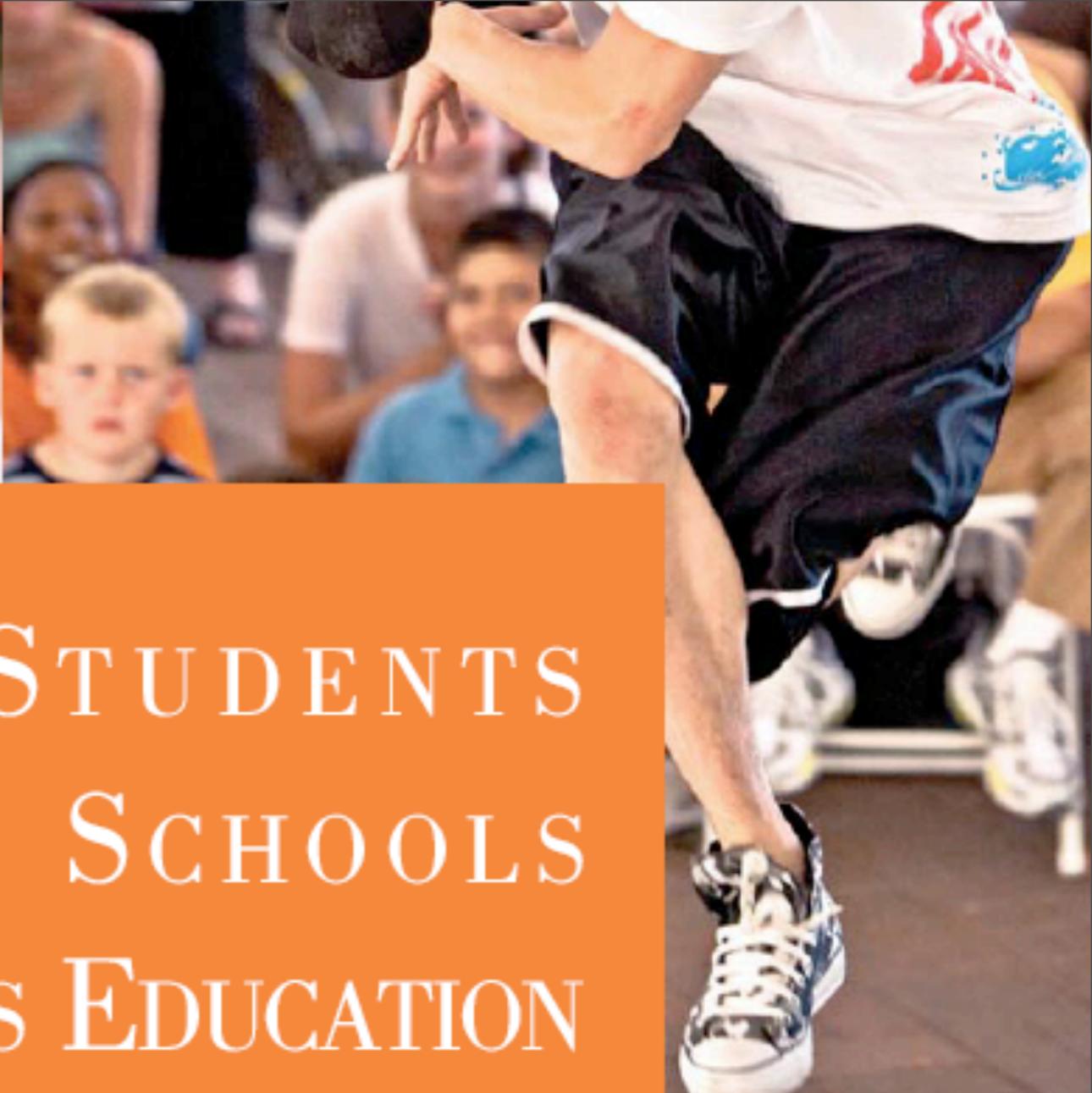


building an artistic future for arizona

joint arts education conference | july 29, 2010

WELCOME



ENGAGING STUDENTS
SUPPORTING SCHOOLS
ACCESSING ARTS EDUCATION

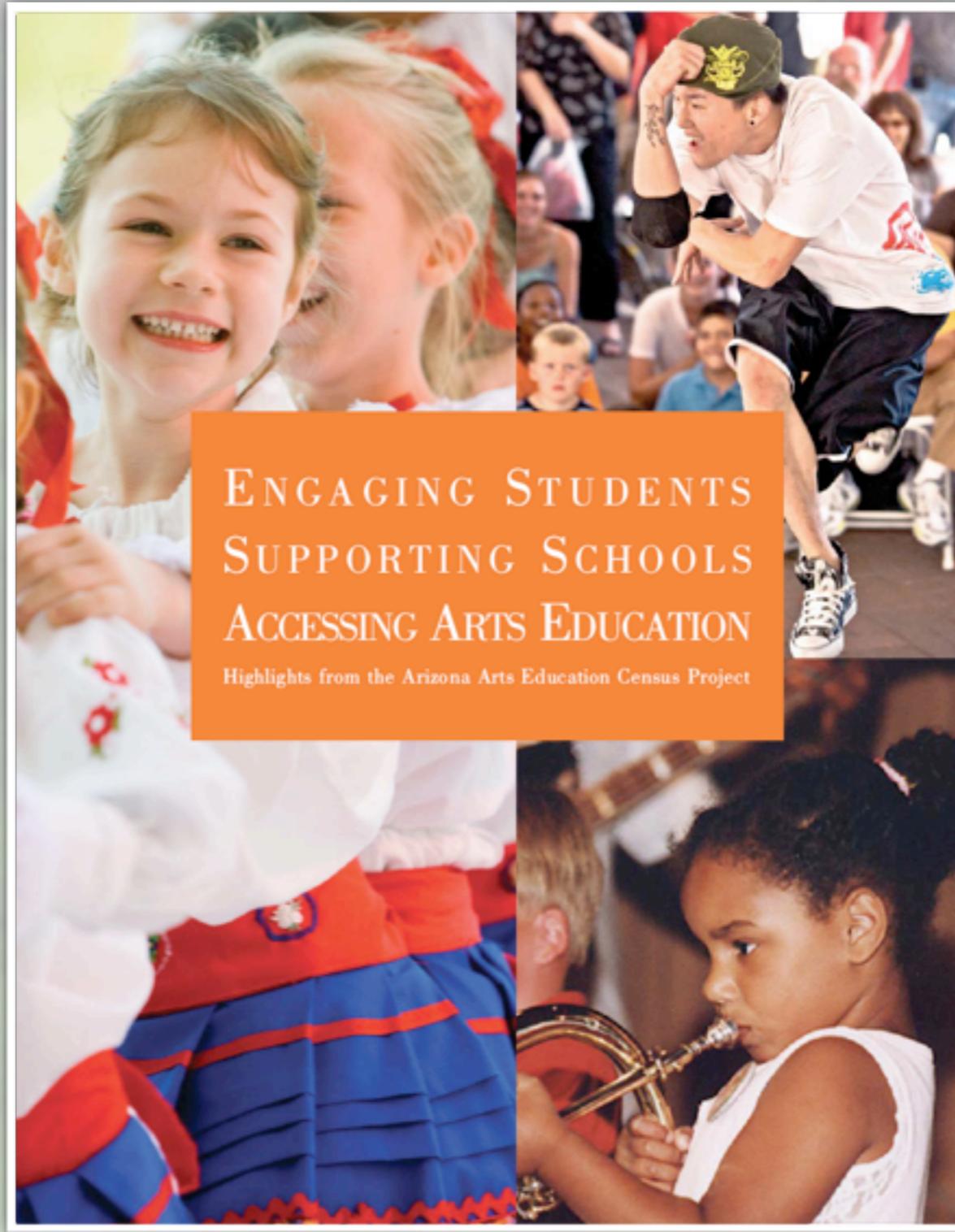
Highlights from the Arizona Arts Education Census Project



*“In order to get to where
you want to go...*

*You have to know where
you are.”*

Where are we?

