

# ARTS

**EDUCATION**  
DATA PROJECT

## Arizona Executive Summary Report

Arts Education Data Project  
State Education Agency Directors of Arts Education  
Quadrant Research  
Arizona Department of Education  
Arizona Arts Commission  
Arizona Citizens for the Arts



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### Arizona Citizens for the Arts

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## **About the Arts Education Data Project**

The Arts Education Data Project is a partnership between the State Education Agency Directors of Arts Education and Quadrant Research. The nationwide project coordinates with participating state departments of education to collect and report arts education data from State Longitudinal Data Systems (SLDS) and other state department of education data sets on an annual basis.

The main partner for the Arizona Department of Education, Quadrant Research, has been an industry leader in displaying arts education data. They have partnered with the AzDOE in the past. In 2010, Quadrant Research and the AzDOE collaborated on the work *Arts Education in Arizona Public Schools*. This survey described the state of arts education in 2010 and predates the state's Coursework Completion System, as well as the Statewide Longitudinal Data System (SLDS). The SLDS provides the data for the 2018 Arizona Arts Education Data Project. The current dashboard provides various grain sizes for the viewer to see – from state to district to school – utilizing arts course and enrollment data to paint a picture of arts education opportunities across Arizona.

There are additional key arts partners who have informed this work. They include the State Education Agency Directors of Arts Education, Arizona Commission on the Arts, and Arizona Citizens for the Arts.

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Arizona Executive Summary Report



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## Arizona Executive Summary

### About the Data

The Arizona Department of Education captures enrollment by grade level for arts courses delivered at Arizona traditional public and charter schools from schools with grades PreK through 12. The source of data comes directly from information submitted by schools through the 2013-14, 2014-15 and 2015-16 AzEDS system. The data does not include any arts instruction provided by non-school entities. The data were provided to Quadrant Research for analysis. Each record contained the school, district, course name, grade level, and student enrollment. Additionally, unique enrollment by discipline and unique total arts enrollment data were provided. The unique enrollment used student-level records to determine unique counts of students within a discipline and across all disciplines to eliminate counting students who would be enrolled in more than one course within a discipline or enrolled in courses across multiple disciplines.

Demographic data is from the Common Core of Data file from the National Center for Education Statistics. Specific data element definitions for Free and Reduced Lunch, Locale Codes, and links to Course Codes and Course Code Descriptions may be found in the Appendix.

### 2015/2016 School Year

School Configuration	Number of Schools	% of Schools	Student Enrollment	% Student Enrollment
Elementary	1,188	53%	597,208	54%
Middle	237	11%	131,889	12%
High School	653	29%	313,084	28%
Other	170	7%	65,111	6%
<b>Totals</b>	<b>2,248</b>	<b>100%</b>	<b>1,107,292</b>	<b>100%</b>

The table above establishes the universe of schools and students referred to throughout the report.

This summary provides a top line view of the data analysis. Please visit: <https://azarts.gov/census-explorer-2018/> to view the companion interactive dashboard.

### **How to View the Data**

When reviewing the data contained in both the summary report and through the dashboard it is critical to understand what the state policies or expectations are regarding arts education. This will provide important context in which to view the data.

### **Arizona Administrative Codes for Arts Education (R7-2-301. Minimum Course of Study and Competency Goals for Students in the Common Schools)**

Arizona State Board of Education administrative code identifies requirements for the inclusion of art and music content areas. When reviewing the data dashboard and this report, keep in mind that school districts arts programming choices are guided by federal, state, and local governing bodies. Administrative language for the content areas of dance and theatre education are not provided.

A. Students shall demonstrate competency as defined by the State Board-adopted Essential Skills, at the grade levels specified (K-8), in the following required subject areas. District instructional programs shall include an ongoing assessment of student progress toward meeting the competency requirements.

1. Language arts
2. Literature
3. Mathematics
4. Science
5. Social Studies
6. **Music**
7. **Visual Arts**
8. Health/Physical Education
9. Foreign or native American Language (includes modern and classical)

B. Additional subjects may be offered by the local governing board as options and may include, but are not limited to:

1. Performing Arts
2. Practical Arts

### **Graduation Requirement (R7-2-302. Minimum Course of Study and Competency Requirements for Graduation from High School)**

1. Subject area course requirements. The Board establishes 22 credits as the minimum number of credits necessary for high school graduation. Students shall obtain credits for required subject areas as specified in subsections (1)(a) through (e) based on completion of subject area course requirements or competency requirements. At the discretion of the local school district governing board or charter school, credits may be awarded for completion of elective subjects specified in subsection (1)(f) based on completion of subject area course requirements or competency requirements. The awarding of a credit toward the completion of high school graduation requirements shall be based on successful completion of the subject area requirements prescribed by the State Board and local school district governing board or charter school as follows:

- e. One credit of fine arts or career and technical education and vocational education.

Based on current administrative code, both art and music are required for every public school student in grades kindergarten through eight grade. Students must also have access to art and music content areas in grades nine through twelve as a choice to fulfill the state graduation requirements.

## Key Findings from the Arts Education Data Project for the 2015/2016 School Year

- ❖ Although most students (82%) have access to some arts instruction, only 65% of students in grades K-8 have access to both Music and Art as required by state education code.
- ❖ Sixty-eight percent of all students participated in arts education courses. This represents nearly 750,000 students..
- ❖ Participation in Art (47%) and Music (50%) were highest among the five artistic disciplines. Music and Art are also the most widely available of the arts disciplines.
- ❖ There were 183,686 students, or nearly 17%, who did not have access to any arts instruction. Between 2015 and 2016 there has been a 20% *increase* in the number students without access to arts instruction.
- ❖ The proportion of students without access to any arts courses was greatest in schools where more than 75% of students receive Free/Reduced Price Lunch when compared to the distribution of the total student enrollment.
- ❖ The following chart highlights where participation in arts education is highest and lowest based on specific characteristics:

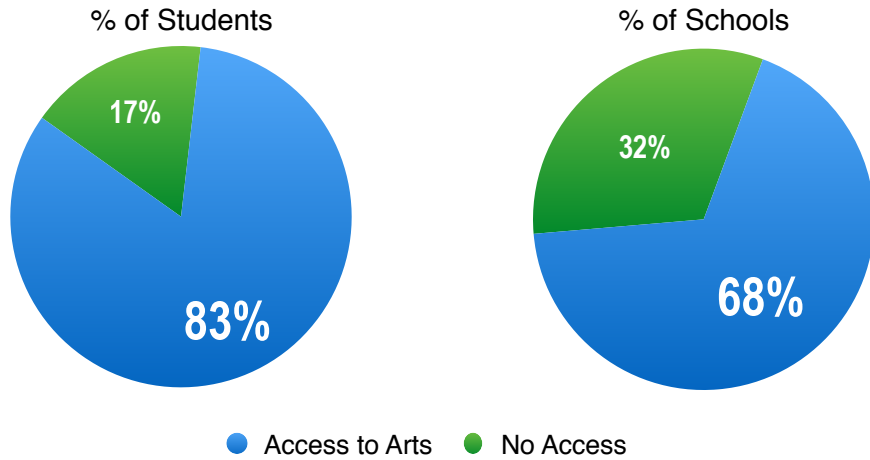
Highest Arts Participation Rates	Lowest Arts Participation Rates
Low Poverty (Free Lunch Students 1-25%)	Mid-High Poverty (Free Lunch Students 51%-75%)
Suburbs (mid-size)	Rural (distant)
Traditional Public Schools	Charter Schools
Elementary Schools	High Schools

- ❖ Student access to the two required arts disciplines (Art and Music) for elementary and middle schools (K-8) is lowest in schools where more than 75% of students receive Free/Reduced Price Lunch (62%).
- ❖ While charter schools represent only 16% of the student population they are responsible for 20% of the students without access to the arts.
- ❖ Student participation varies only slightly between Traditional schools and Charter schools. In traditional schools, 68% of students are enrolled in the arts as compared to 65% for Charter schools.

# SUMMARY

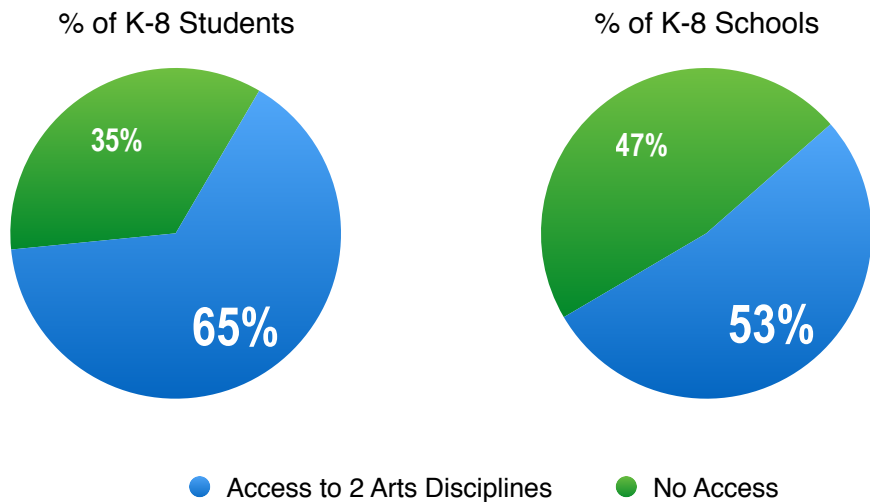
## Overall Access to Any Arts Instruction

“Access” is the lowest threshold measure for arts education. It is used to determine if a school offers at least one arts discipline with any student enrollment. This only indicates presence of program, not breadth, and is used primarily to determine where schools may be operating without arts instruction. In 2016, 83% of the 1,107,292 students had access to one or more arts discipline in schools. This represents 68% of schools offering at least one art form. There were 183,686 students, or nearly 17%, in 796 schools who did not have access to any arts instruction. Between 2015 and 2016 there has been a 20% increase (deterioration) in the number students without access to arts instruction.



