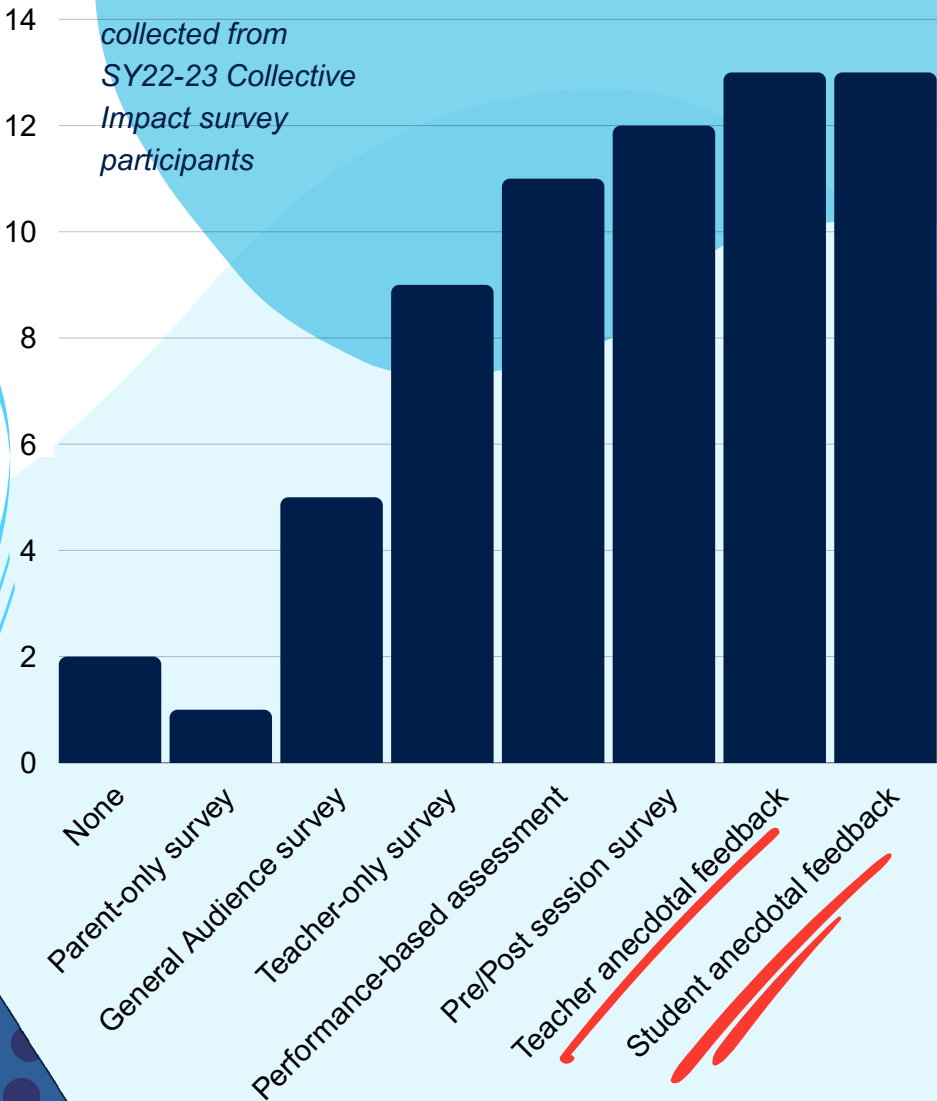
**58%**  
of program providers who do multi-class, meet with those students more than four times



Cumulative credits in the arts are consistently associated with reduced dropout\*. In SY22-23, **60% of high school students were chronically absent\*\***, and DC ranked in the bottom third of graduation rates by state at only **76%\*\*\***.

Thomas. M. K., Singh, P. & Klopfenstein, K. (2015)\*  
DC Policy Center\*\*, DC Policy Center\*\*\*

## How do you evaluate student learning?



Empirical impact measurement in the arts does not exist in the same way it does in STEM or English, so **student and teacher voices are vital in emphasizing its importance in DC schools.**



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# SY22-23 SOURCES AND RECOGNITIONS



## Collective Impact Survey Participants:

23 local individuals and individuals representing organizations, who all work to get arts and humanities programs to DC public schools.

## Special Thanks to:

- DDI's **Data Committee** for drafting and workshopping earlier versions of Collective Impact Survey Questions
- DC Co-lab's **Equity and Justice / Education Programming Committees** for participating in focus groups to finalize Collective Impact Survey questions
- **Americans for the Arts** and **Genna Styles-Lyas** for survey development with DEIA measurement in mind
- **Dr. "Data Diva" Danielle Boyce**, for conceptualizing and guiding us through the survey development and dissemination process
- The Kennedy Center's **Any Given Child network**, a program to assist communities in developing and implementing a plan for expanded arts education in their schools.

For those who are interested in participating in future DDi projects or surveys, follow DC Collaborative on **instagram** or **join our mailing list!**

## Definitions and Clarifications (\*)

- DCPS: DC Public Schools
- DCPCS: DC Public Charter Schools
- TAPs: Teaching Artist/Practitioners
- AHFES: Arts and Humanities for Every Student Programming
- OSSE: Office of the State Superintendent of Education
- CI: Collective Impact, Collective Impact survey



## Additional Reading

- **EdScape**, an "education landscape" of interactive infographics, compiled and maintained by the Office of the Deputy Mayor for Education
- **The DCPS budget website**, with information for current and past submitted DCPS budgets
- The **DCPCS School Profiles page**, with information for individual charter schools
- **OSSE's page of data and reports**
- The DC Co-lab's **House of Data**, an archive of Arts and Humanities Education-related information that the DC Co-lab team is building and maintaining
- DDI's DEIA in Arts and Humanities Education infographic from 2024
- DDI's 2024 report, that goes into more detail with this information as well as the state of DEIA implementation in our sector
- **DDi's Resources Page**, with previous years' infographics and downloadable surveys dating back to 2017



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