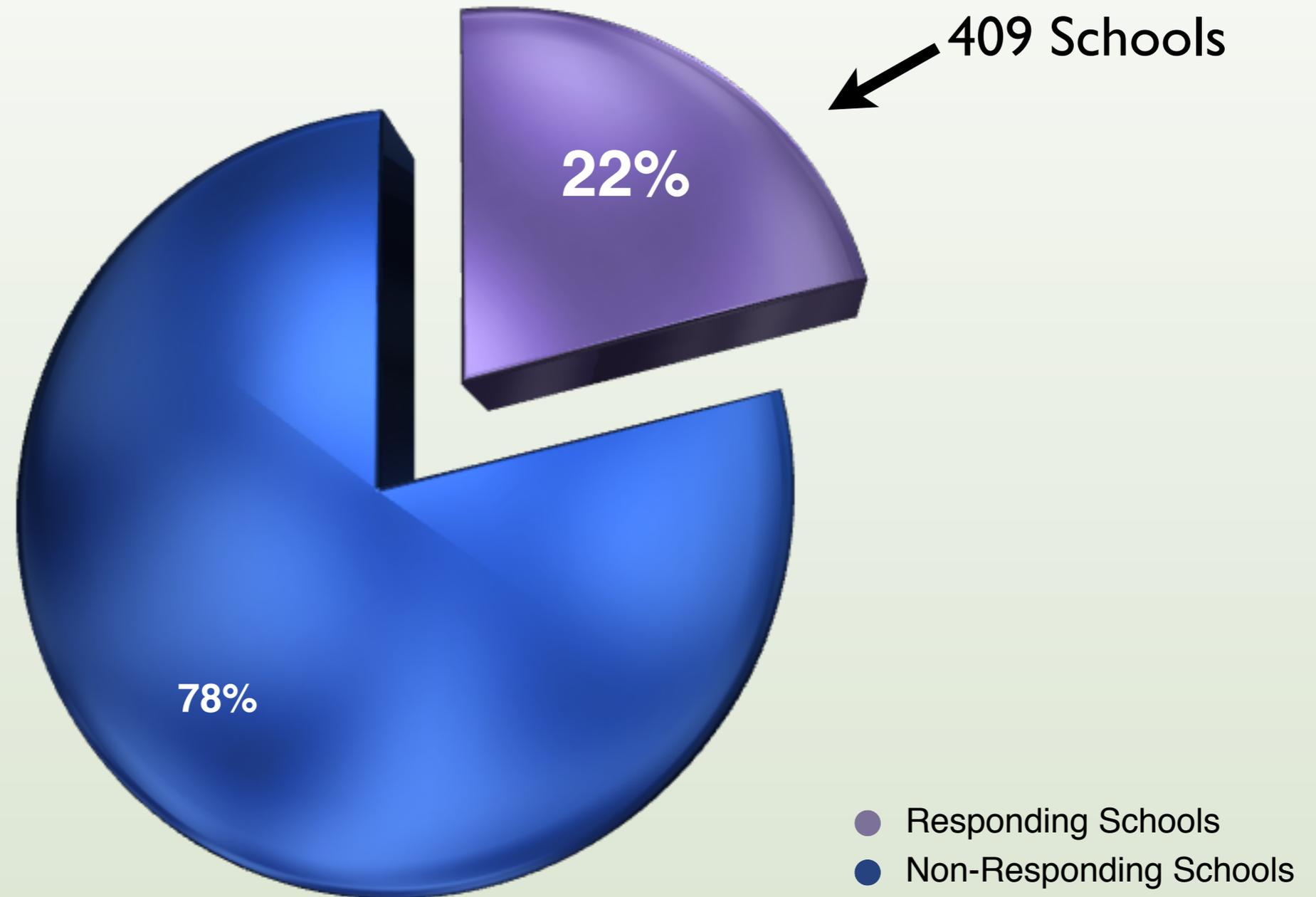


ENGAGING STUDENTS
SUPPORTING SCHOOLS
ACCESSING ARTS EDUCATION

Highlights from the Arizona Arts Education Census Project

PARTICIPATING SCHOOLS

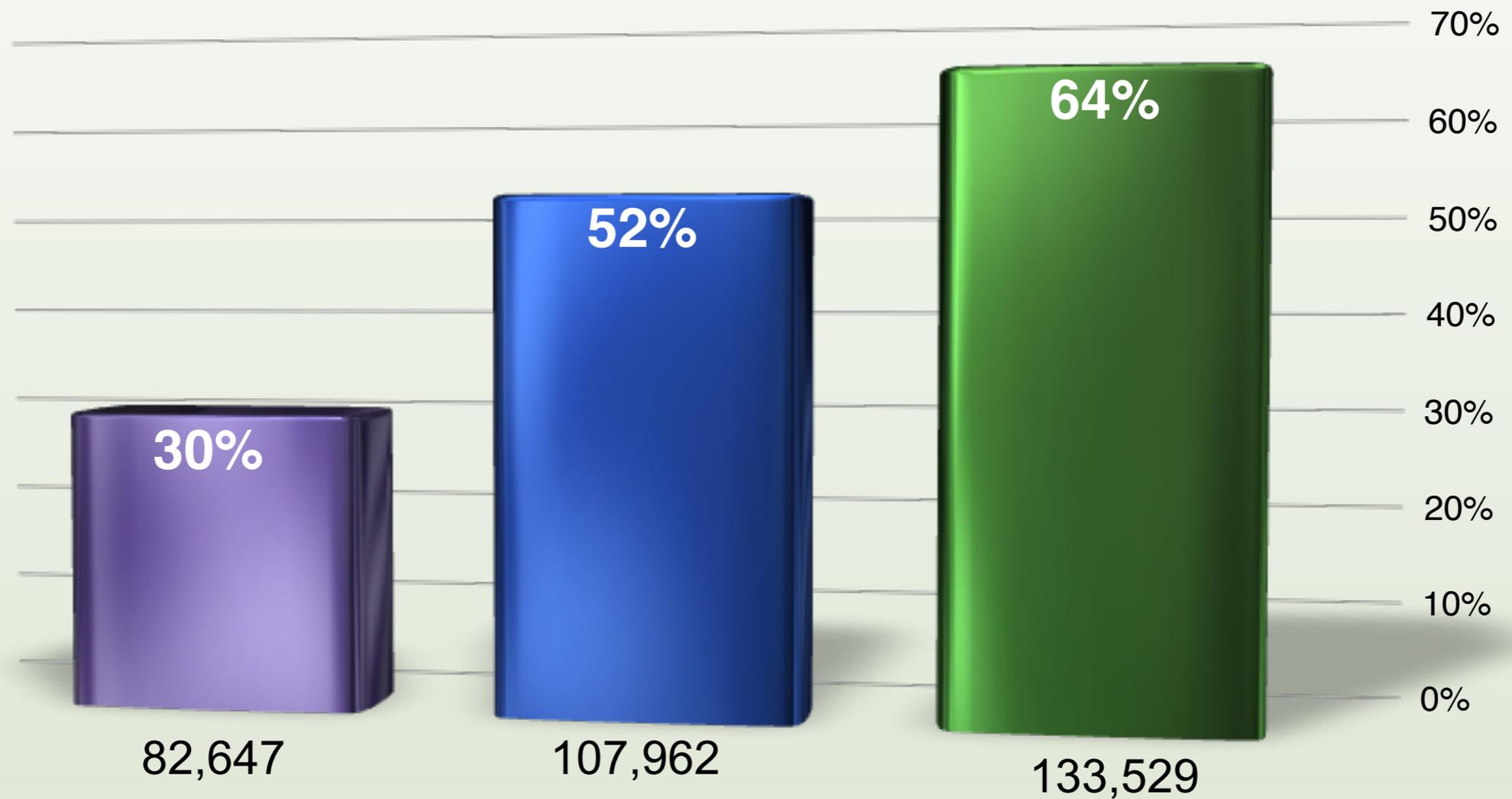
% of All Schools Participating



236,645

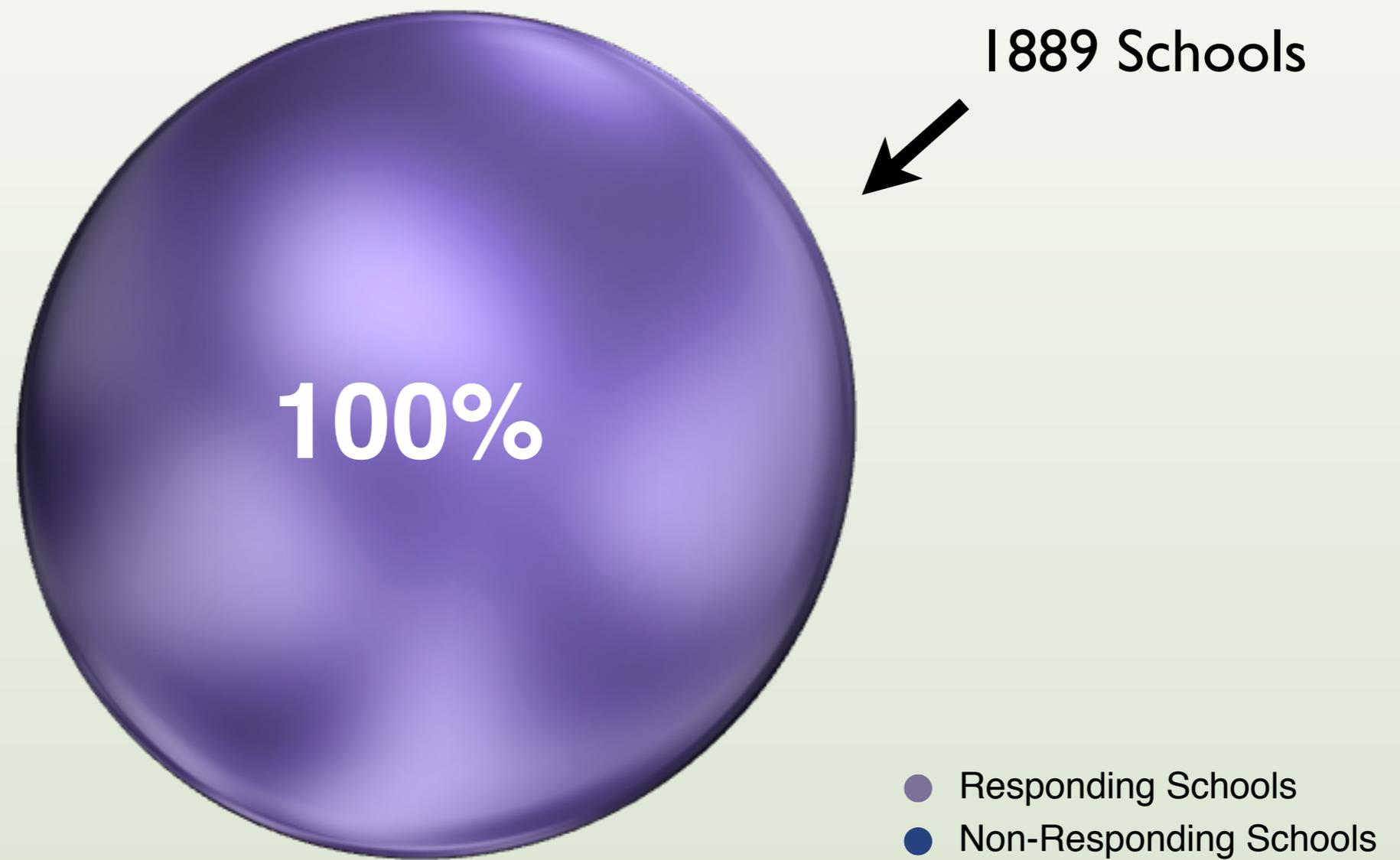
PARTICIPANTS

By Grade Levels
(n=409)



PARTICIPATING SCHOOLS

% of All Schools Reporting Highly Qualified Teacher Data



1,055,263

Arizona Administrative Code

Title 7: Education, Article 3

Curriculum Requirements and Special Programs

Minimum Course of Study

R7-2-301: Students shall demonstrate competency as defined by the State Board-adopted Essential Skills, at the grade levels specified, in the following required subject areas:

Language arts, Literature, Mathematics, Science, Social Studies,

Music, Visual Arts,

Health/Physical Education, Foreign or native American Language

Arizona Administrative Code

Title 7: Education, Article 3

Curriculum Requirements and Special Programs

Minimum Course of Study for Graduation from High School

R7-2-302: The Board establishes 20 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)

One credit of fine arts or vocational education

Arizona Academic Standards in the Arts

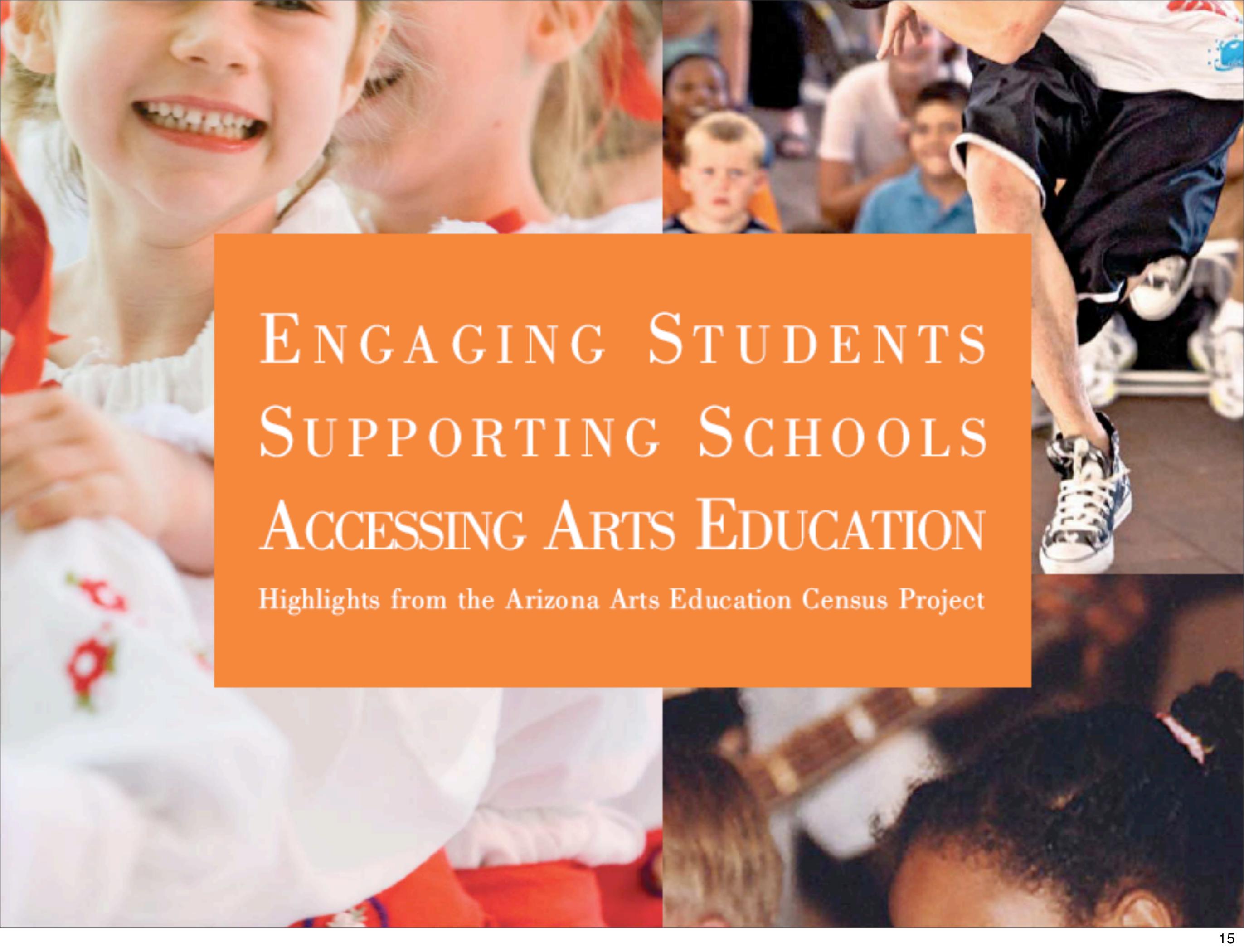
(Adopted by the Arizona Board of Education June 26, 2006)

The Arizona Academic Standards in the Arts provide guidance on what a student should know and be able to do in all four arts disciplines: dance, music, theatre and visual arts. Every student should receive arts instruction through the intermediate level in all art forms, as well as reach an advanced level in at least one art form prior to graduation from high school.

Undergraduate Admission Requirements

(ABOR Policy 2-102)

**One unit of fine arts or any
combination of 2 semesters of fine arts
(One 3-credit fine arts course)**



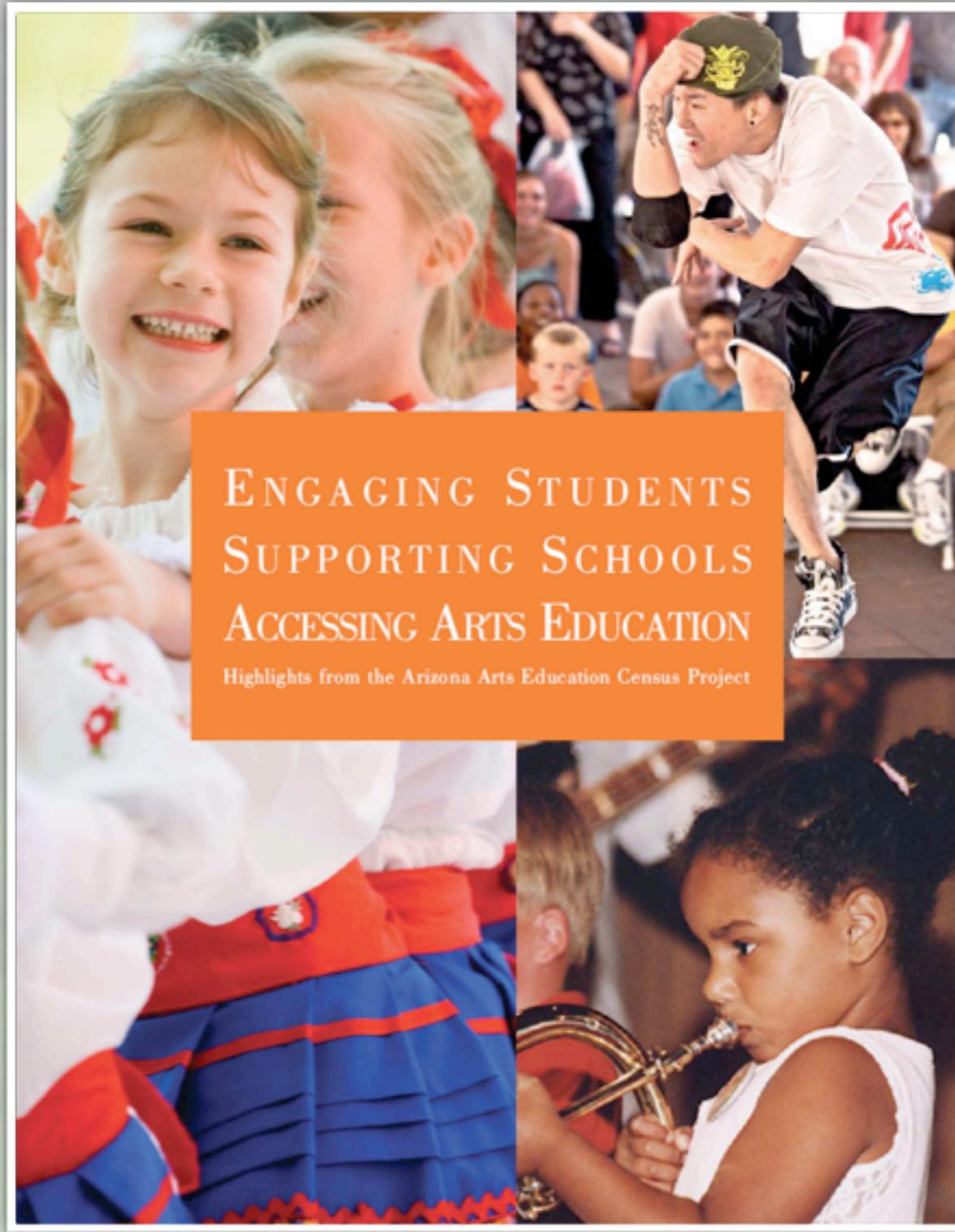
ENGAGING STUDENTS
SUPPORTING SCHOOLS
ACCESSING ARTS EDUCATION

Highlights from the Arizona Arts Education Census Project

“If we know the arts are good for some kids, then they are good for all of them. We don't need scientists or research studies or data to tell us what we already know.”

First Lady Michelle Obama

Access and Equity
for Every Child



ENGAGING STUDENTS
SUPPORTING SCHOOLS
ACCESSING ARTS EDUCATION

Highlights from the Arizona Arts Education Census Project

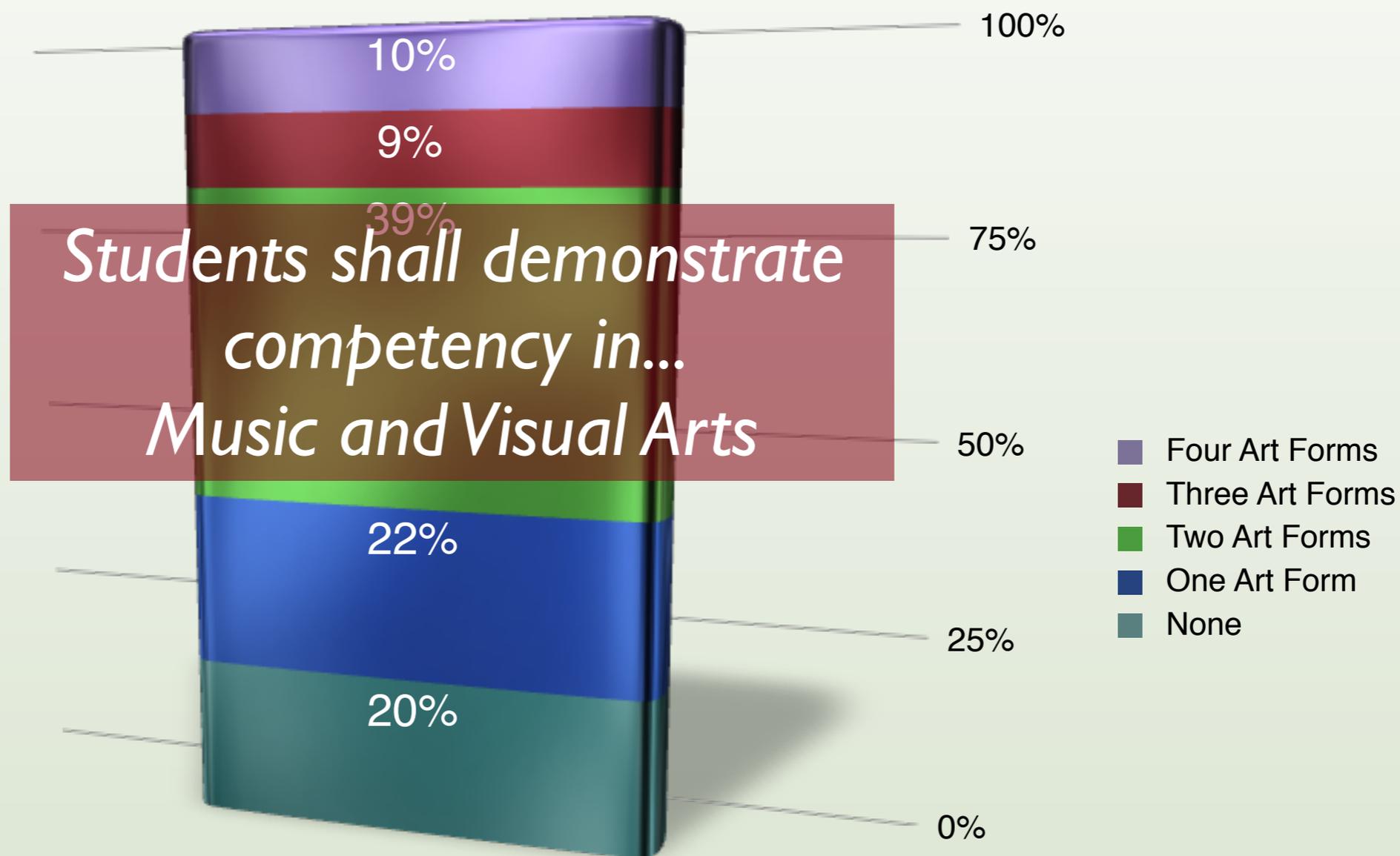
Key Finding

“While the state of Arizona has some excellent policies and expectations in place in support of arts education for all children... access to, and implementation of, these programs at the school level is inconsistent.”