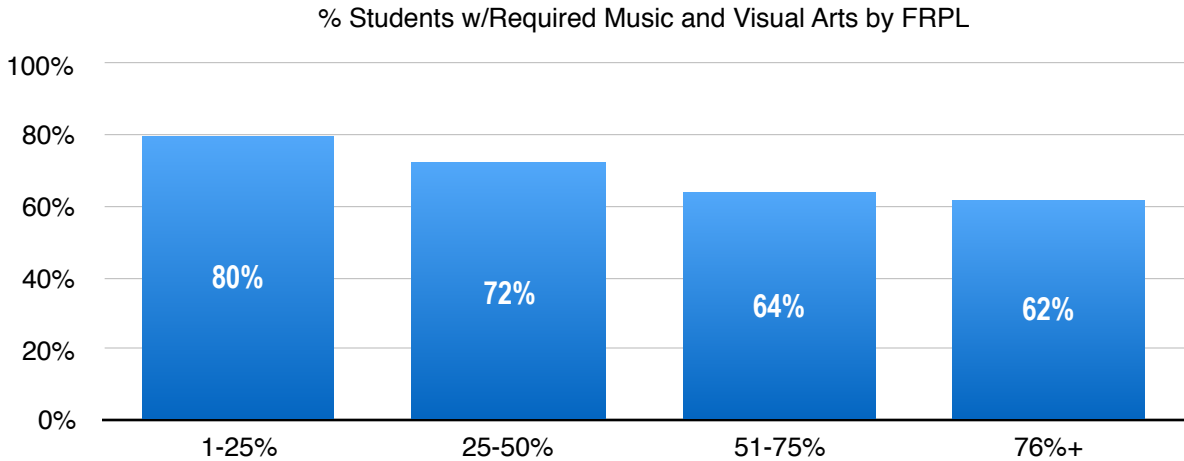
## Overall Access to the Required Arts Disciplines for Grades K-8

In Arizona, education code states “students shall demonstrate competency... music and visual arts” for grades K-8. In 2016, 65% of K-8 students in 53% of schools had access to both Music and Art. There were 256,230 K-8 students who did not have access to both Music and Art. The majority of ALL schools (53%) did not provide both Music and Art.



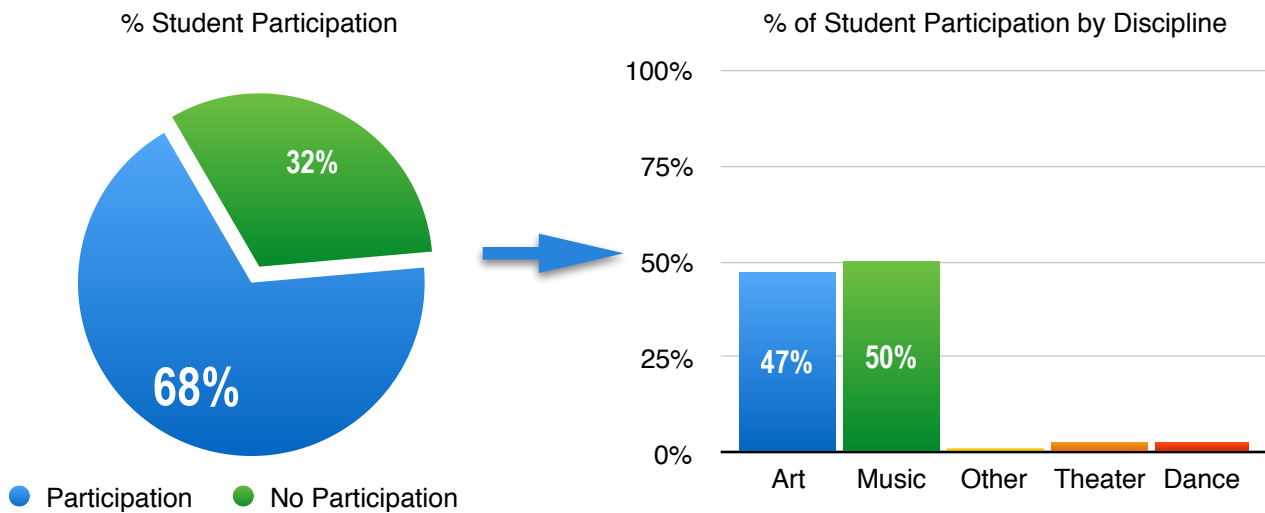
**Required Arts Disciplines by Free/Reduced Price Lunch**

Student access to the two required disciplines (for K-8 schools) varies based on the percentage of students eligible for Free and Reduced Price Lunch (FRPL). While access to at least one arts course is comparable across all categories, students in schools with the highest percentage of students eligible for FRPL have significantly less access to both music and visual arts.



**Overall Participation**

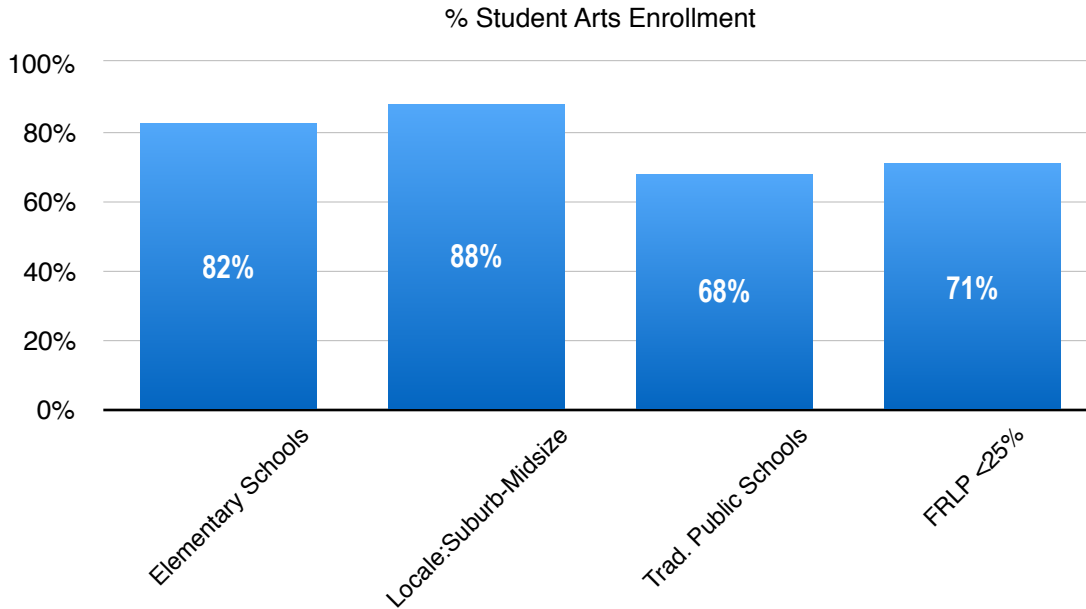
Course enrollment data reveals 68% of all students (749,539 students) were enrolled in at least one arts discipline in 2016. Out of the total student population, 50% in Music followed by 47% in Art 3% in Theater, 3% in Dance, and less than 1% in Other.





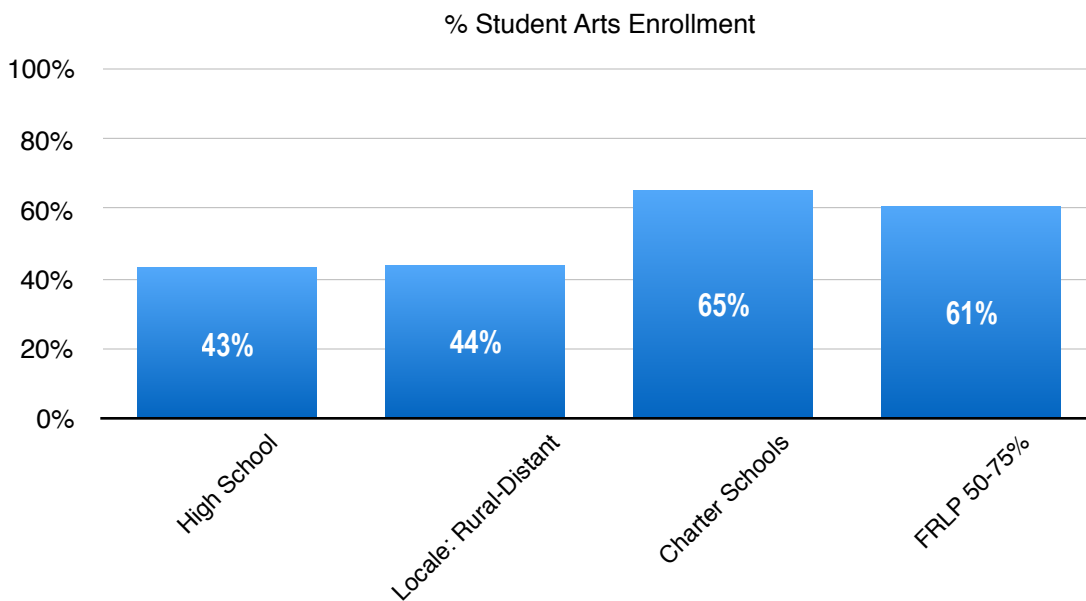
### Highest Participation by Variable

Arts participation is highest for students attending elementary schools (80%), schools in the locale designation of “suburb-midsize” (89%), traditional (non-charter) public schools (68%) and schools where less than 25% of students were eligible for free/reduced lunch (75%).



### Lowest Participation by Variable

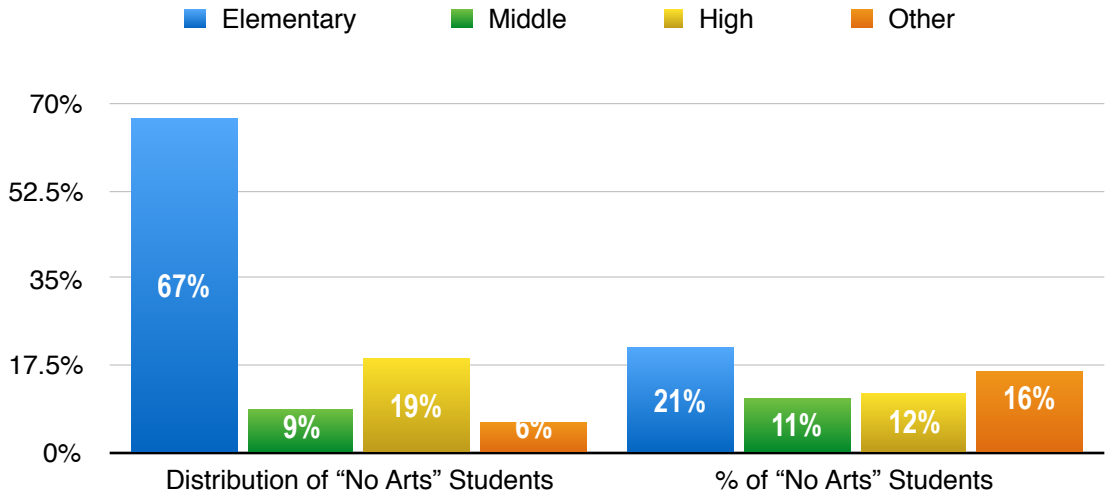
Arts participation was at the lowest levels for students attending schools designated as high schools (43%), students in schools locale designation of “Rural-Distant” (49%), charter schools (59%), and schools where between than 51% and 71% of students are eligible for free/reduced lunch (68%).



**No Arts Schools and Students**

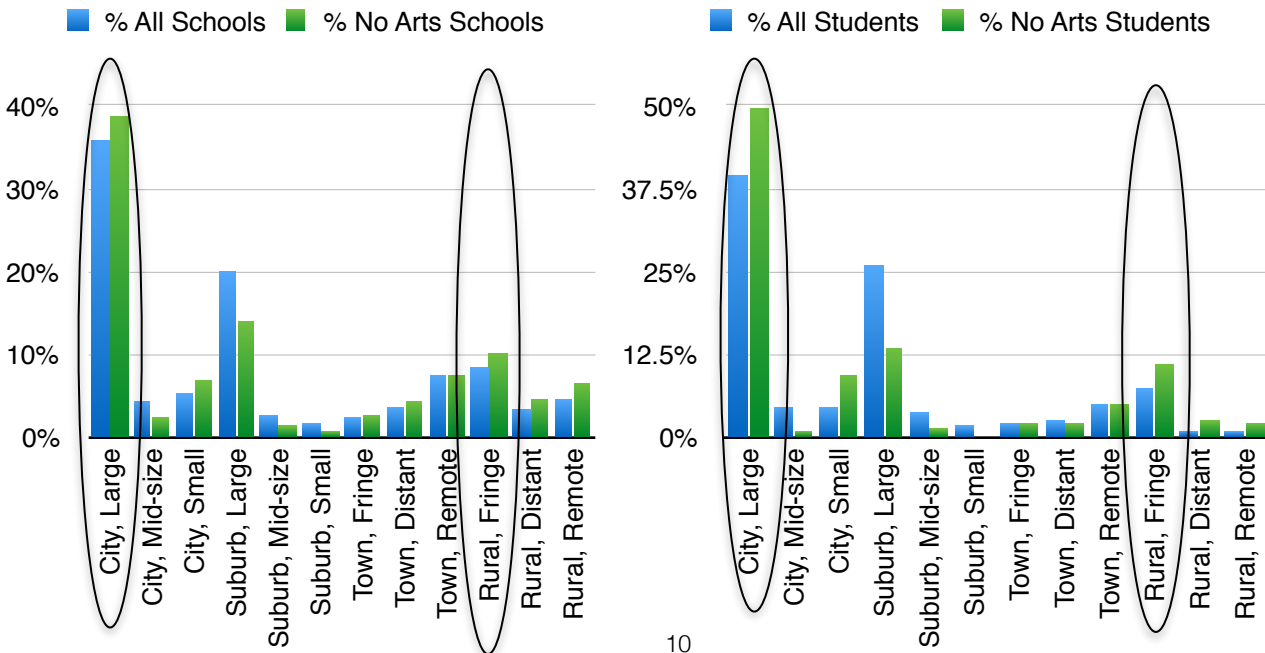
Based on the reported data, there were 796 schools with no arts courses. This impacts 183,686 students (representing 35% of schools and 17% of all students). This has eroded since 2015 (increasing from 32% of schools and 12% of students).

The largest concentration of “no arts” students is in elementary schools (67% of all “no arts” students are in elementary schools or 122,450 students). This represents 21% of all elementary students.



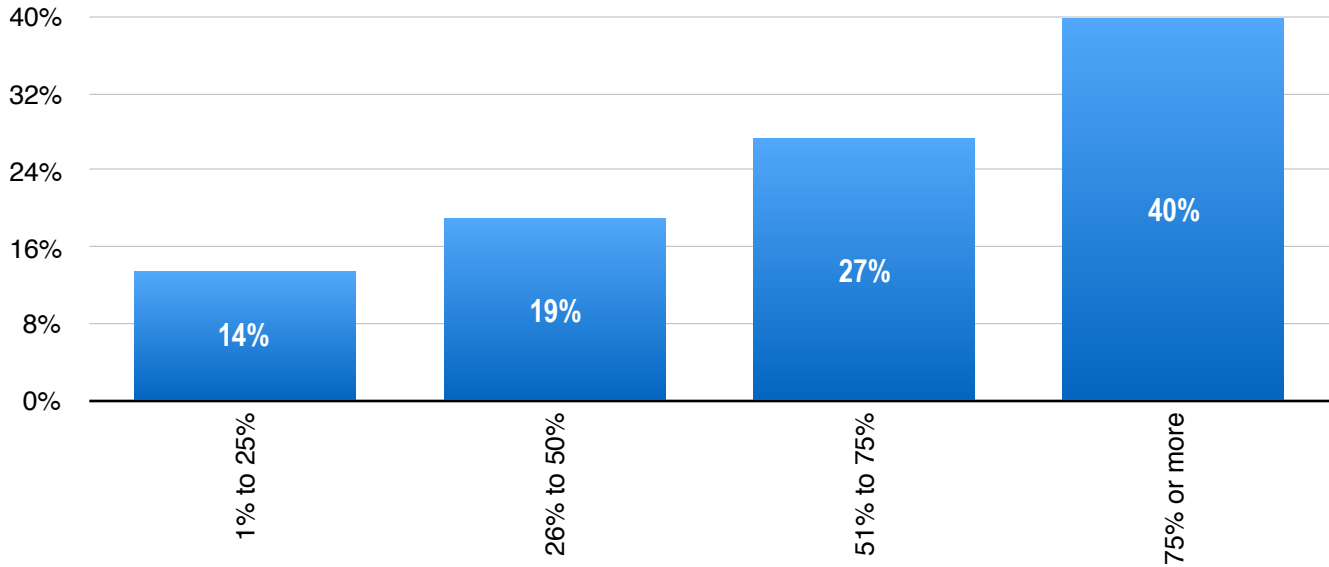
**No Arts Schools and Students by Locale**

The greatest percentage of “no arts” schools are in the locale designations of “city, large” and “rural, fringe” when compared to all schools. The proportion of “no arts” students is also highest in “city, large” and “rural, fringe” locale designations when compared to the total student enrollment. Large suburbs schools have the most favorable differentials in both schools and proportion.