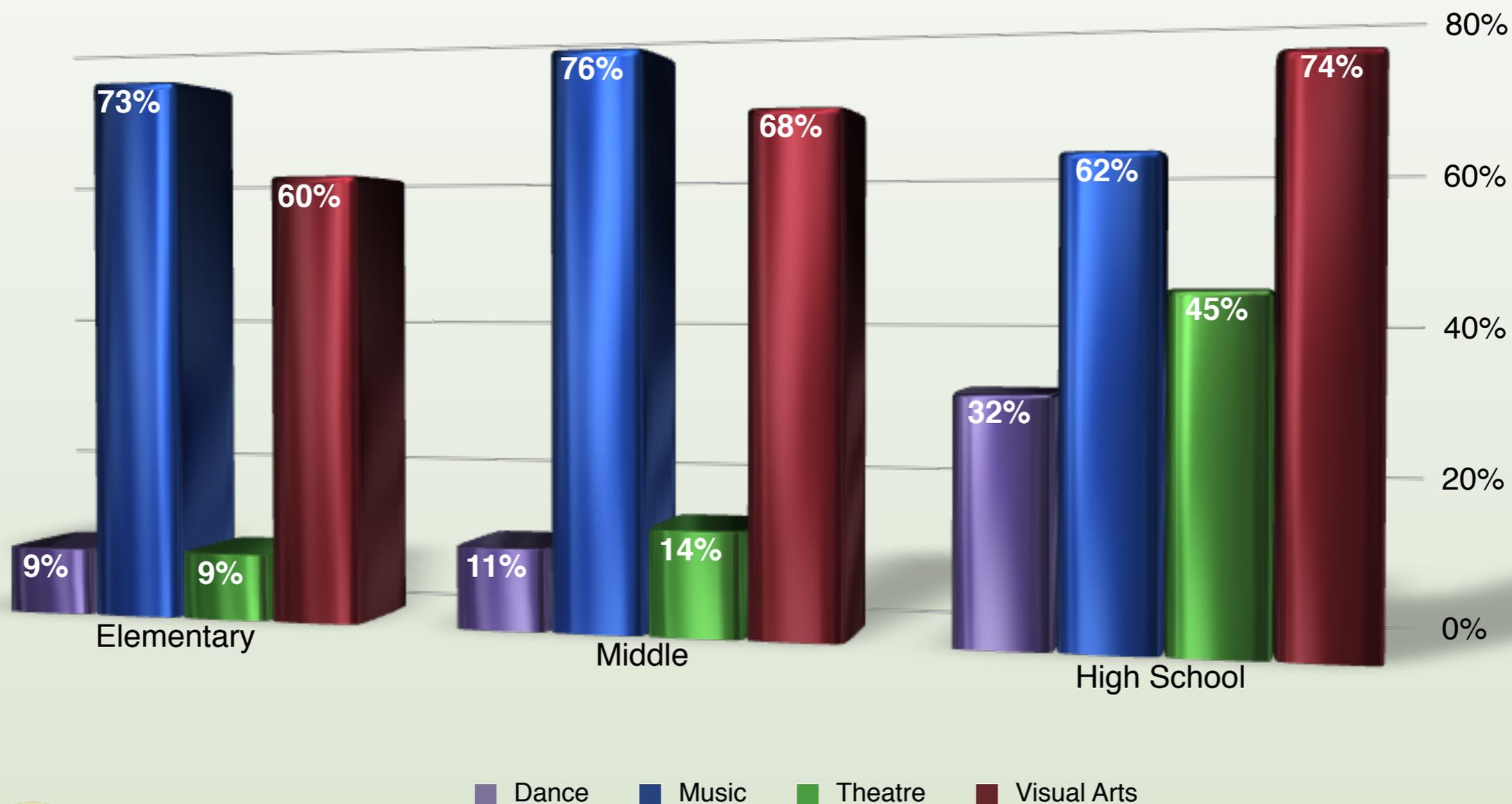


Prioritizing Arts Education *Policies*

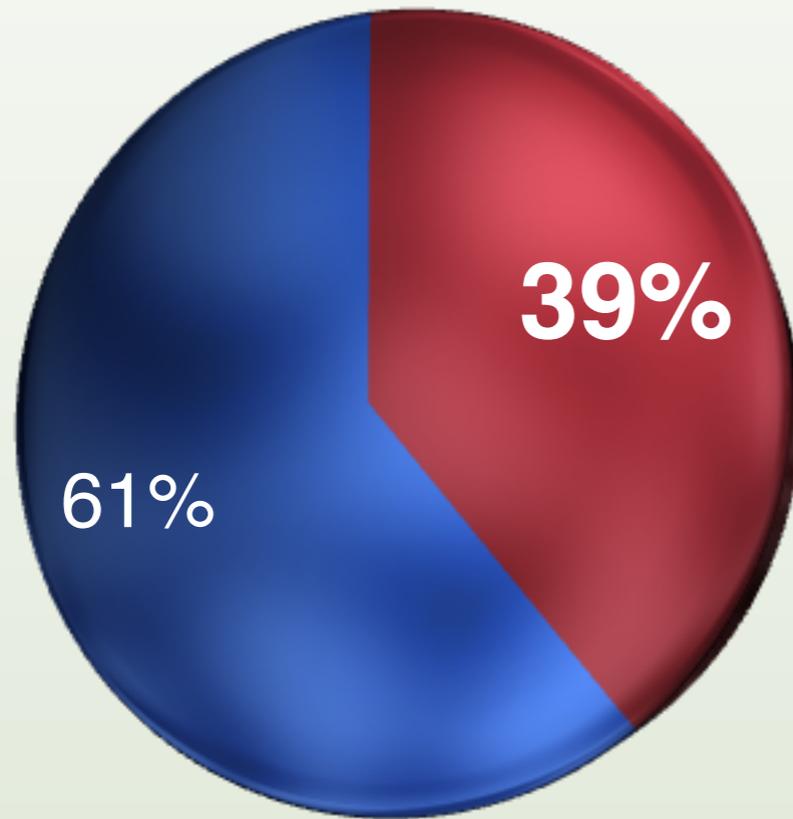
% of Schools Offering Arts Courses



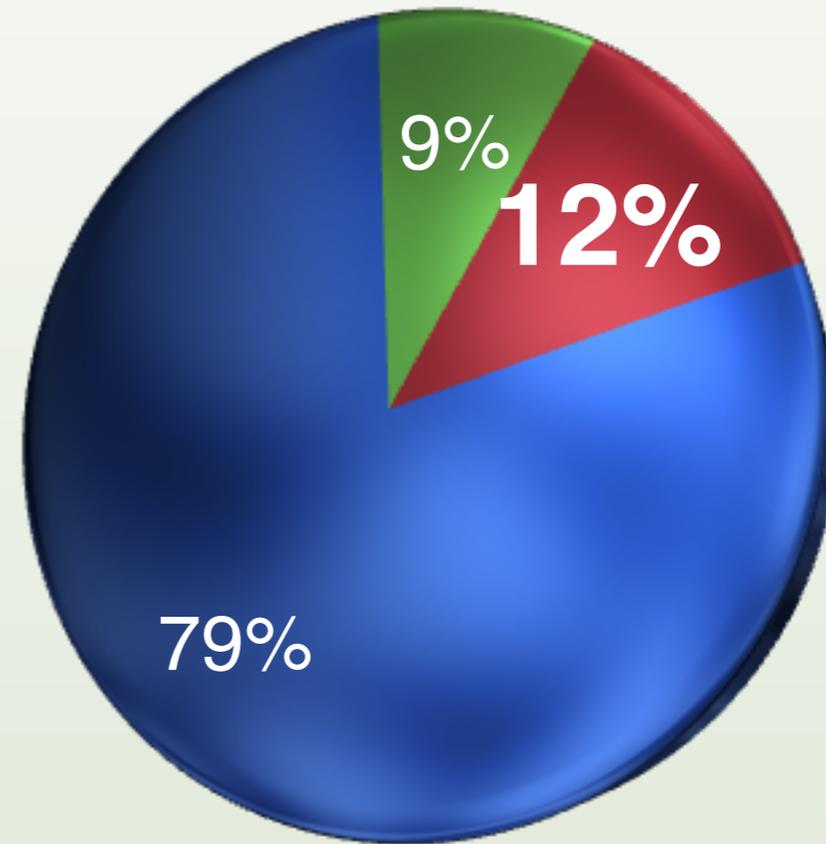
% of Schools with at Least One Arts Course by Discipline



% of Schools with Equal Grade Weighting for Arts Courses



Regular Arts Courses



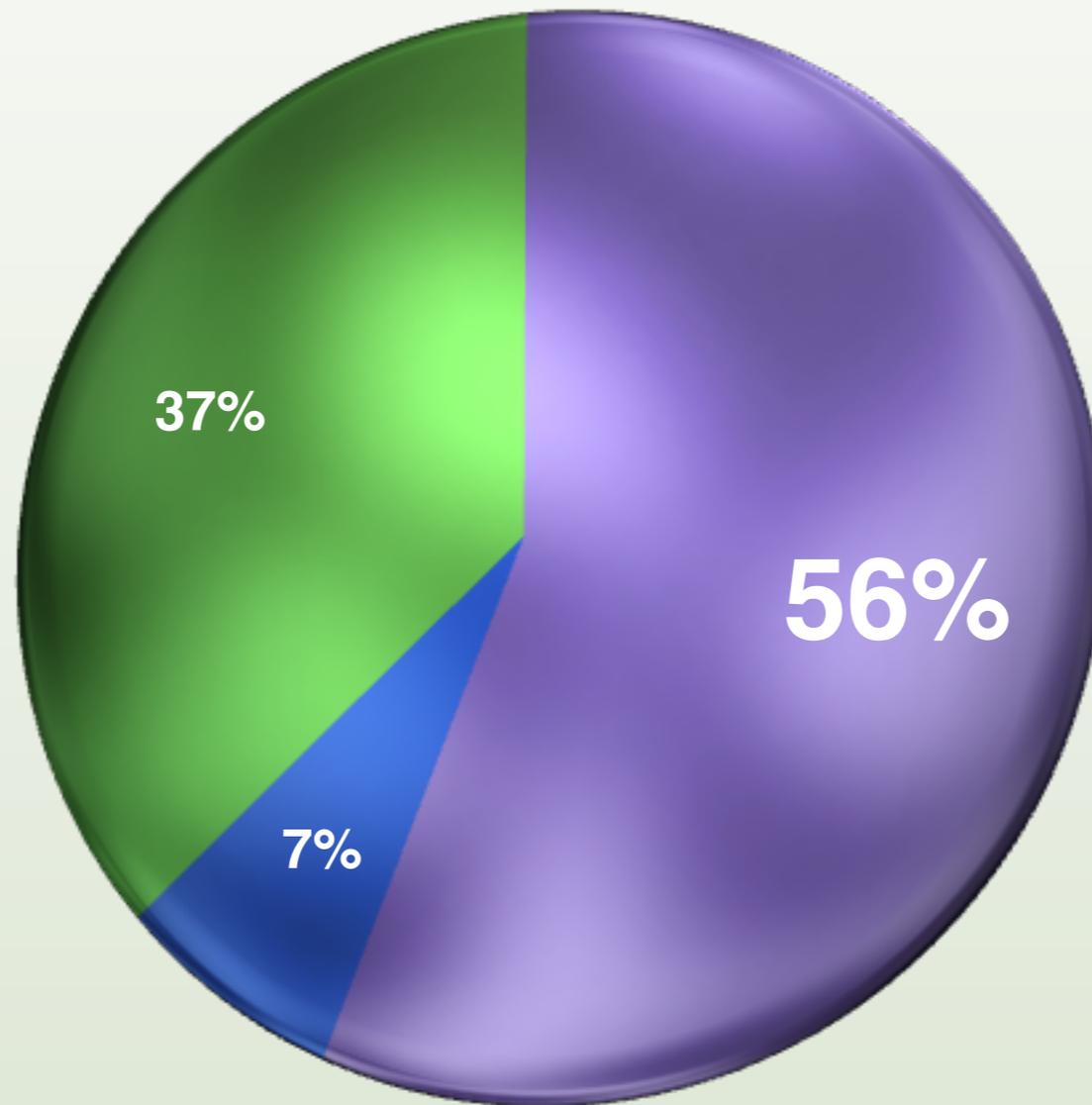
Advanced Arts Courses

● All

● None

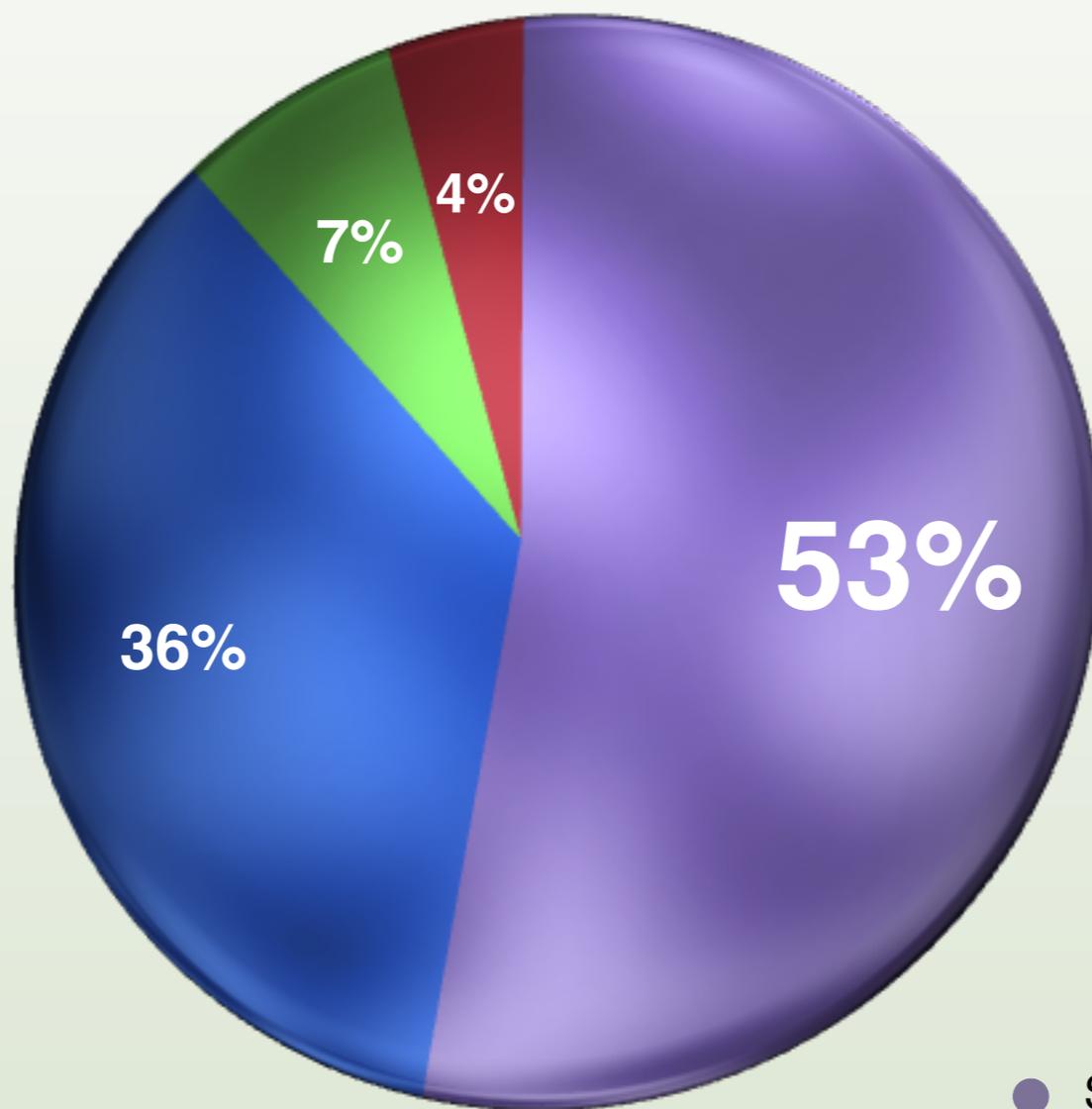
● Some

% of Schools Adopting the Arts Education Standards



- Adopted
- Not Adopted
- No Response

High School Graduation Requirement
% of Schools by Requirement Used



- Shared Credit with Vocational Arts
- Stand Alone: 1 Fine Arts Credit
- Stand Alone: 2 Fine Arts Credits
- None

RECOMMENDATION

Prioritize arts education through increasing accountability in meeting our current policies and dedicating resources as appropriate.

- ✿ Prioritize arts education through increasing accountability in meeting our current policies and dedicating resources as appropriate.

- ✿ Require schools and districts to sign an annual statement affirming they are teaching the arts according to the Arizona Academic Standards in the Arts.

- ✿ Build on existing policies to support the visual and performing arts, and develop an accountability process to report on the implementation of these policies.