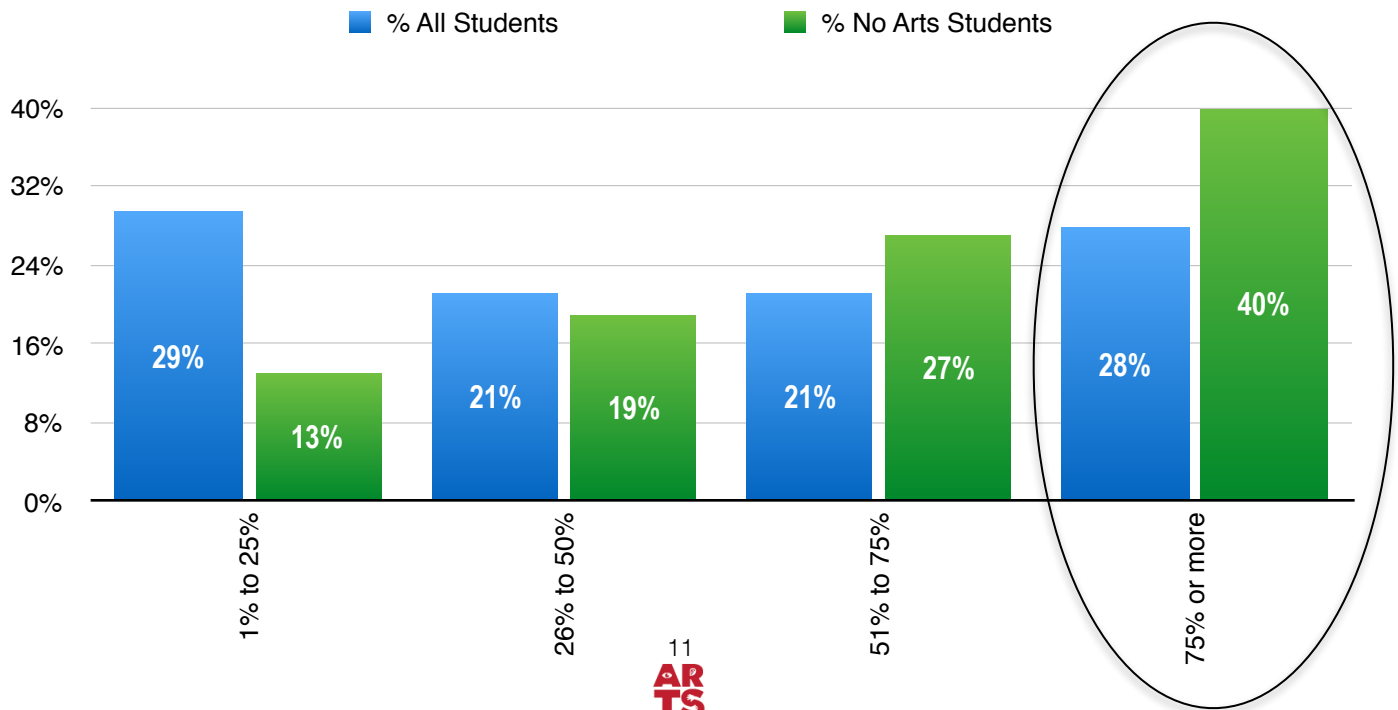


### No Arts Students by Free and Reduced Price Lunch

The percentage of students without access to any arts instruction is greatest where the percentage of students receiving Free and Reduced Price Lunch exceeds 75%. This is a clear equity issue.



When analyzing the “no arts” students 40% of all no arts students are in schools where the percentage of students eligible for Free/Reduced Price Lunch is greater than 75% yet the overall student population in this category is only 28%. The two highest Free/Reduced Price Lunch categories distribution of “no arts” students exceeds the distribution of the student population further highlighting the equity issue.



### Free and Reduced Price Lunch

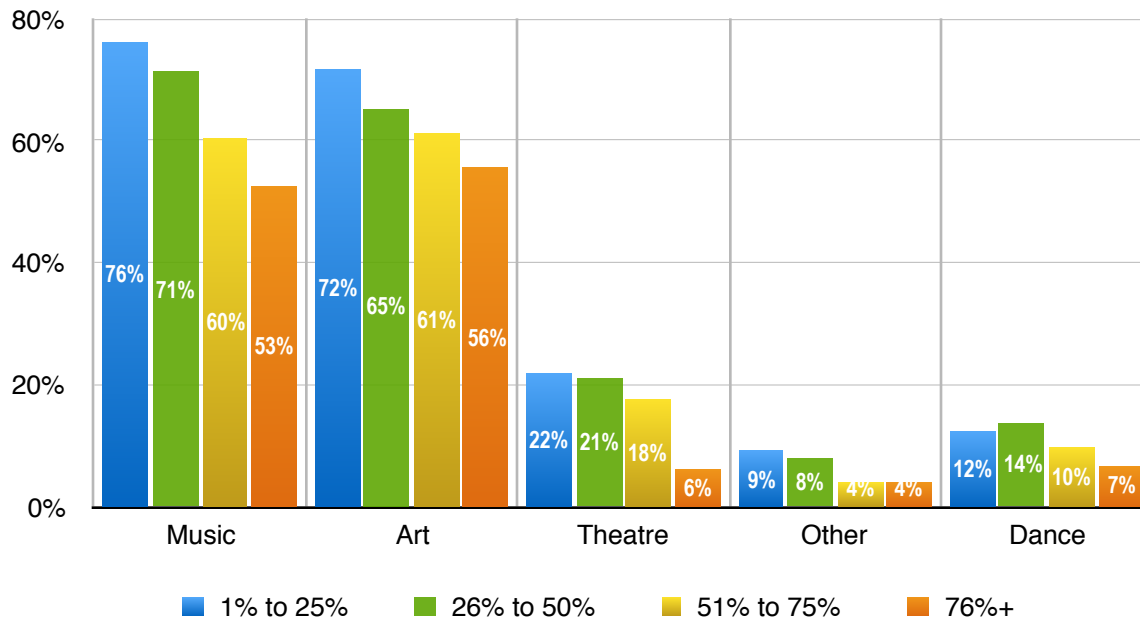
When comparing the arts participation rates, distribution of “no arts” students, and the diversity of course offerings across the percentage of students on Free/Reduced Price Lunch we see the following: School Access, Student Access, Access to Music and Art and the “no arts” student differential is more favorable for school with low FRPL students than those with the highest FRPL levels. The one category moving against this trend is student arts participation where the participation rates are the highest in the schools where the FRPL rate is greater than 75% and 1-25%.

% Free/Reduced Lunch (School)	Access (Students)	Access (Schools)	Student Arts Participation	No Arts Student % Differential	Student Access Music & Art
1-25%	92%	83%	71%	45%	79%
25-50%	85%	78%	64%	0%	74%
51-75%	79%	73%	61%	0%	70%
76%+	76%	65%	71%	-32%	67%

### Free and Reduced Price Lunch Access by Discipline

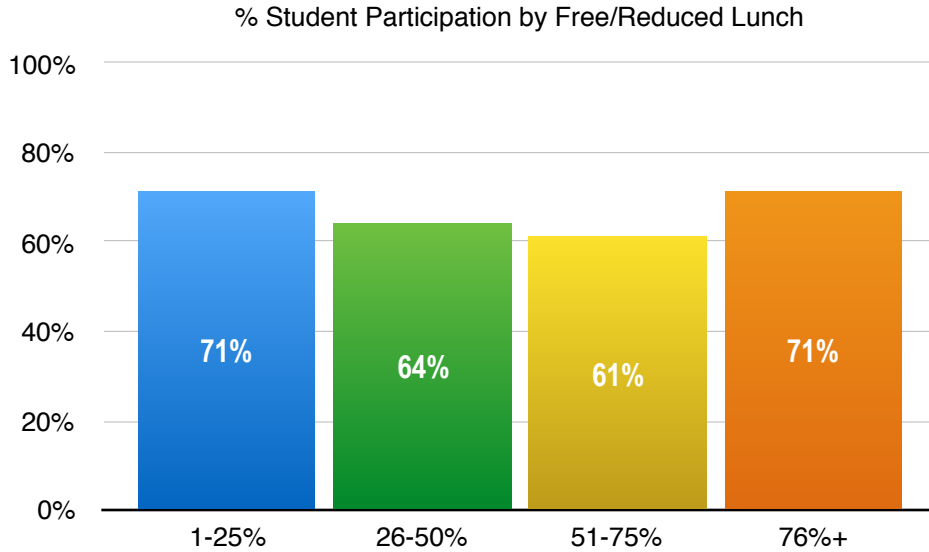
When looking at student access rates by discipline a different trend is visible. The higher the percentage of students on free and reduced lunch the lower the percentage of students with access across each discipline. The low level of access to Music and art in the highest category (76%+) is an indicator of the lower level of students with access to both Music and Art as required by state policy in grades K-8.

Discipline Access by Free/Reduced Price Lunch



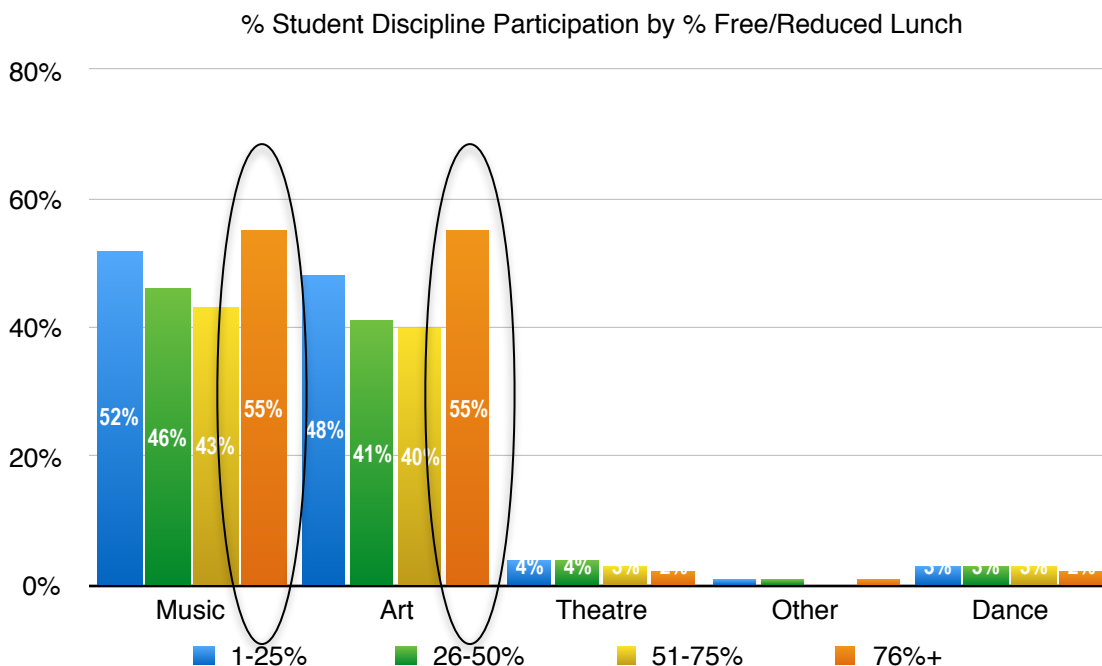
**Free and Reduced Price Lunch Participation**

The percentage of student participation in one or more arts discipline declines slightly and then increases as the percentage of students eligible for Free and Reduced Price Lunch increases. The groups with the lowest and highest percentage of FRPL has the highest arts participation.