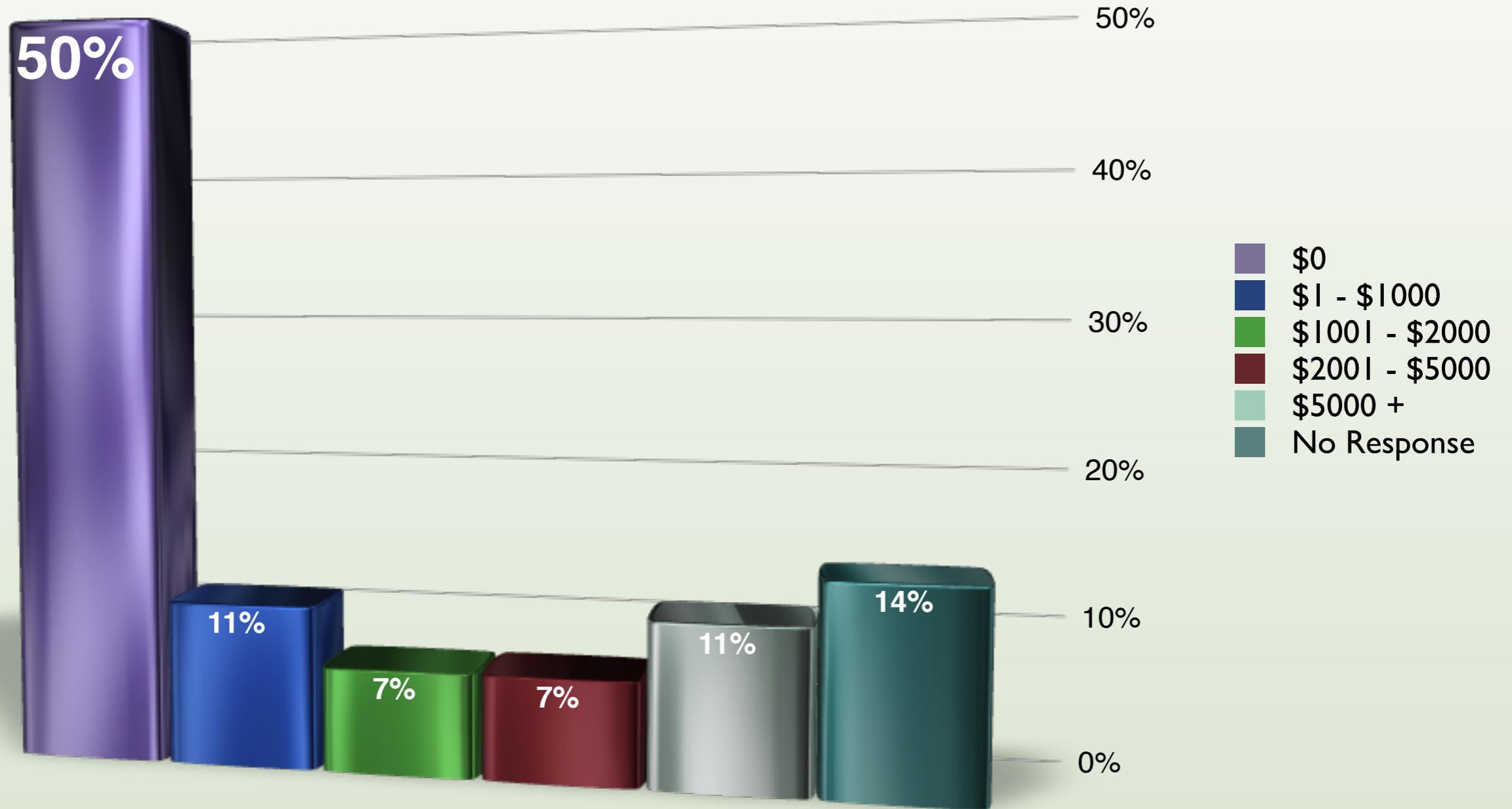
- ✿ Ensure that both on-level and honors/AP-level arts courses receive similar weight to other core academic courses in Arizona high schools.

- ✿ Continue collecting and analyzing data on arts education.
 - ✓ *Embed arts education reporting within the state's data system for education.*
 - ✓ *Undertake a stand-alone mandated arts education census in 2012-2013 to monitor progress since 2008-2009.*

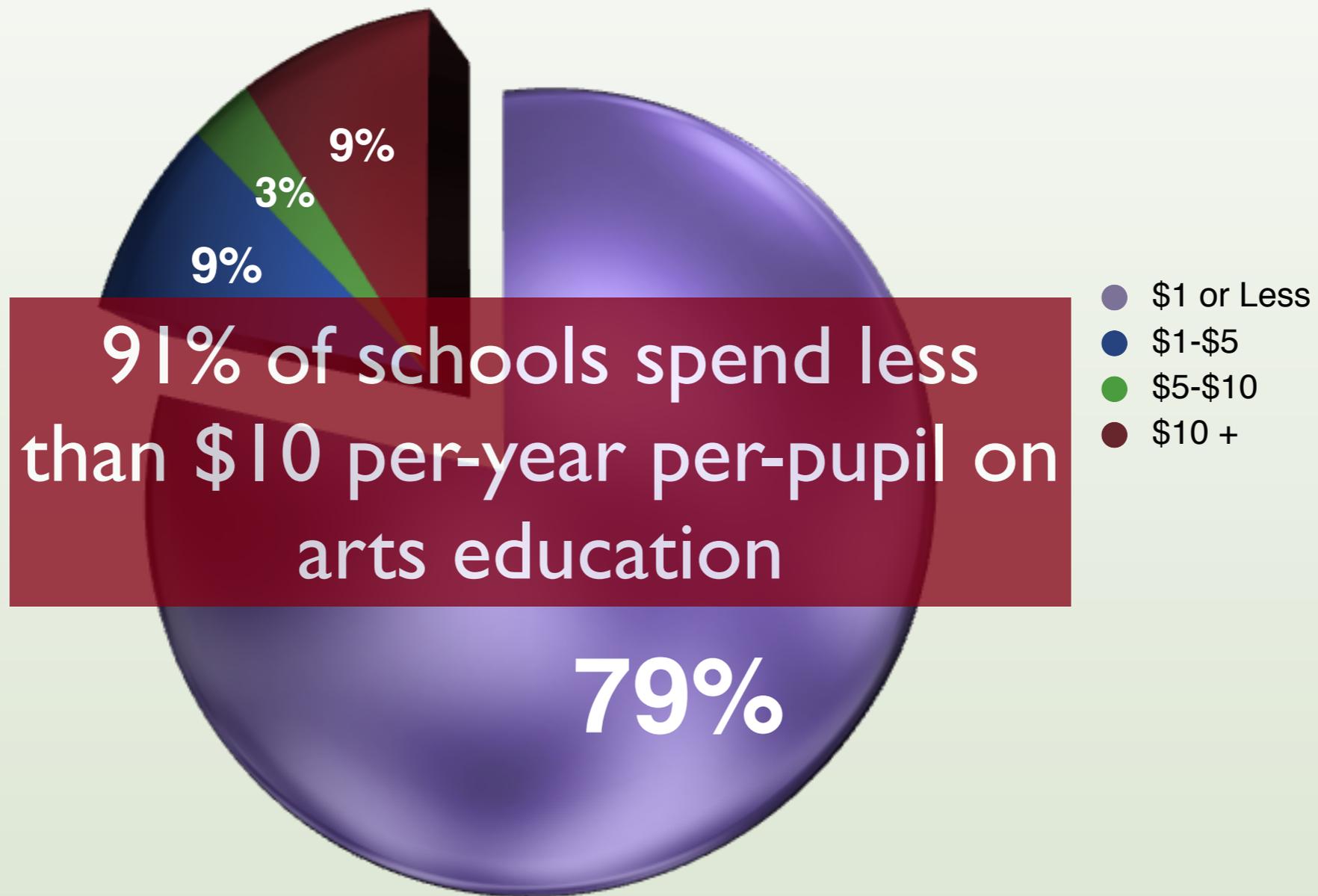


Prioritizing Arts Education *Resources*

% of Schools Allocating Funding by Dollar Group



Annual Per-Pupil Arts Spending by Dollar Group

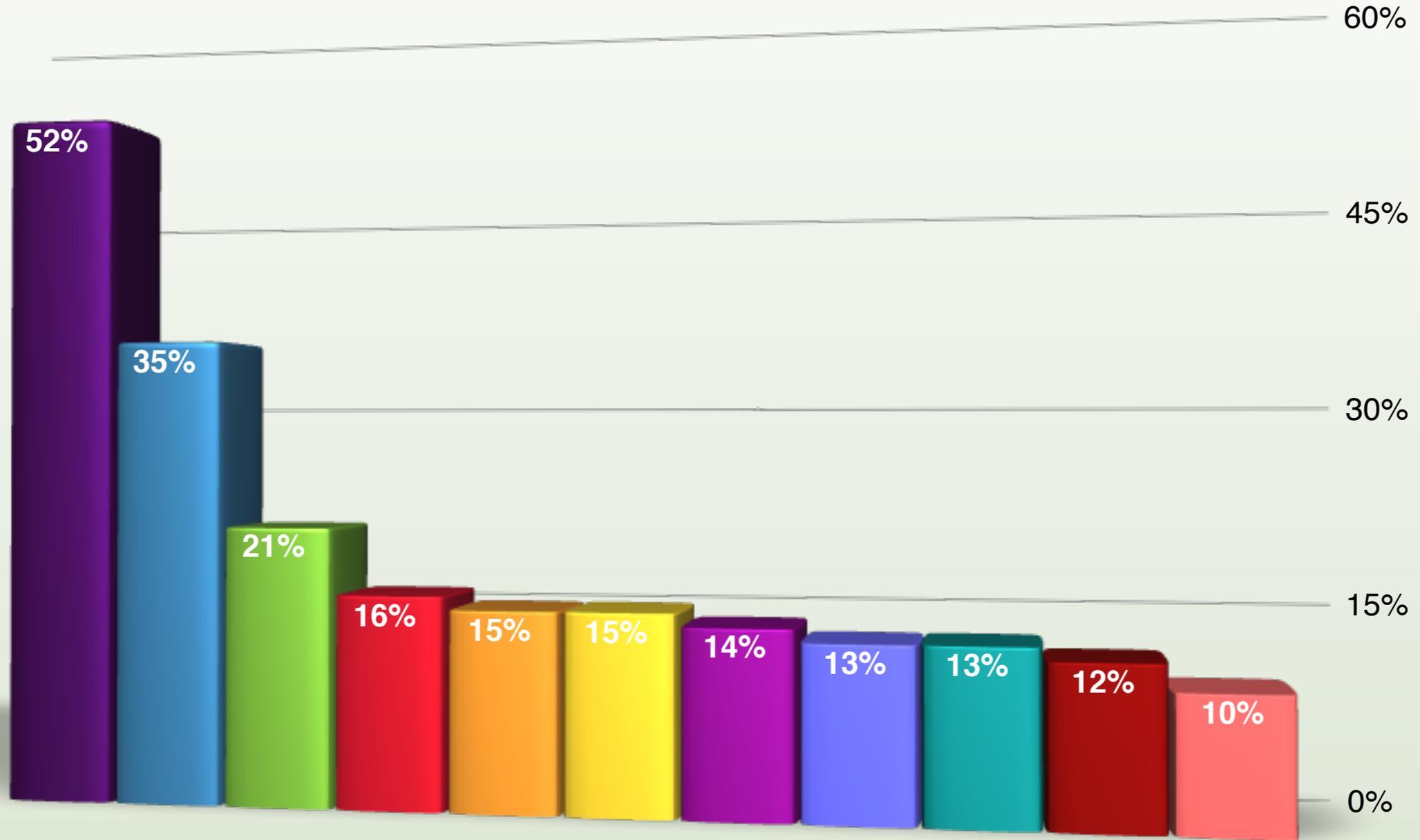


How Much Do Schools Spend
on Arts Education for Each
Student Each Day?

One Half of One Cent



% of Schools Receiving Funding by Source

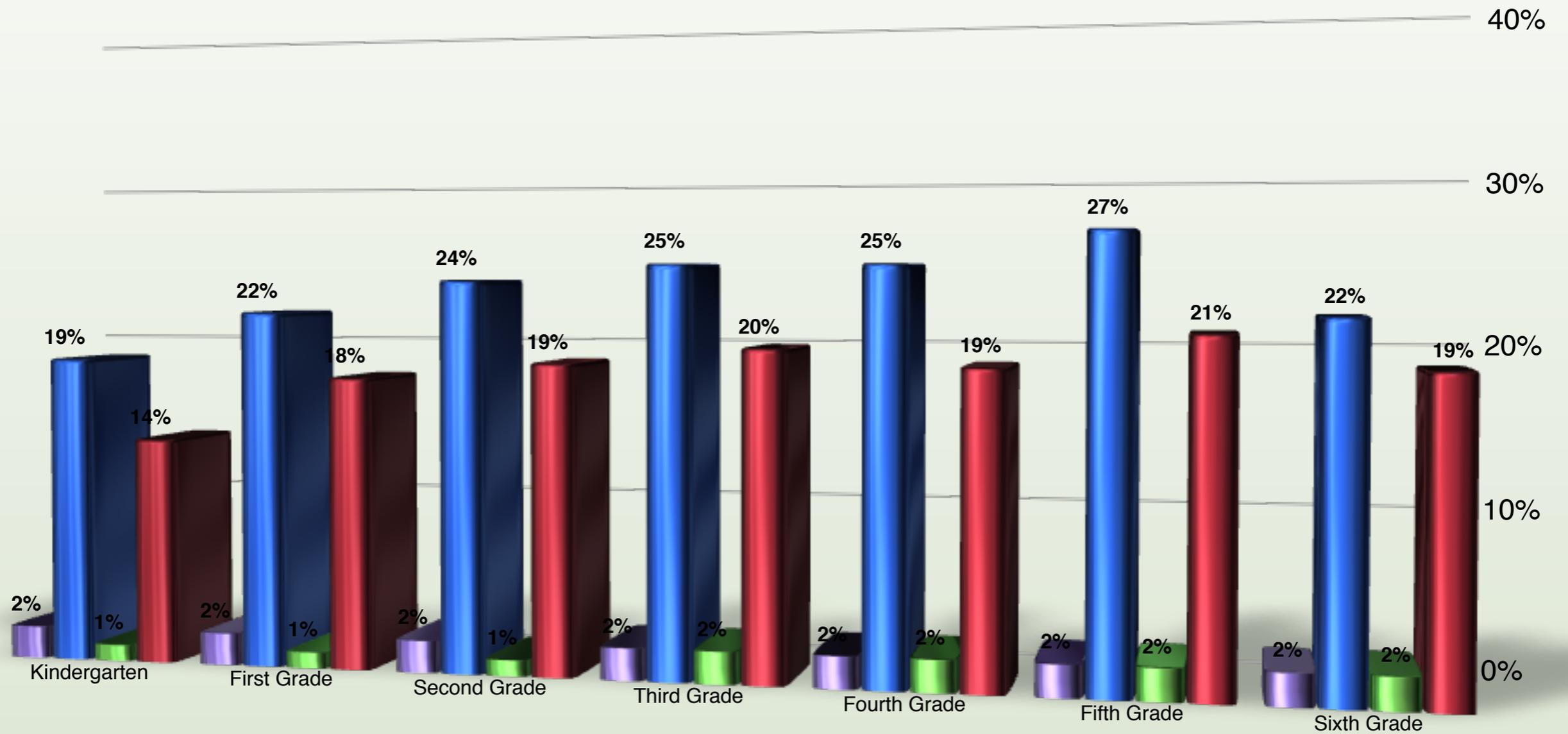


- Tax Credit
- Other
- Local Business or Corporations
- State or National Sources
- PTA/PTO
- Booster Club
- Local District Foundation
- Education Associations
- Local/County Arts Councils/Agencies
- Arizona Commission on the Arts
- Federal Grants