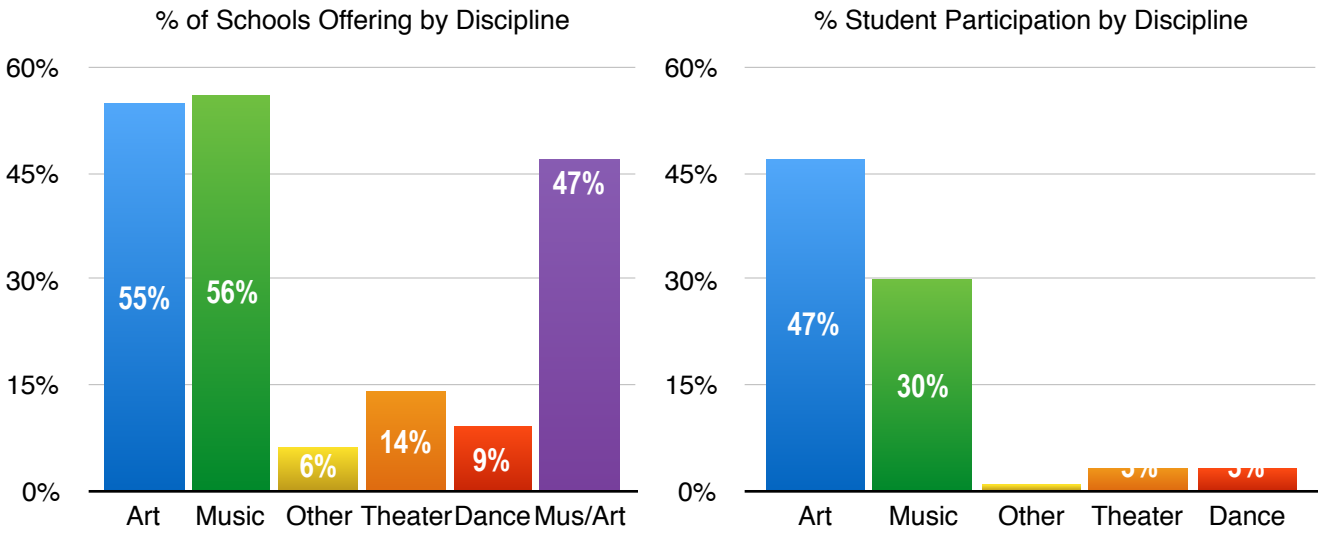
**Free and Reduced Price Lunch Participation by Discipline**

When looking at participation by arts discipline we see the participation declines slightly for both Music and Art in the middle categories while the largest participation rates are in schools with the highest percentage of students receiving Free and Reduced Price Lunch.



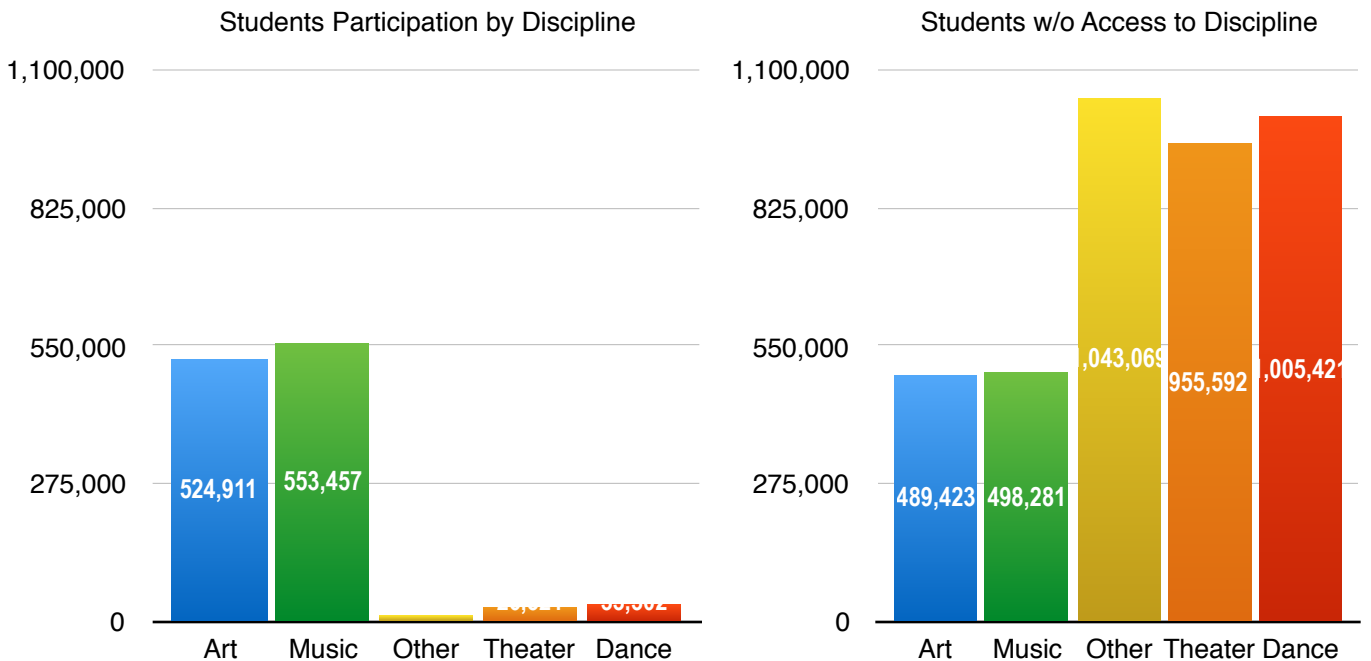
**Overall Arts Discipline Access and Participation**

In general, schools provide the greatest access to Art and Music, leading both of these disciplines to have the highest participation rates. Only 47% of ALL schools offer both Art and Music (and only 65% of K-8 schools as required). Schools are more likely to provide Art or Music than Theater, Dance, or Other courses, creating unequal learning opportunities in each of the arts disciplines.



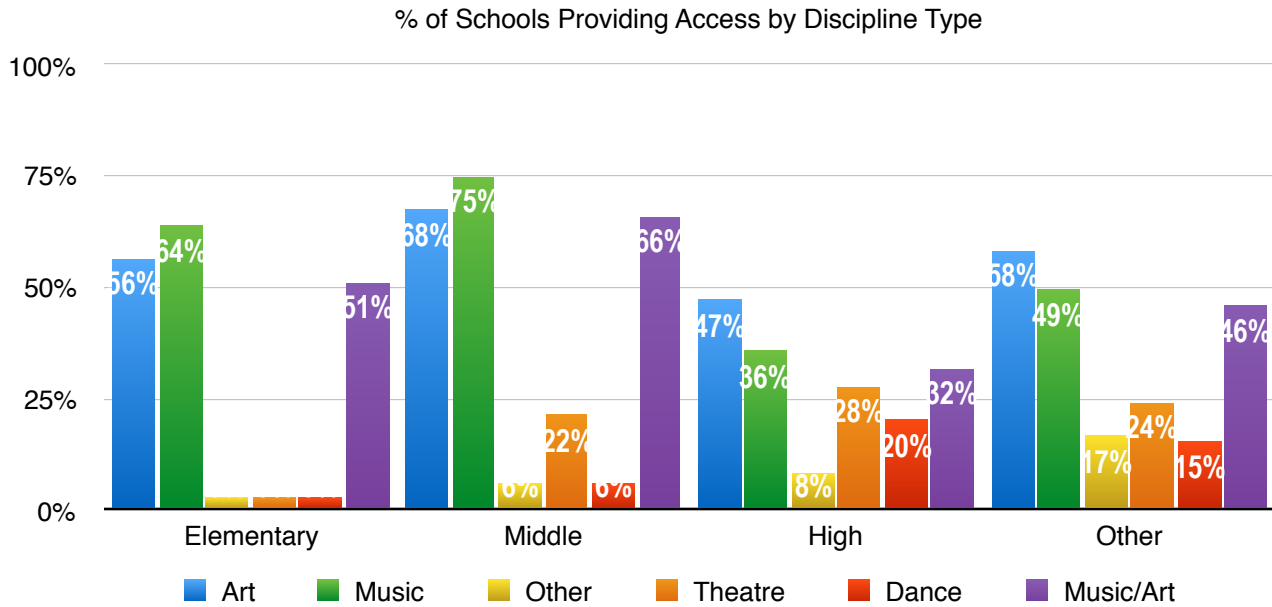
**Overall Arts Discipline Participation**

With Music and Art being more widely available, there is greater student enrollment. However, there are nearly as many students without access to Music or Art when compared to those with access. Likewise, the lack of access to Dance, Theatre, and Other disciplines limits student opportunities.