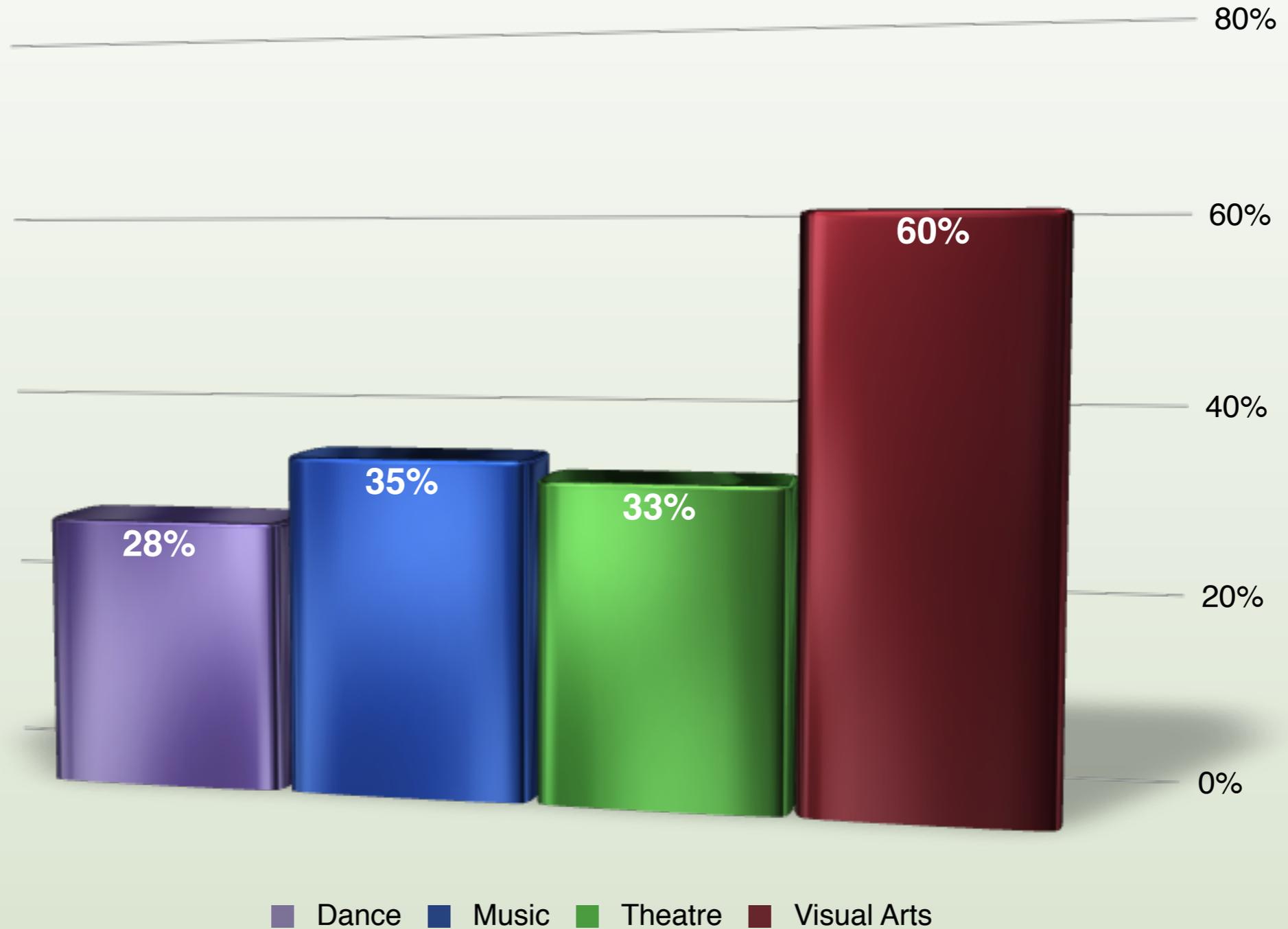
Average Minutes Per Week of Instruction
By Discipline



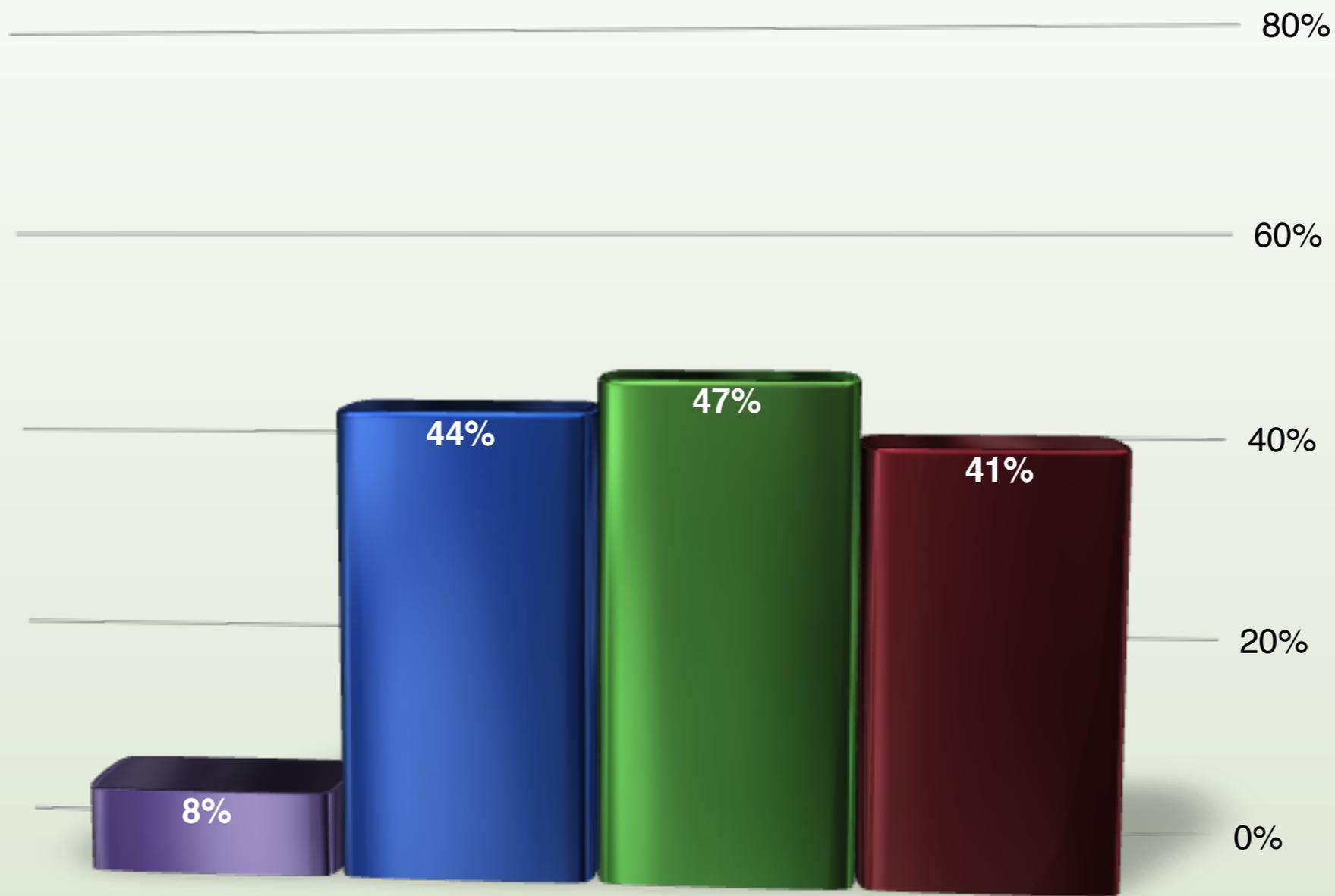
% of Schools With At Least One Hour Per Week of Instruction
By Discipline



% of High Schools using Technology to Support Arts Instructions
By Discipline



% of Schools with Dedicated Space



- ✿ Build systemic professional development for Arizona's public school leaders around what quality education – including the arts – looks like, and how quality arts education programs are being implemented in Arizona.

Quality indicators include:

- ✓ Evaluation of programs
- ✓ Student access and participation
- ✓ Strong curriculum
- ✓ Instruction and assessment aligned to the Arizona Academic Standards in the Arts
- ✓ Investment in professional development

- ✿ Recommend a per pupil allocation for arts materials and supplies.

- ✿ Design and pilot comprehensive and sequential arts education programs in partnership with Arizona's rural, charter and small schools, including investigation of technology-based instruction and collaborations with rural-based arts and cultural resources.

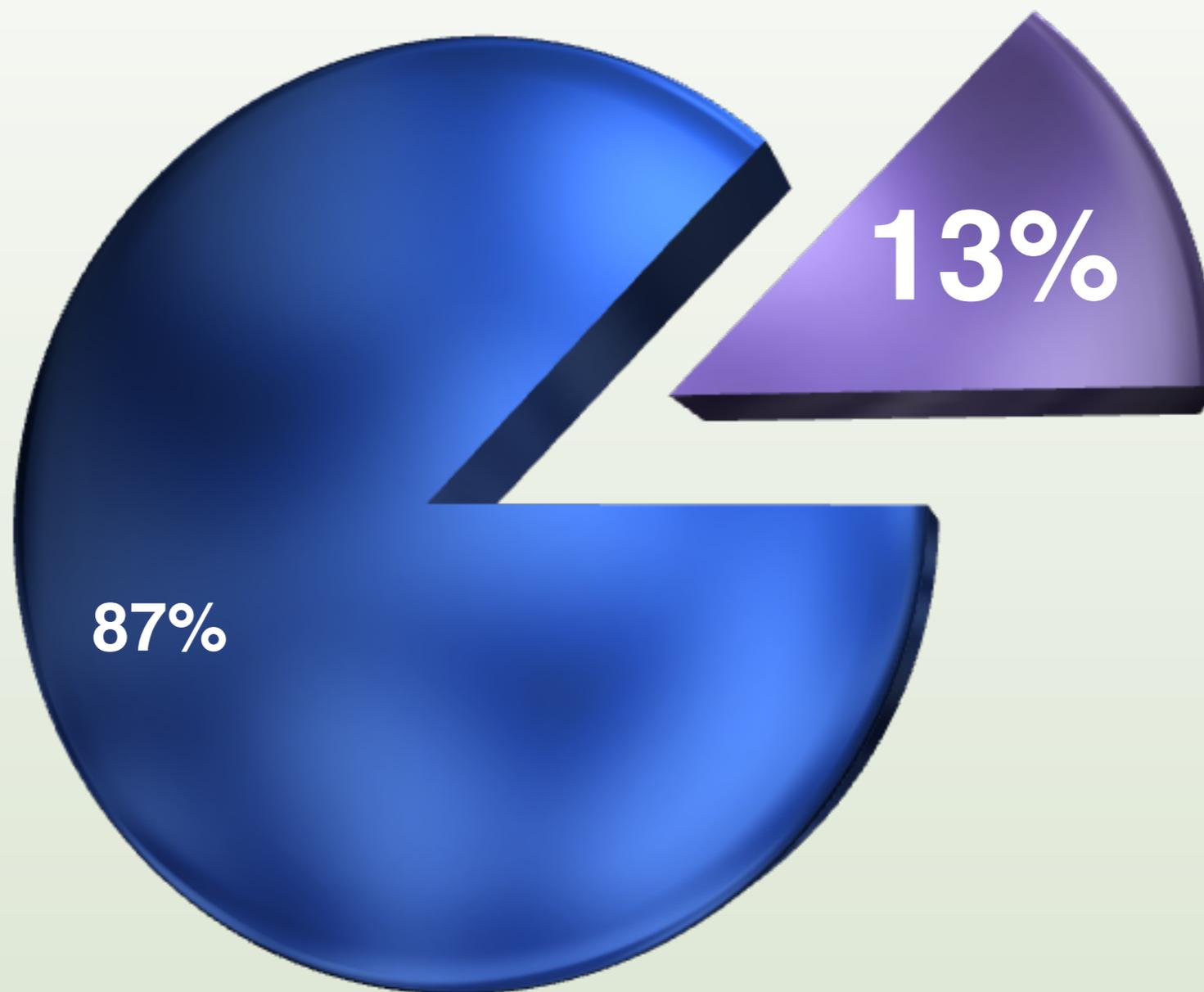
- ✿ Work with the Arizona Department of Education's Educational Technology Unit to support a richer technology-based environment for arts learning in Arizona public schools

Student Centered Education

How many Arizona public
school students have
no access
to arts instruction by a highly
qualified teacher?

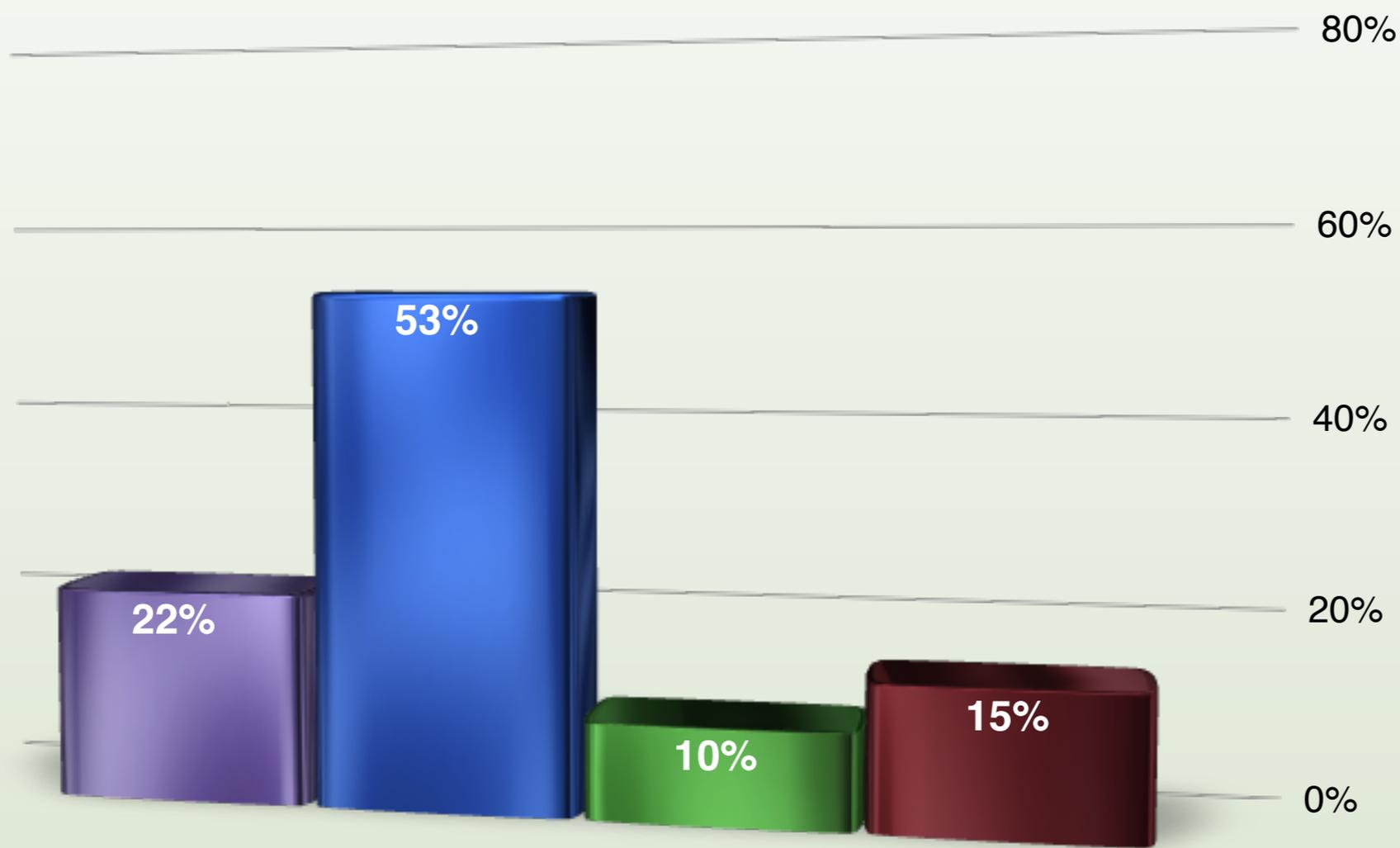
134,203

% of Students without Access to Music or Visual Arts Instruction Provided by a Highly Qualified Teacher