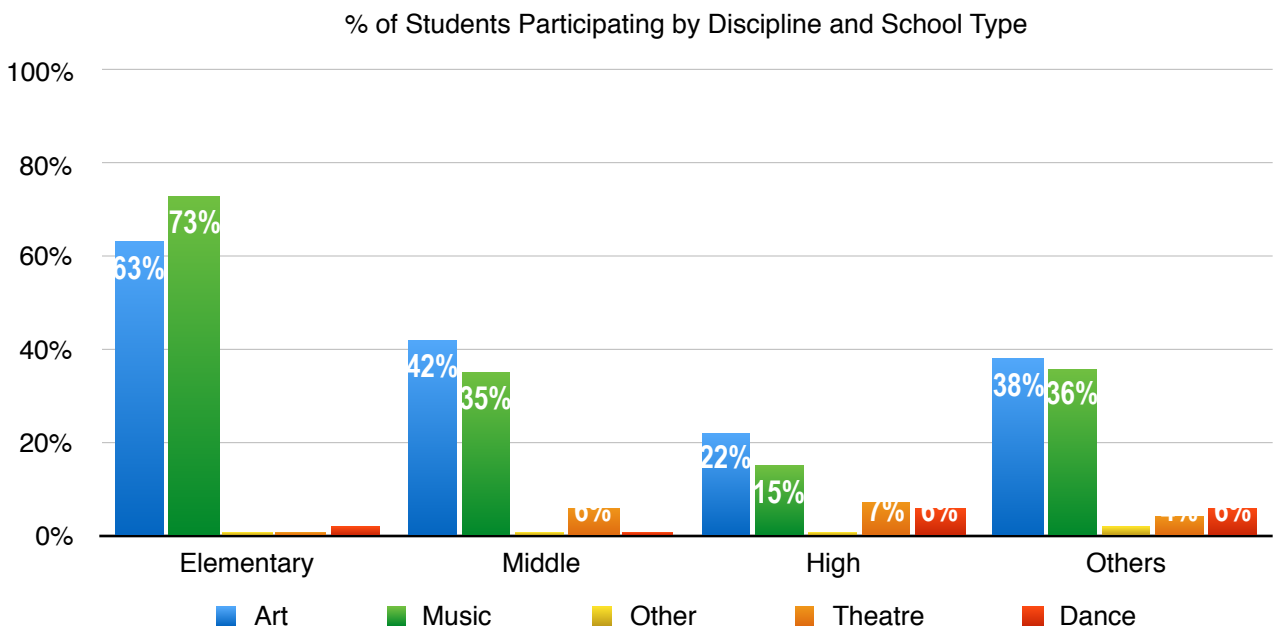
**Arts Discipline Access by School Type**

Middle schools provide greater access to all arts disciplines. Seventy-five percent of middle schools provide access to Music as compared to 36% of high schools. Only 51% of elementary and 66% of middle schools provide the required access to Music and Art.



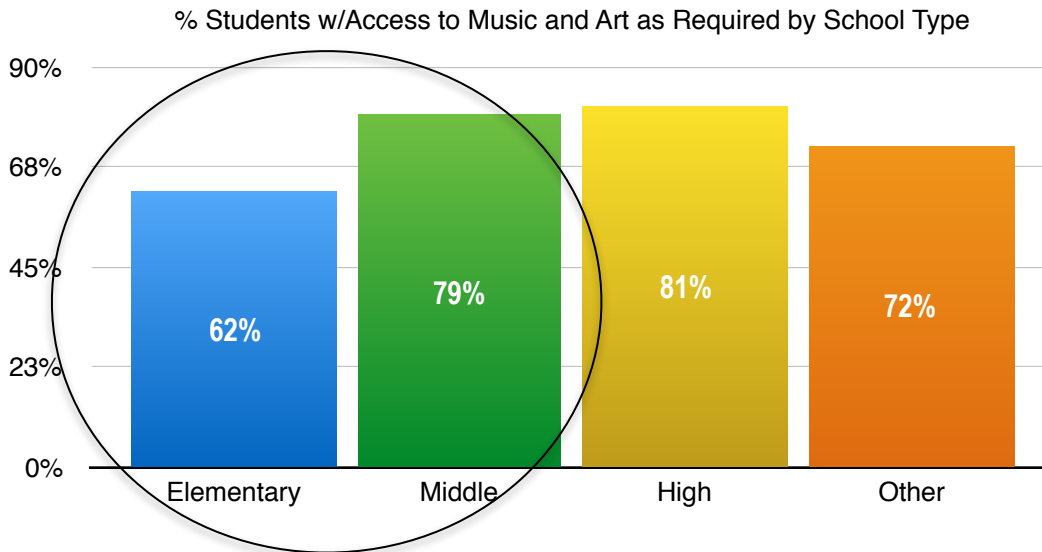
**Arts Discipline Enrollment by School Type**

Elementary schools have the largest percentage of student arts enrollment with Music having the greatest percentage of student participation. Art has the highest percentage of enrollment in middle and high schools. While Theater appears in middle schools, Dance is not present until high school.



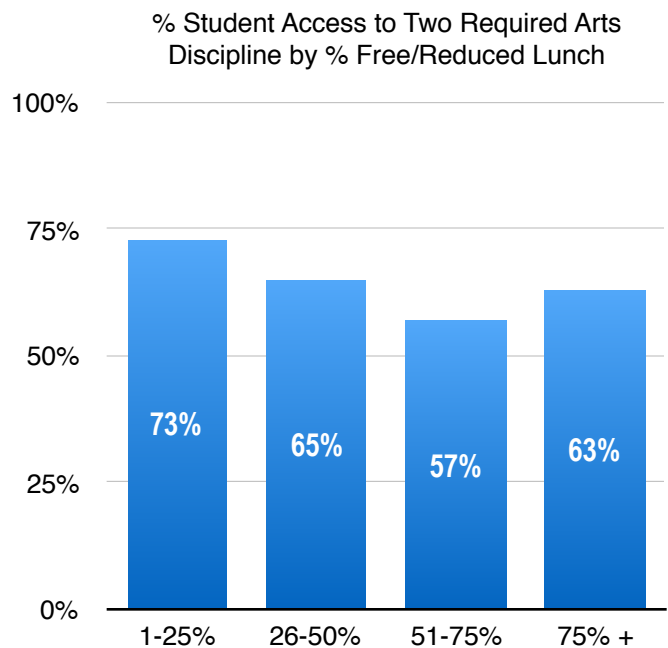
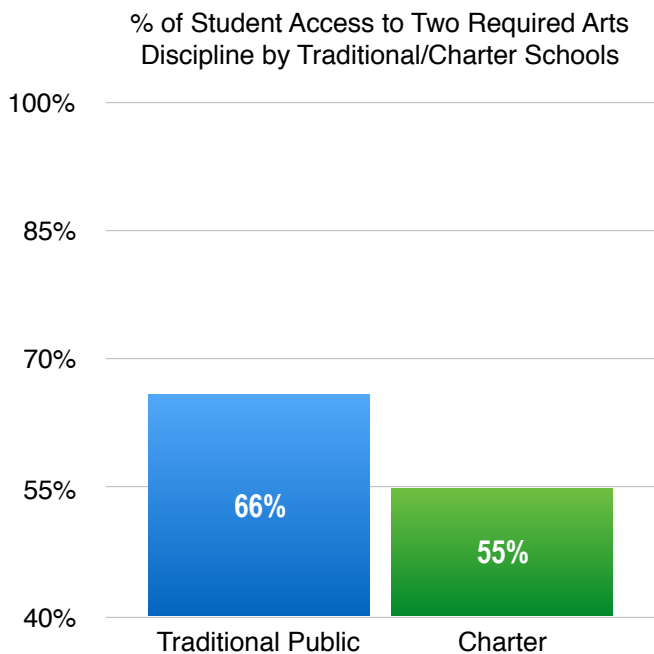
**Provision of Two Required Arts Disciplines (Music and Art)**

Arizona Education code states “students shall demonstrate competency... music and visual arts” for grades K-8. Only 62% of elementary and 79% of middle schools (in the circle below) provide the required access to Music and Art. The chart below explores school type based on the percentage of student access to the two arts disciplines.



**Two Required Arts Disciplines by School Category**

Students attending traditional public schools, as well as schools with a smaller percentage of students qualifying for Free and Reduced Price Lunch are more likely to have access to the two required arts disciplines in schools serving K-8 students.





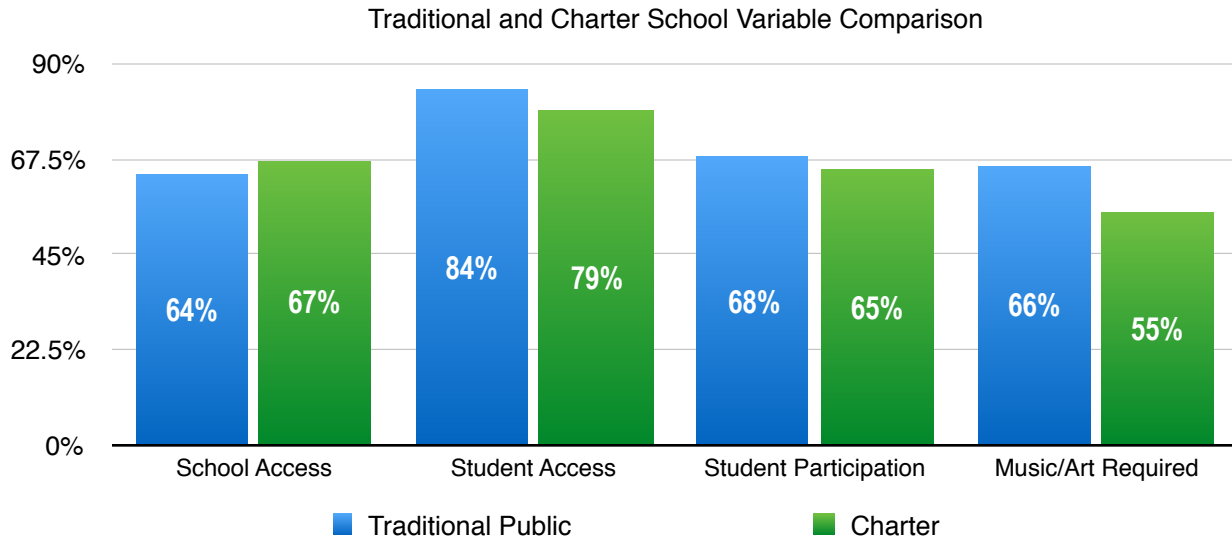
## Top Courses by Discipline

The top arts courses by discipline based on: presence in schools where the discipline is offered, and the percentage of students participating based on the discipline enrollment (i.e. In schools where Art is offered - Art “Elementary” is provided by 52% of the schools and 42% of all students enrolled in Art are enrolled in this course)

Course	% of Schools Offering Course within Discipline	% of Student Participation within Discipline
<b>Art (53% of Schools, 47% Student Participation)</b>		
Art (Elementary)	52%	42%
Art	26%	11%
<b>Music (54% of Schools, 49% of Students)</b>		
Music (Elementary)	57%	44%
General Band	40%	6%
Chorus	33%	7%
<b>Dance (9% of Schools, 3% of Students)</b>		
Dance Technique	58%	41%
Dance Repertory	37%	14%
Dance	15%	8%
<b>Theatre (13% of Schools, 3% of Students)</b>		
Drama Comprehensive	36%	14%
Theater Arts	33%	11%
<b>Other (6% of Schools, 1% of Students)</b>		
Fine and Performing Arts - Other	71%	79%

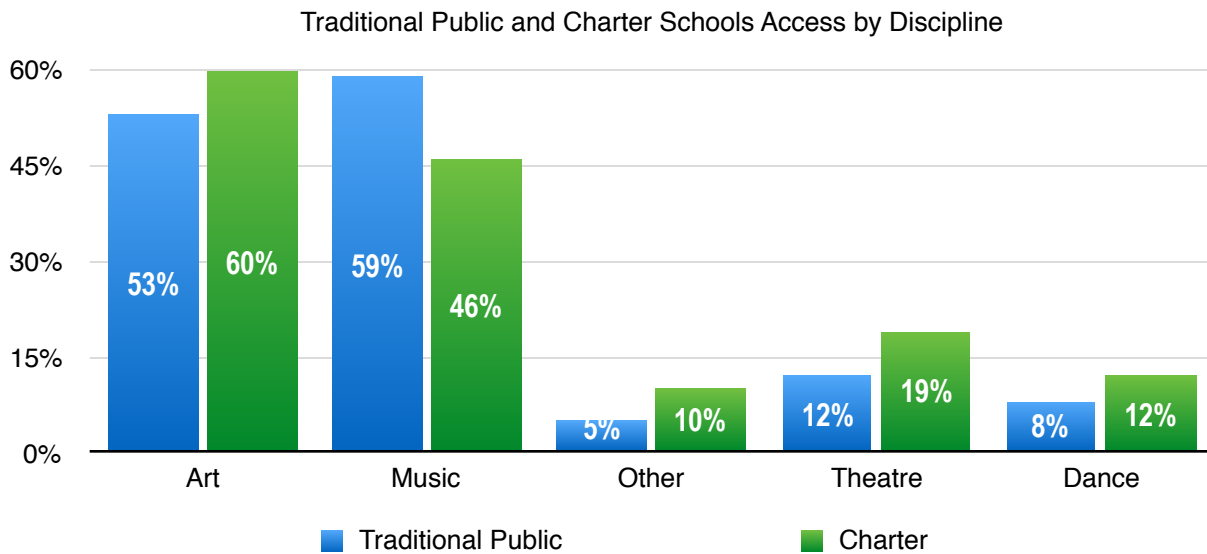
### Traditional Public/Charter Schools

Traditional public and charter schools are equally likely to offer arts instruction. Sixty-four percent of all traditional public schools provide arts instruction as compared to 67% of charter schools. When looking at student access, 84% of traditional public school students have access versus 79% for charter students. Student participation rates also show a slight disparity, with 68% of traditional public school students participating in the arts as compared to 65% for charter school students. Sixty-six percent of all traditional public schools (Grades K-8) provide Music and art as required by state policy versus 55% for charter schools.



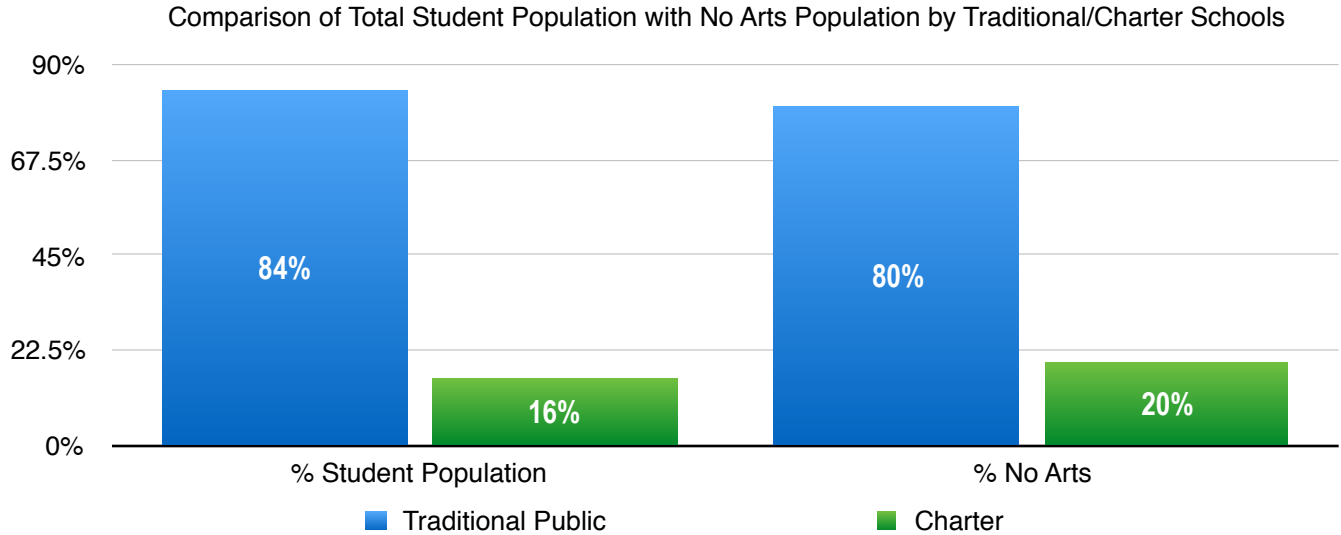
### Traditional/Charter Schools Access by discipline

When exploring access by specific discipline between traditional public schools and charter schools, there are significant gaps in Music (Traditional is better), Art and Theater (Charter is better).



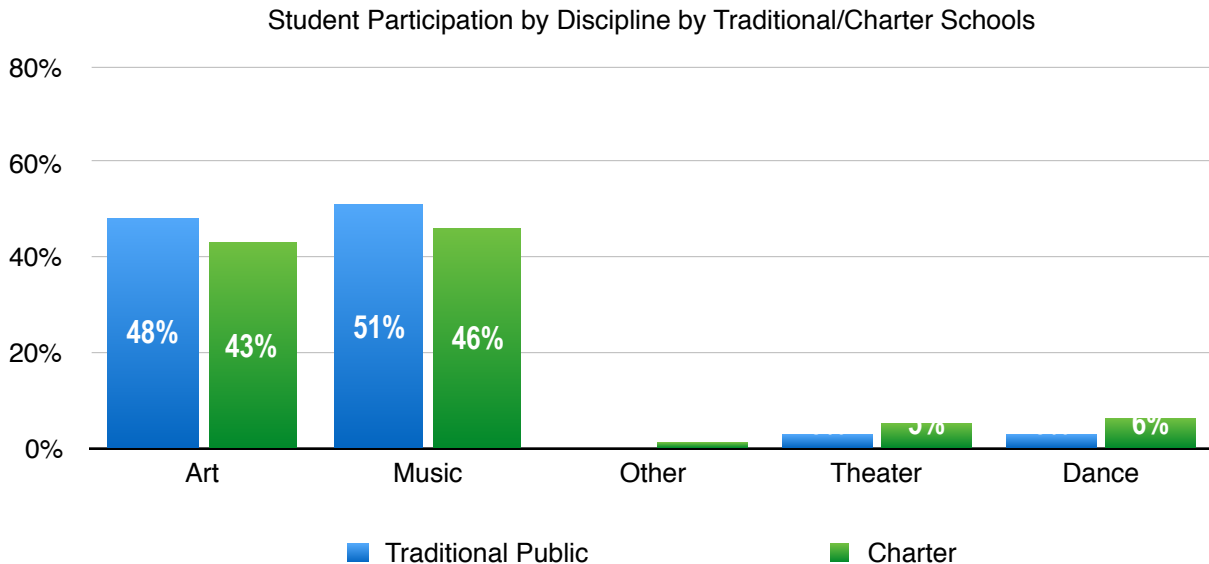
### Traditional/Charter Schools No Arts

Although charter schools represent about 16% of the overall student population, 20% of all students without access to any arts attend charter schools.