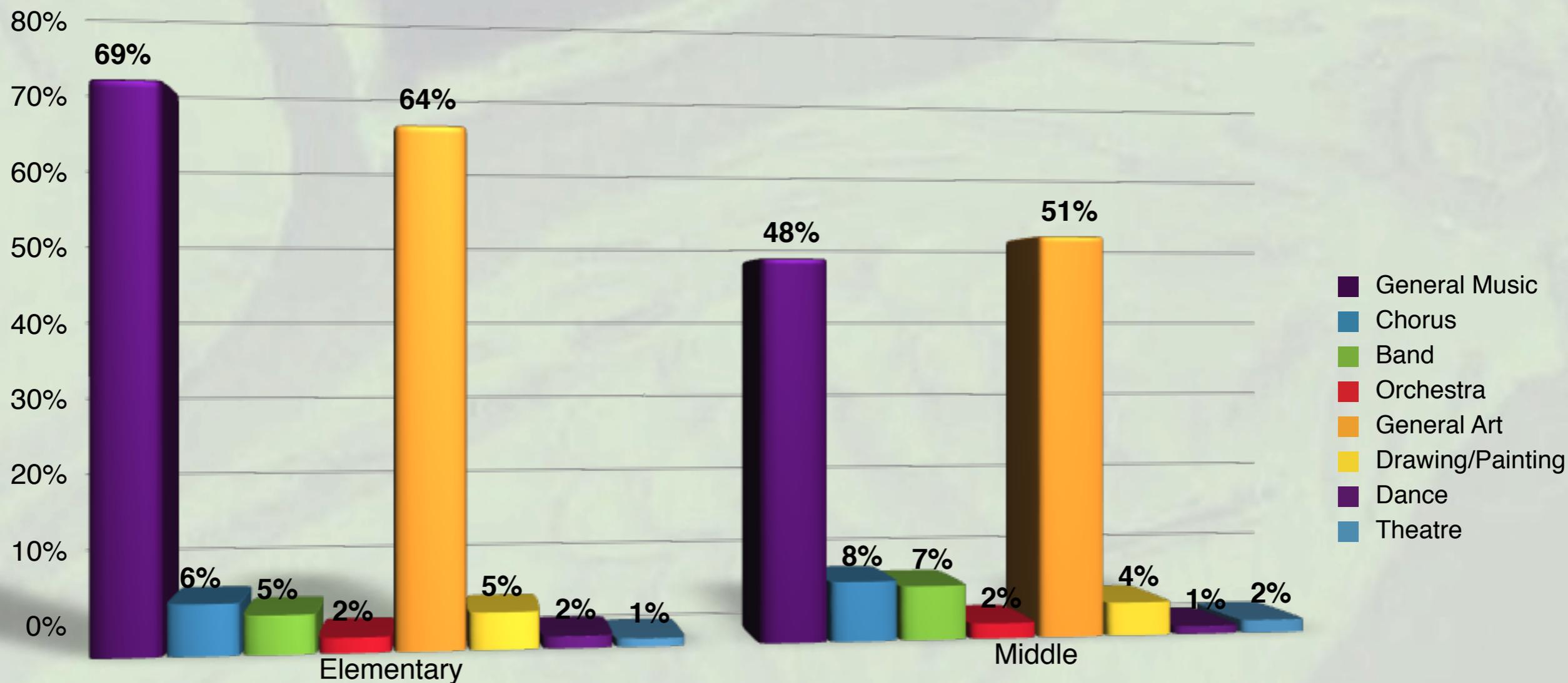


- No Access
- Access

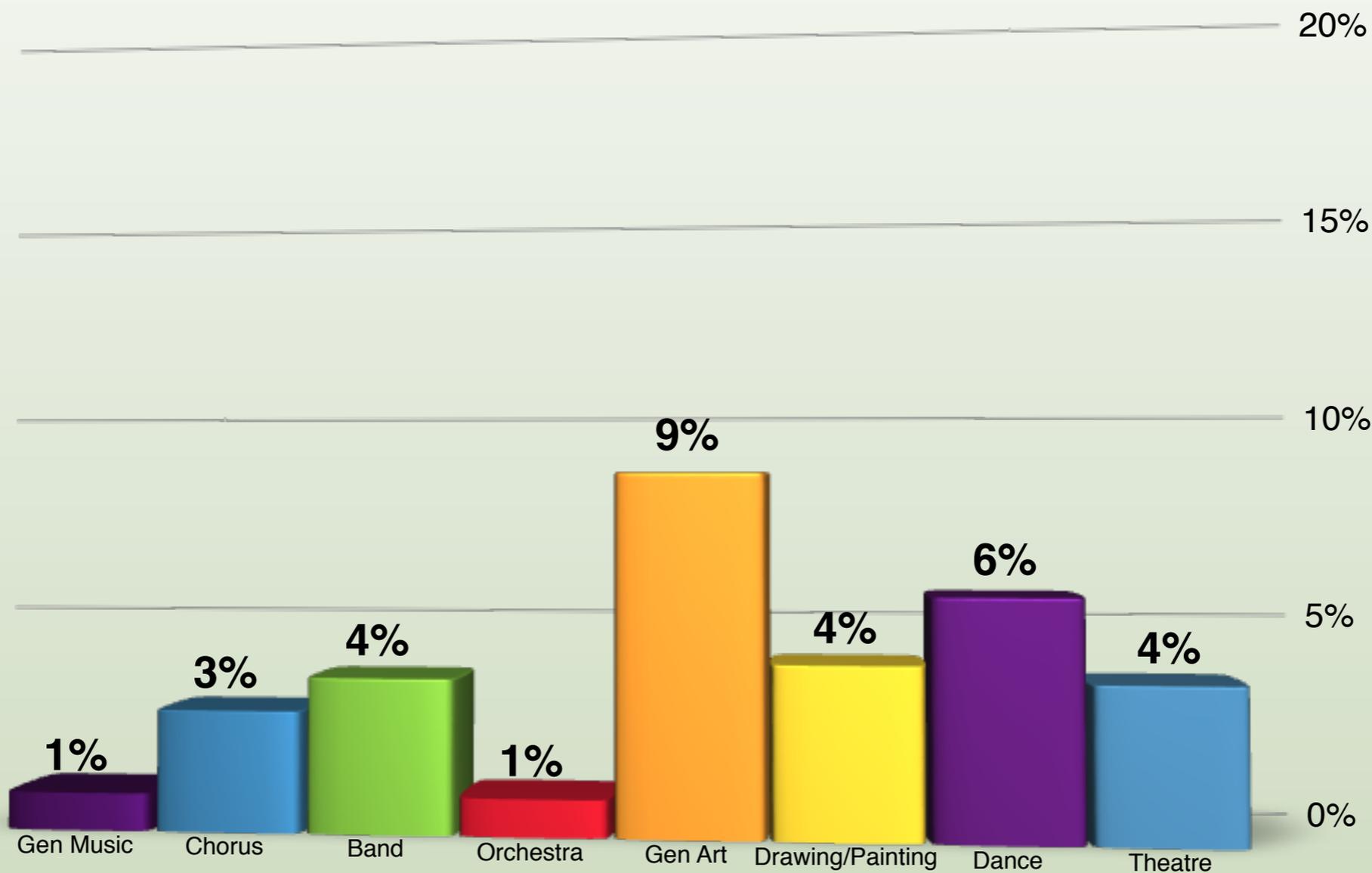
% of Schools Providing Assessment
By Kind



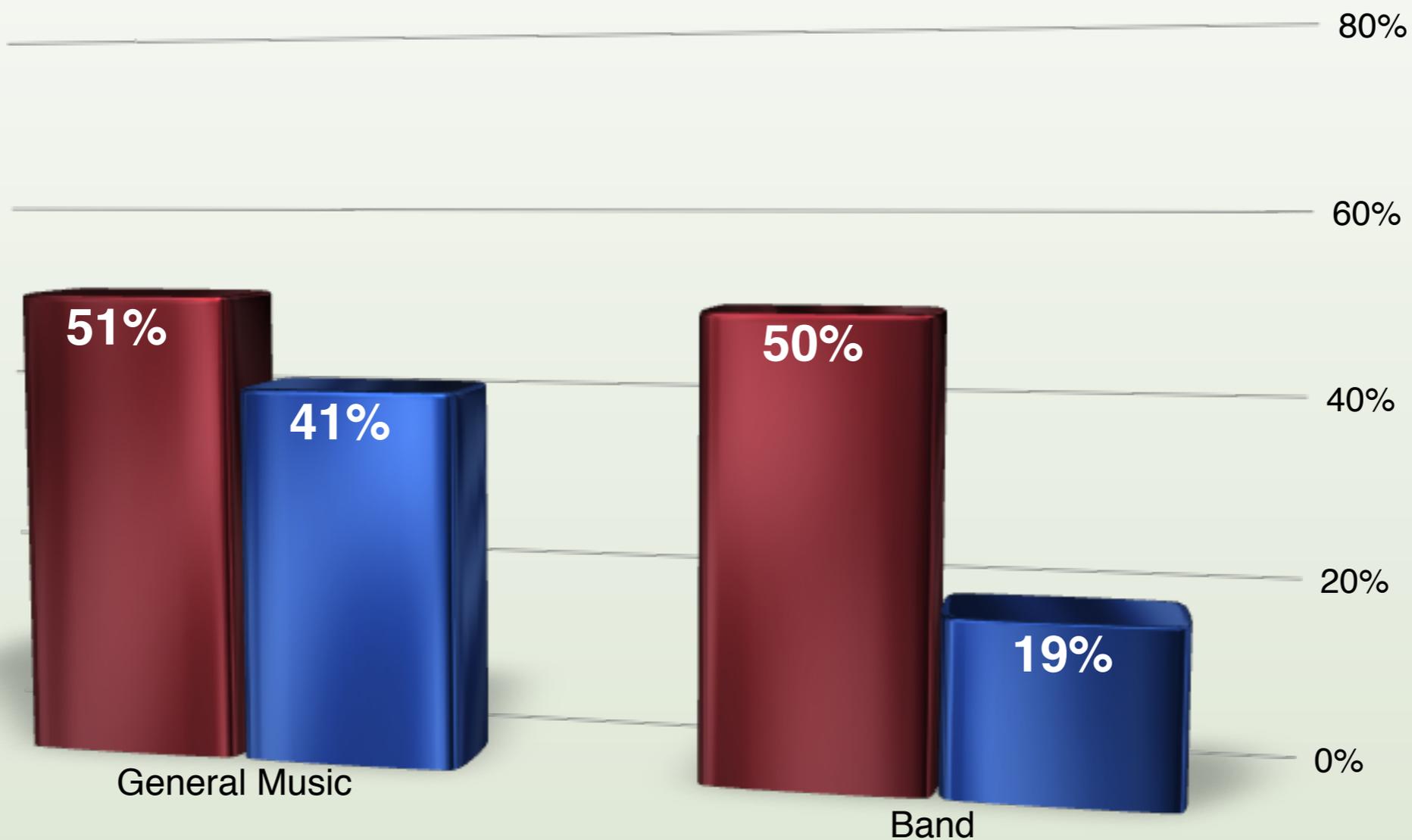
% of Students Enrolled in Courses
By School Type



% of Students Enrolled in Courses
(High School)



% of Schools with Student Enrollment in Course
Larger Schools vs Smaller Schools



RECOMMENDATION

Keep the needs of students at the center of the policy, resource and allocation discussions to ensure we create an educational system which can be navigated successfully by students preparing to be productive members of our workforce and society.

- ✿ Strengthen curricular, instructional and assessment approaches to align with the Arizona Academic Standards in the Arts through pilot programs, research and web-based resources.

- Work with unified school districts (K-12) and non-unified school districts (of elementary and union high school district partners) and charter schools on the seamless delivery of arts education offerings from a student's perspective ensuring vertically integrated, logical, sequential arts offerings.

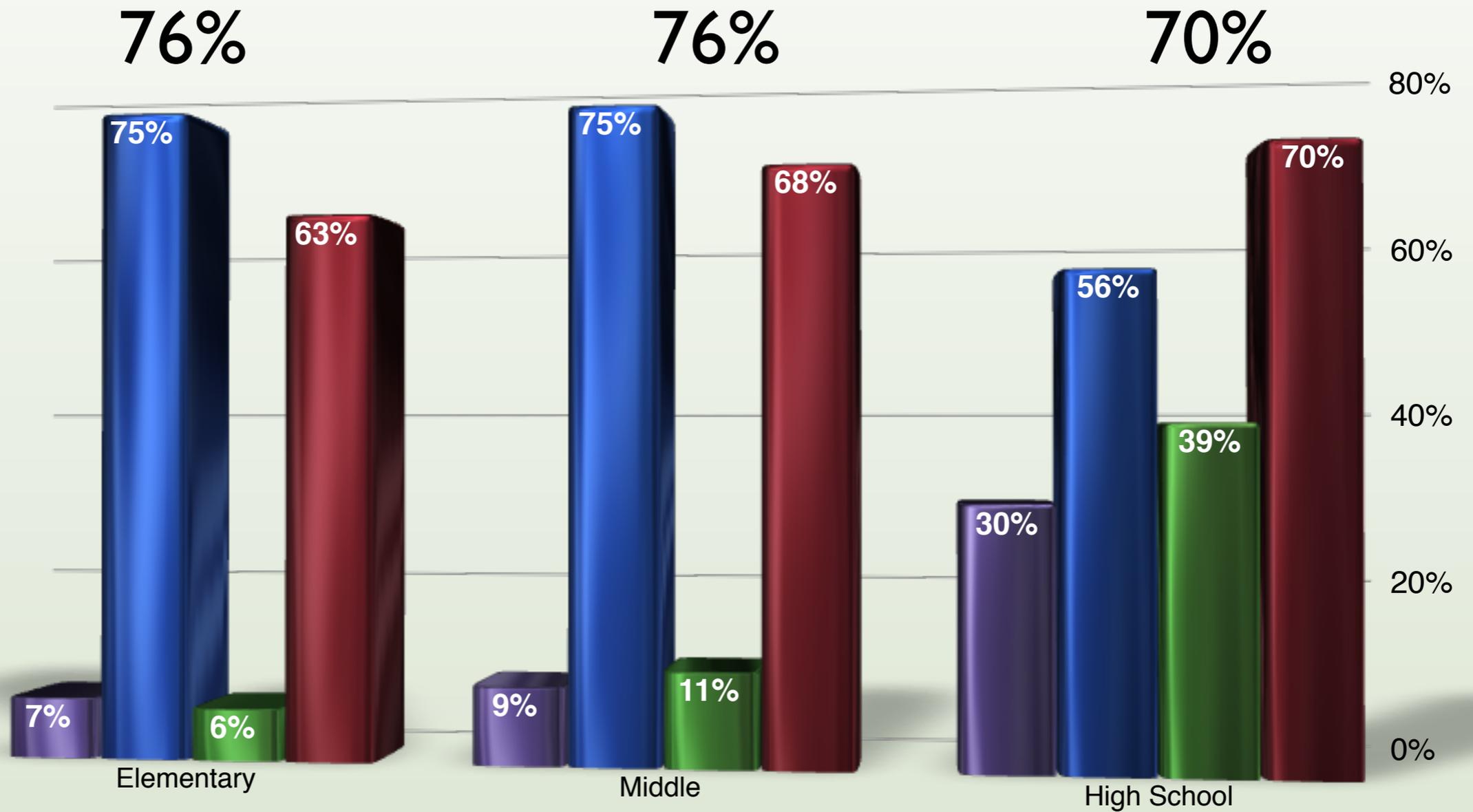
- Develop assessment tools, products and processes to determine student proficiency in the arts.

- ✿ Encourage high schools to create entry-point opportunities for students to engage in the arts, especially in music.

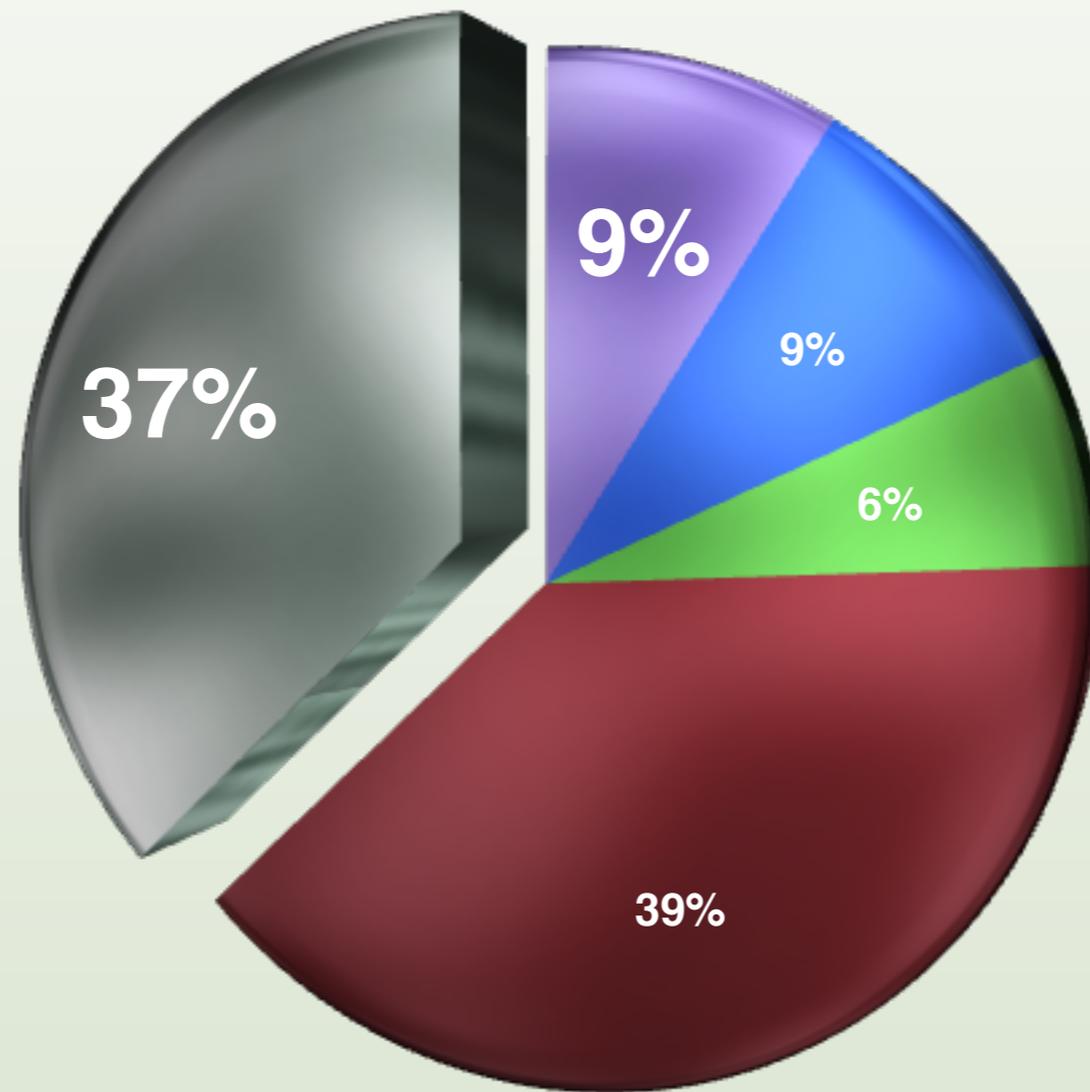
- ✿ Schedule an Arizona Department of Education review of schools where no arts instruction is available so information, policies and resources may be aligned to support the restoration of arts education in these schools.