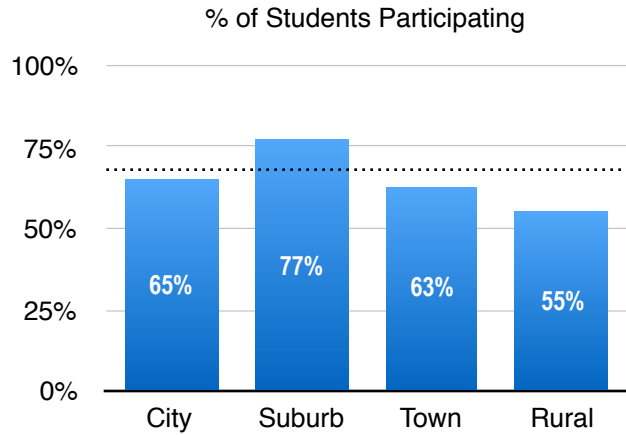
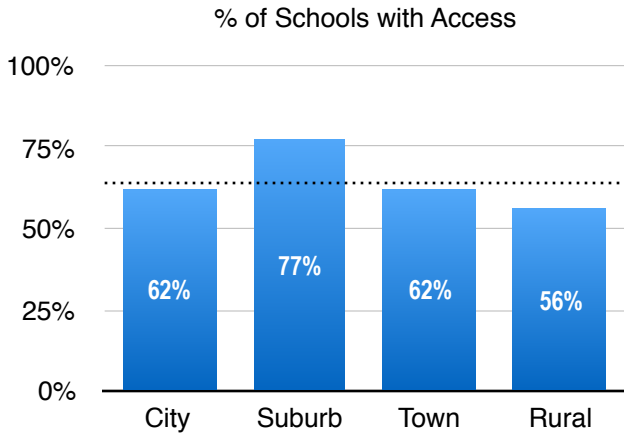
### Traditional/Charter Schools Participation

Participation rates by discipline differ between traditional public and charter schools with Music and Art participation higher in traditional public schools and Theater and Dance higher in charter schools.



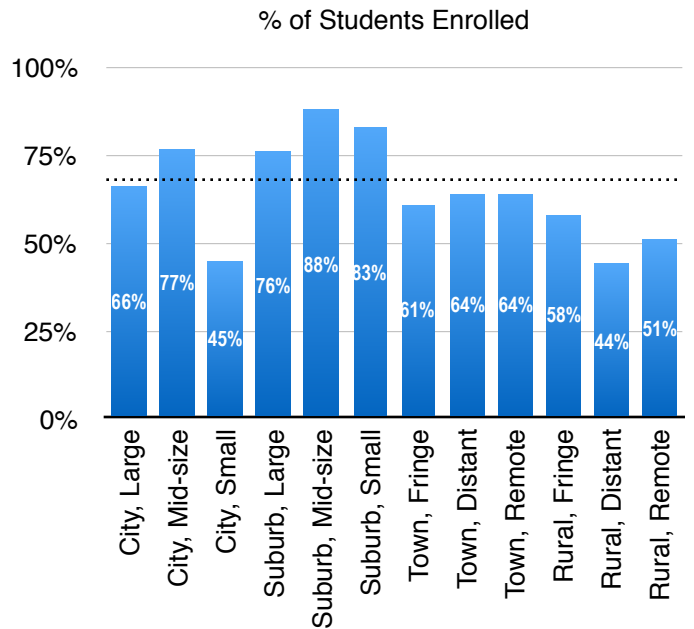
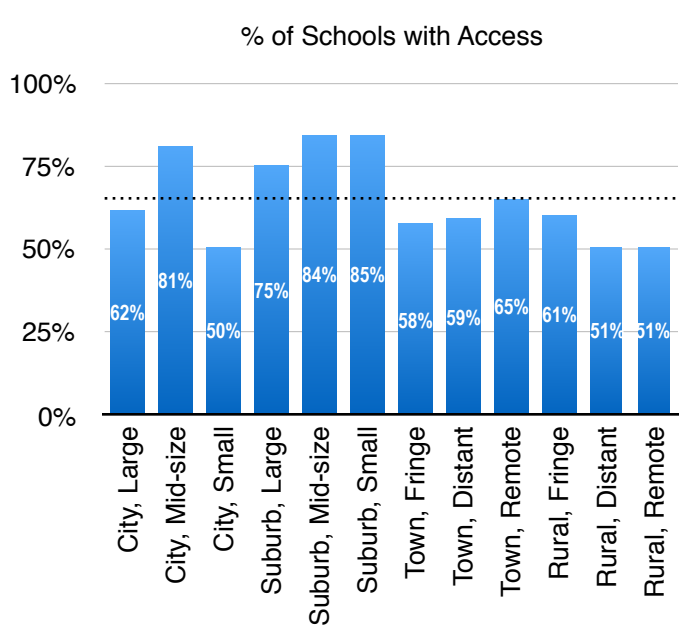
### Major Locale Code Arts Access and Participation

Locale codes provide a way to look at arts access and participation rates through a school's location in reference to a geographic center. Schools in the "suburb" classification provide greater access than schools in any other classification. Student participation is also greatest in the "suburbs" and lowest in the "rural" areas. The dotted line denotes the state average.



### Locale Code Subcategories and Arts Access and Participation

When exploring the subcategories of the locale codes, access and participation tracks with the major local codes. Access and participation rates are the highest in the "city/mid-size" and all "suburb" categories. Rates are lowest for "rural" communities. The dotted line denotes the state average.



## Appendix A

### Free and Reduced Price Lunch

The percentage of students eligible for free or reduced-price lunch (FRPL) under the National School Lunch Program provides a proxy measure for the concentration of low-income students within a school. Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those from families with incomes that are between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals.

In this indicator, public schools (including both traditional and charter) are divided into categories by FRPL eligibility.

High-poverty schools are defined as public schools where more than 75.0 percent of the students are eligible for FRPL.

Mid-high poverty schools are those schools where 50.1 to 75.0 percent of the students are eligible for FRPL.

Mid-low poverty schools are those schools where 25.1 to 50.0 percent of the students are eligible for FRPL.

Low-poverty schools are defined as public schools where 25.0 percent or less of the students are eligible for FRPL.

<b>% Free or Reduced Lunch</b>	<b>Number of Schools</b>	<b>% of Schools</b>	<b>Number of Students</b>	<b>% of Students</b>
1% to 25%	437	24%	310,705	29%
26% to 50%	364	21%	224,787	21%
51% to 75%	430	23%	229,210	22%
75% or more	570	31%	294,339	28%

In Arizona, there were 447 schools with 4% of students that did not report FRPL data for the 2015/2016 school year to NCES.

Source: NCES, The Condition of Education [http://nces.ed.gov/programs/coe/indicator\\_clb.asp](http://nces.ed.gov/programs/coe/indicator_clb.asp)

## Appendix B

### New Urban-Centric Locale Codes

“Locale codes” are derived from a classification system originally developed by NCES in the 1980s to describe a school’s location ranging from “large city” to “rural

Locale codes are a measure of geographic status on an urban continuum that ranges from “large city” to “rural.” The new locale codes used for analysis in this report incorporate changes in the way rural areas are defined, in agreement with geographic standards used in the 2000 decennial Census.

The codes are based on the physical location represented by an address that is matched against a geographic database maintained by the Census Bureau. This database is the Topographically Integrated and Geographically Encoded Referencing system, or TIGER.

In 2005 and 2006, NCES supported work by the Census Bureau to redesign the original locale codes in light of changes in the U.S. population and the definition of key geographic concepts.

Locale Code	Locale Code Description
11 - City, Large	Territory inside an urbanized area and inside a principal city with population of 250,000 or more.
12 - City, Midsize	Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.
13 - City, Small	Territory inside an urbanized area and inside a principal city with population less than 100,000.
21 - Suburb, Large	Territory outside a principal city and inside an urbanized area with population of 250,000 or more.
22 - Suburb, Midsize	Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.
23 - Suburb, Small	Territory outside a principal city and inside an urbanized area with population less than 100,000.
31 - Town, Fringe	Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.
32 - Town, Distant	Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.
33 - Town, Remote	Territory inside an urban cluster that is more than 35 miles from an urbanized area.
41 - Rural, Fringe	Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.
42 - Rural, Distant	Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
43 - Rural, Remote	Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

## Appendix C

### Course Codes and Course Code Descriptions

The state of Arizona has established a series of course codes and course definitions for each of the arts disciplines (Dance, Music, Theater, Visual Arts and Other). The complete list of course codes and definitions may be located at the Arizona Department of Education website by going to the following address:

**<http://www.azed.gov/stc/>**

## Arts Education Data Project Partners



## National Funders of the Arts Education Data Project



## State Partners for the Arizona Arts Education Data Project