Supporting Our Teachers

% of Schools with at Least one FTE Teacher of Arts
(By Discipline)

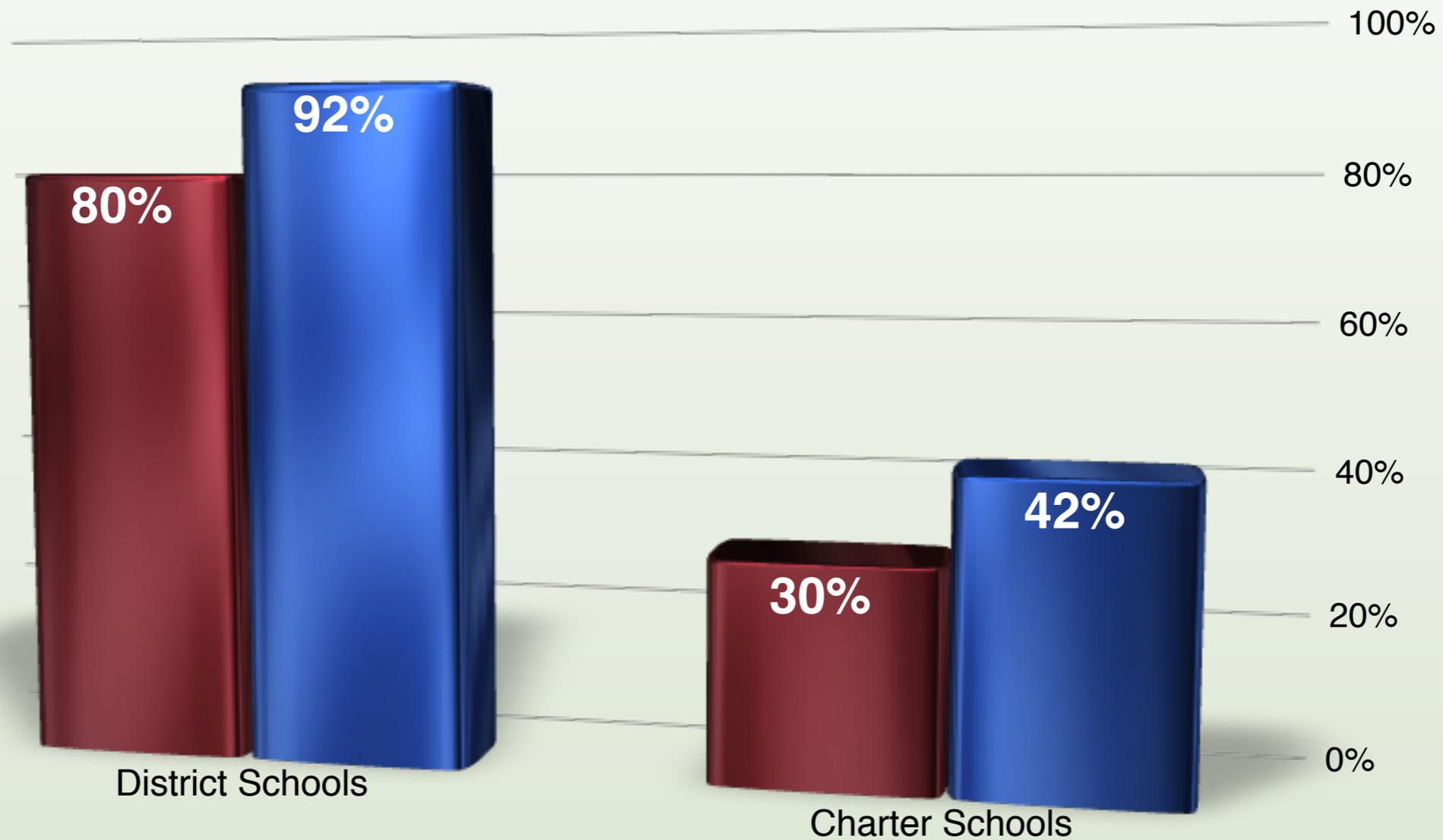


% of Schools with Arts Supervisor
By Category

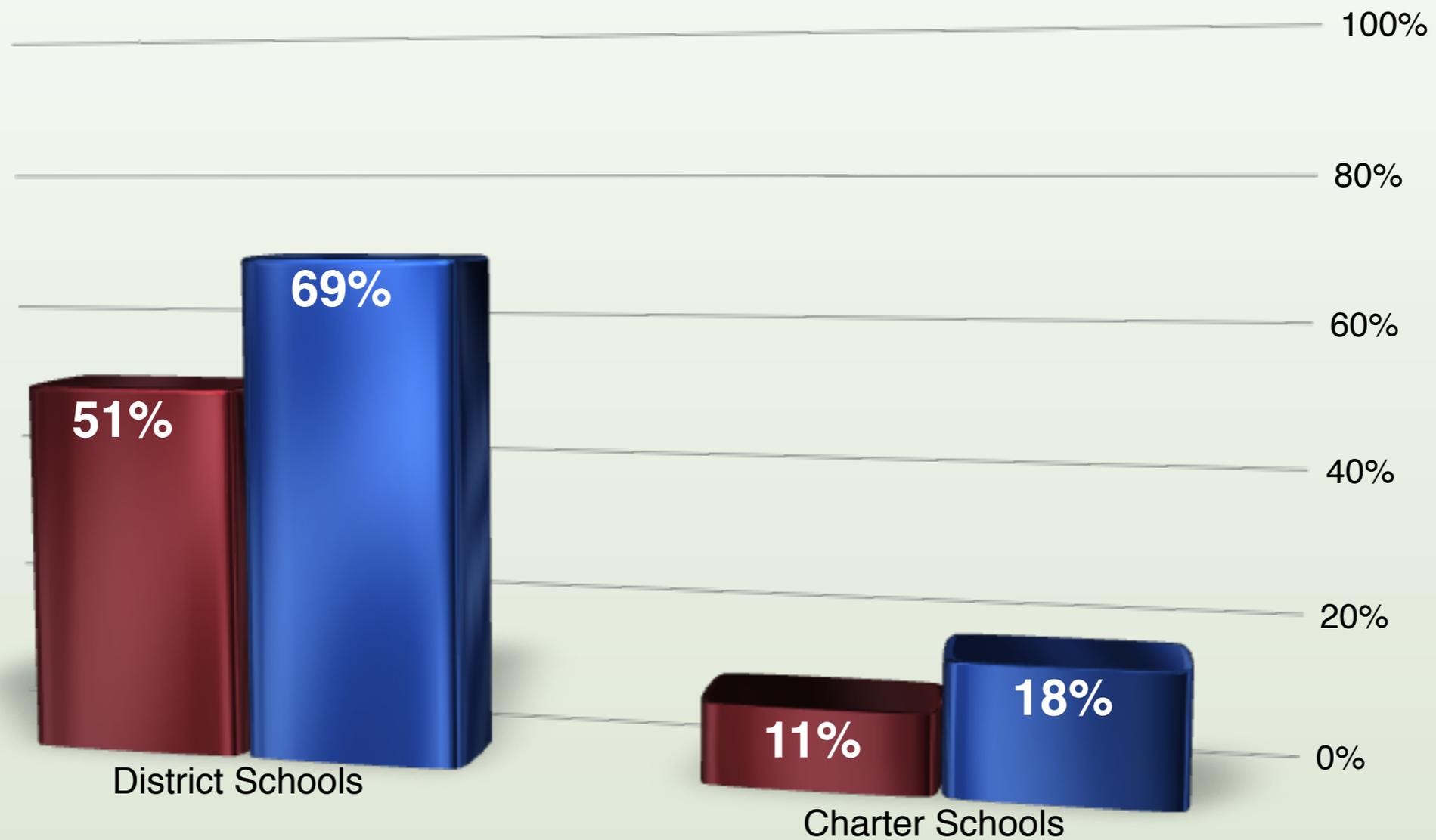


- Full Time Arts Supervisor
- Arts Supervisor w/ Additional Responsibilities
- Part Time Arts Supervisor Who Also Teaches
- District Level Supervisor Only
- No Arts Supervisor

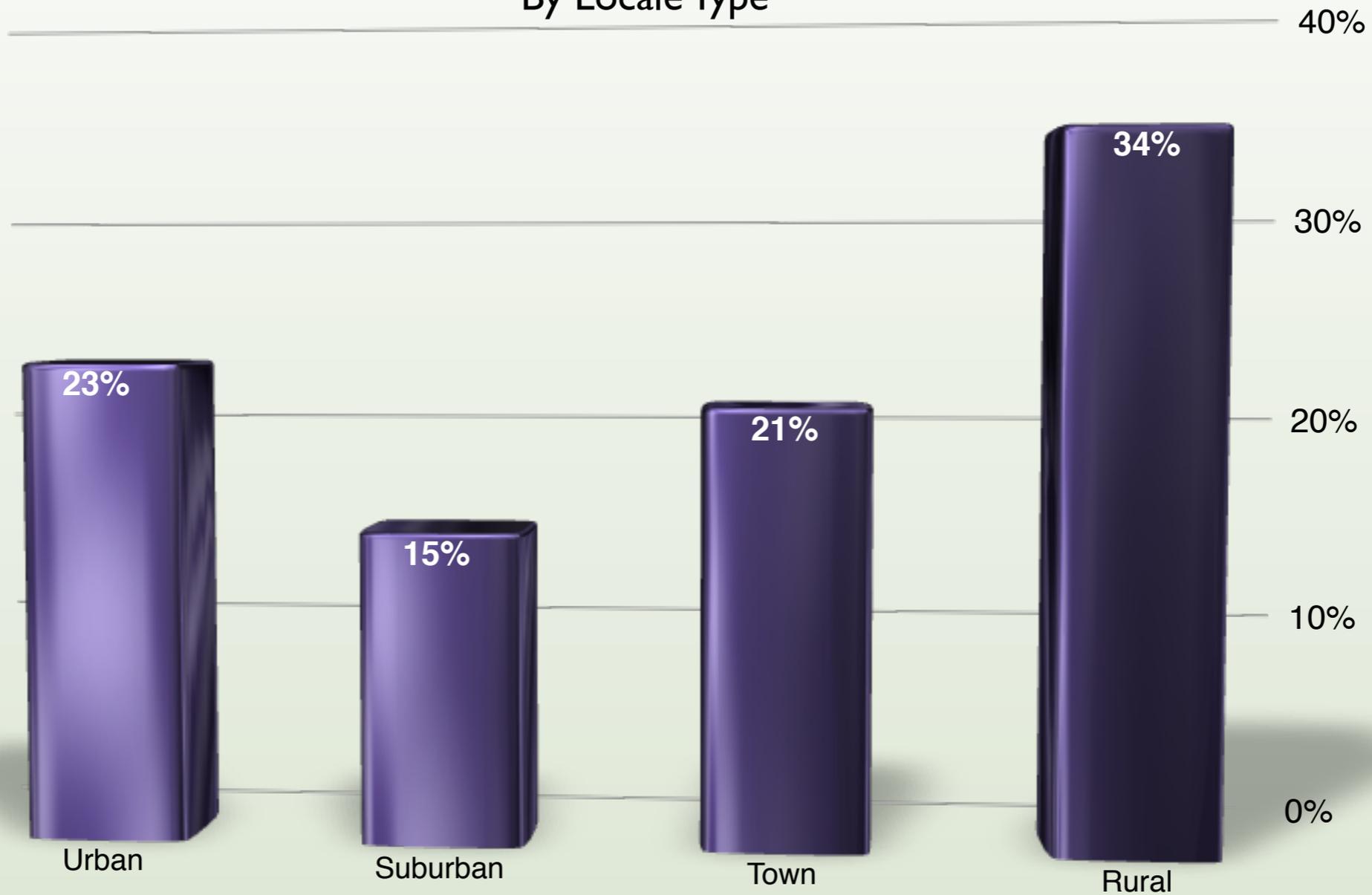
% of Schools with Highly Qualified Music OR Visual Arts Teachers
District Schools compared to Charter Schools



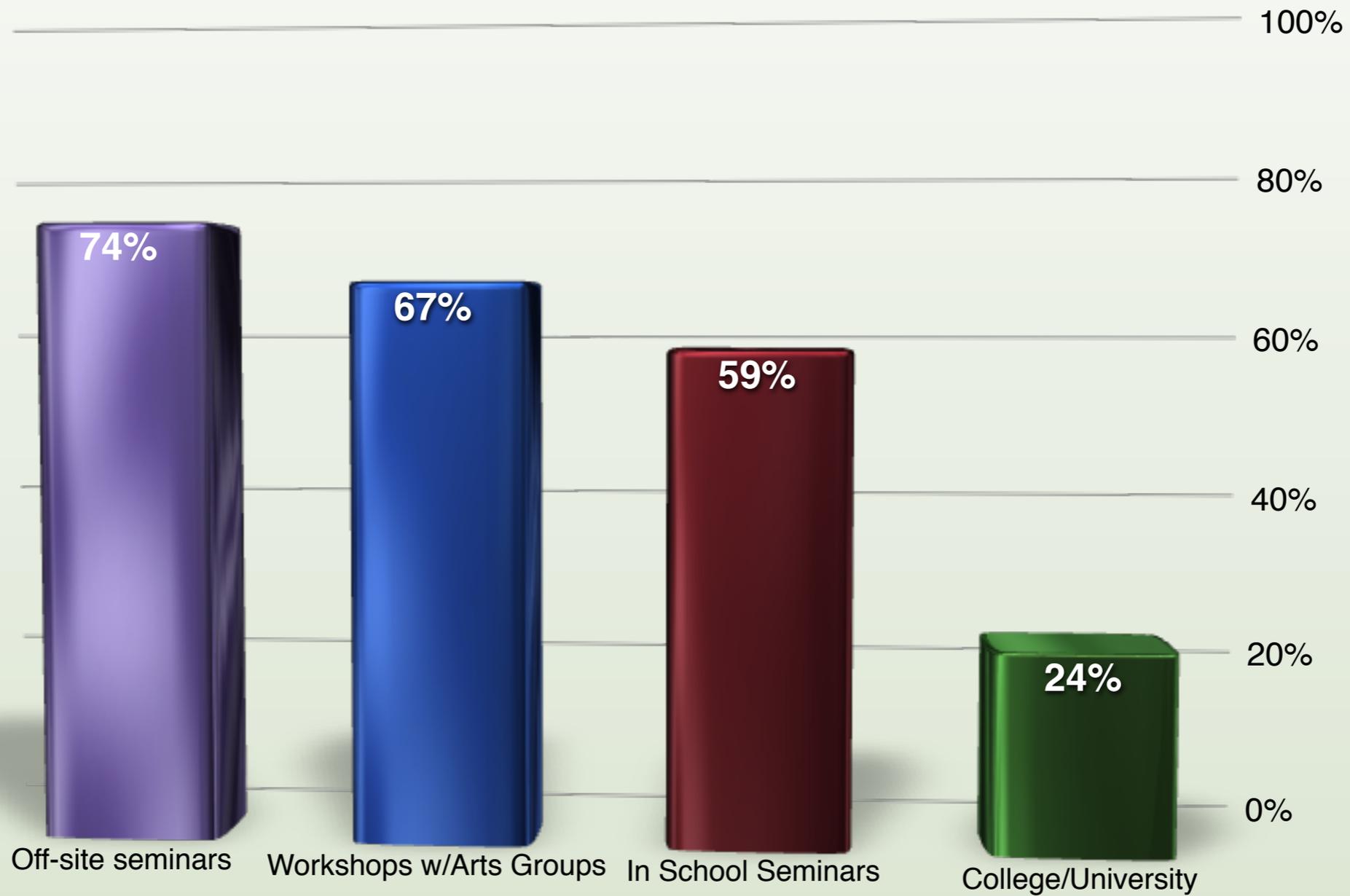
% of Schools with Highly Qualified Music AND Visual Arts Teachers
District Schools compared to Charter Schools



% of Schools WITHOUT Highly Qualified Music or Visual Arts Teachers
By Locale Type



% of Schools Offering Professional Development
By Offering



RECOMMENDATION

Support our arts teachers and general classroom teachers as they help us build the creative thinkers needed for our collective future.

- ✿ Strengthen teacher preparation programs for both general classroom teachers and arts educators at Arizona universities:
 - ✓ *Require at least 6-9 credits in fine arts for general classroom teachers.*
 - ✓ *Offer arts teacher preparation programs with 130 or fewer credits to help address an on-going teacher shortage in the arts*

- ✿ Recognize theatre and dance as content areas to be taught by highly qualified theatre and dance education instructors as music and visual arts are currently recognized.

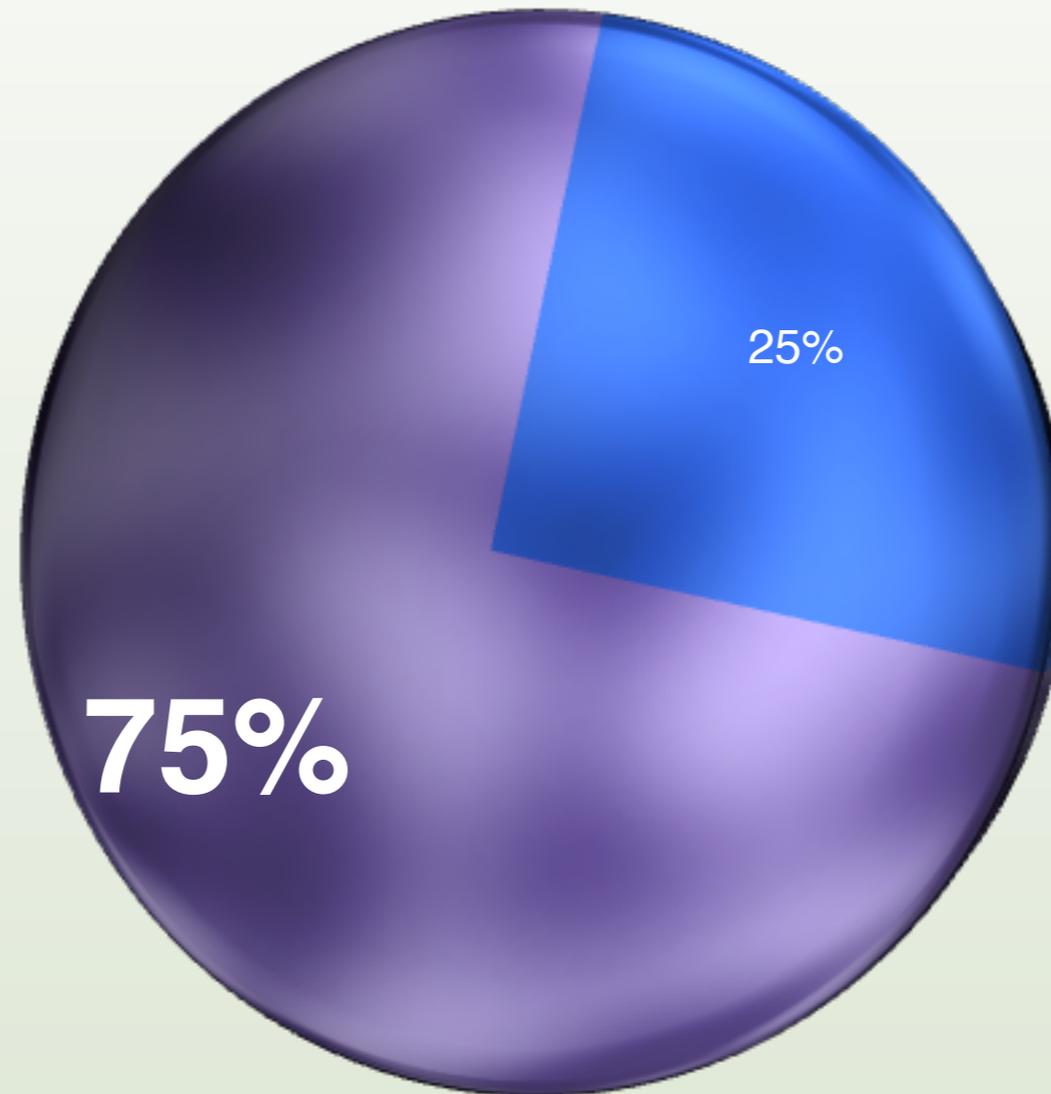
- ✿ Collaborate with the Arizona Charter School Board and the Arizona Charter Schools Association to assist charter schools on the law requiring arts education in K-8 and high schools, and provide technical assistance to charter schools to meet the Arizona Academic Standards in the Arts.

- ✿ Encourage school districts to invest in a district arts coordinator to support professional development, recruitment and retention of highly qualified arts teachers and to coordinate a vertically integrated curriculum between schools.

The background of the slide features a faded, light-colored image of a group of people in a meeting. A hand is visible in the foreground, pointing towards a screen or document. The overall tone is professional and collaborative.

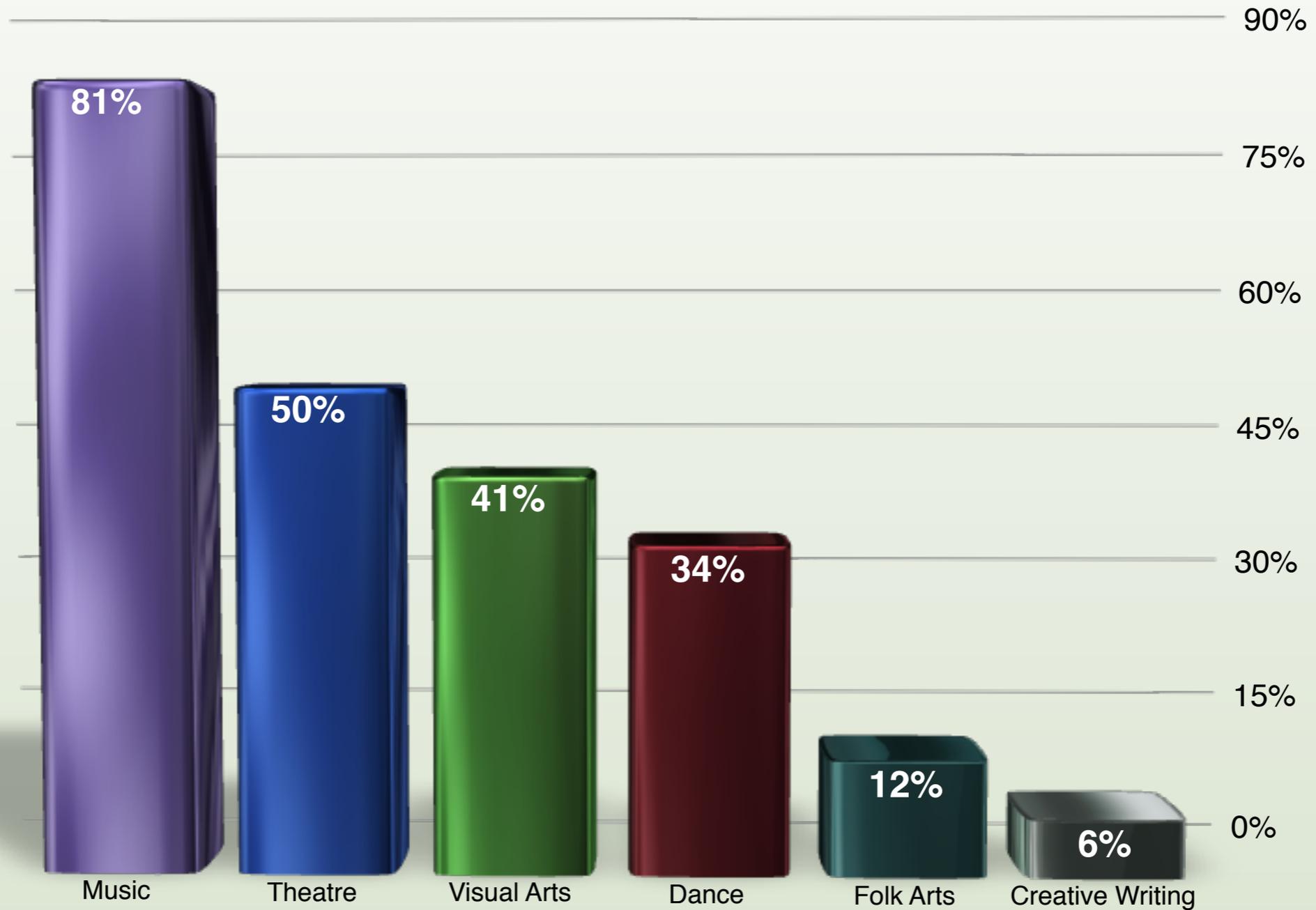
Engaging Community Resources

% of Schools Participating in Arts Field Trips

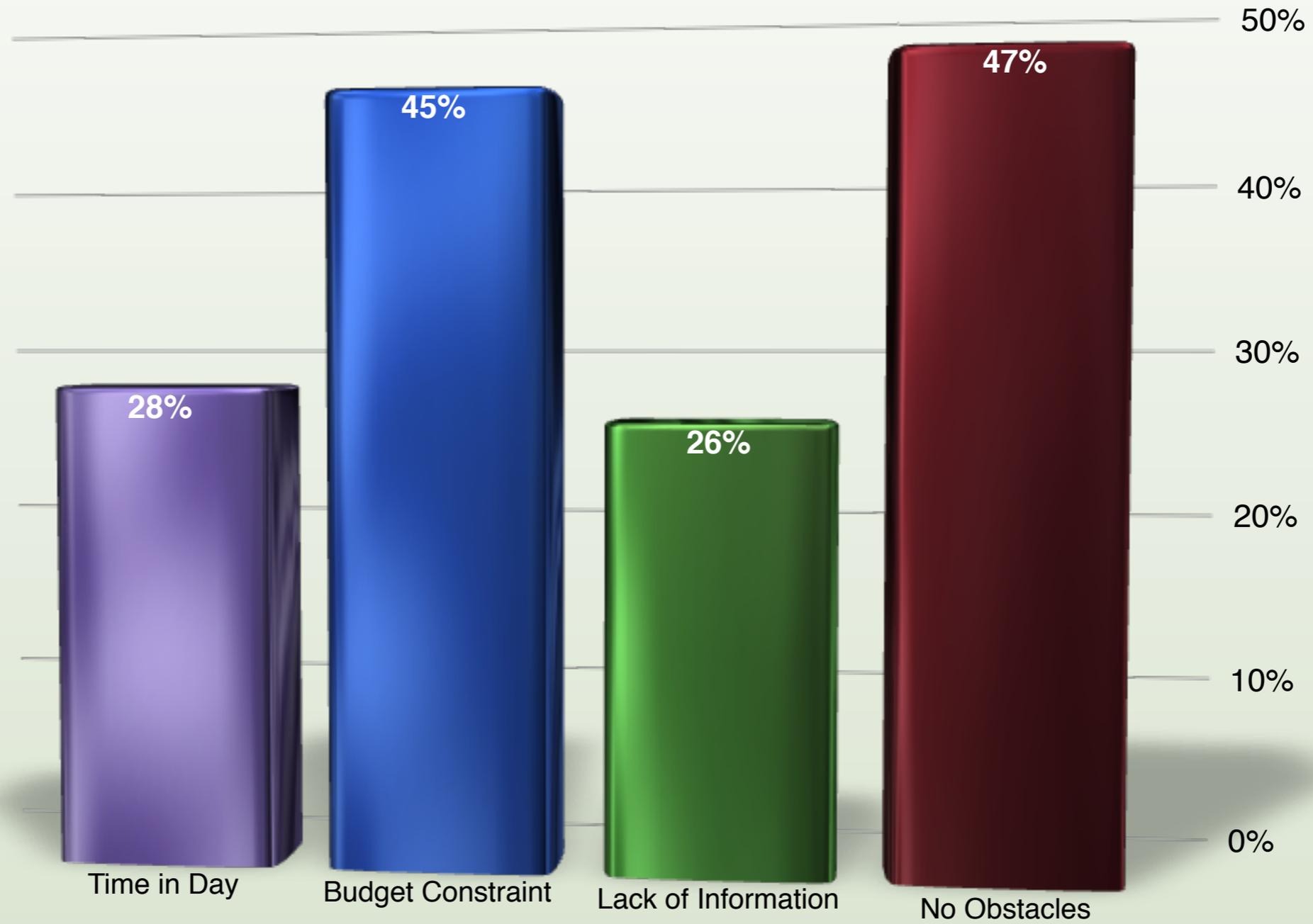


- One or more Field Trips
- No Field Trips

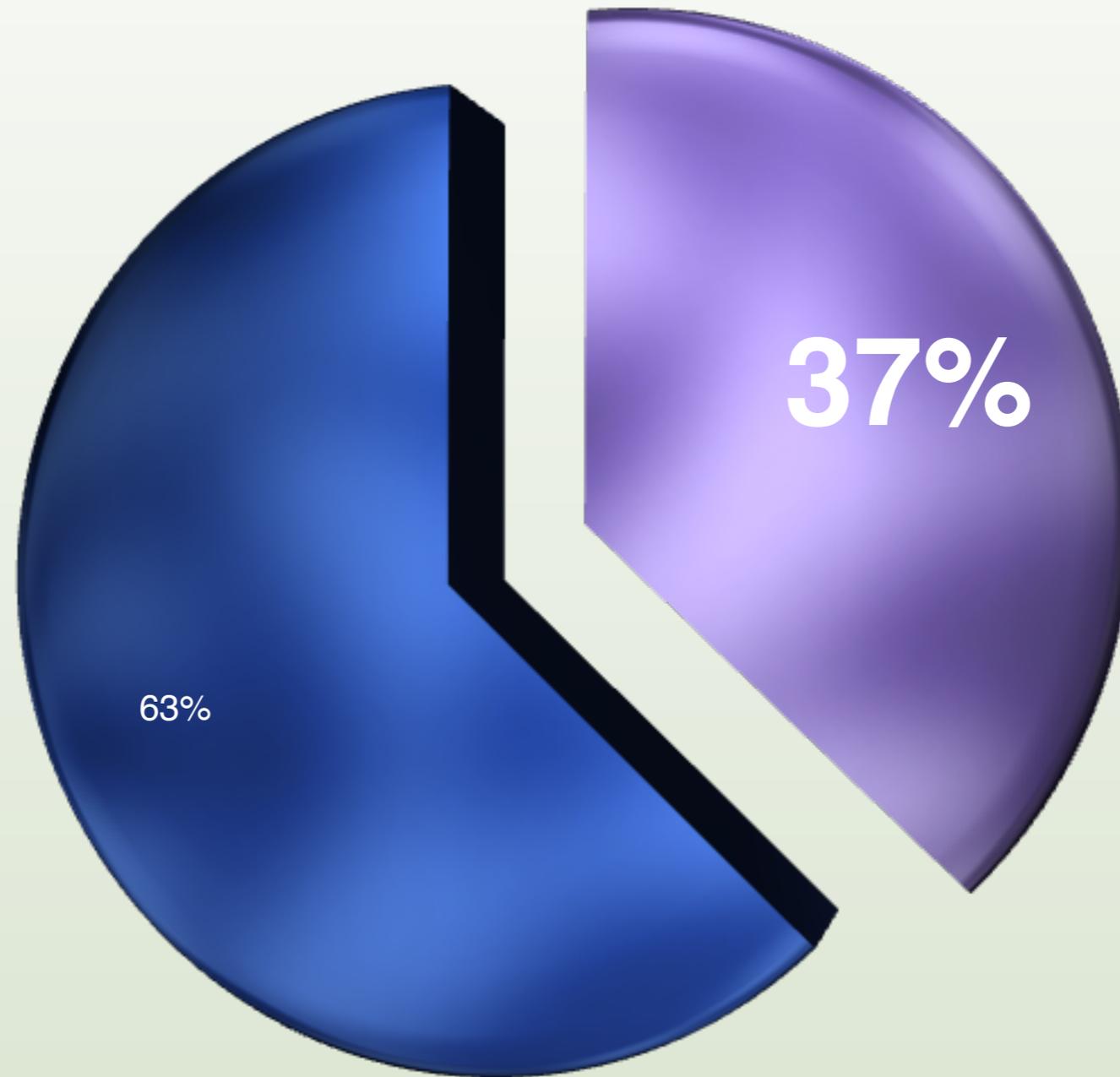
Types of Field Trips Taken



Barriers to Participation in Arts Field Trips

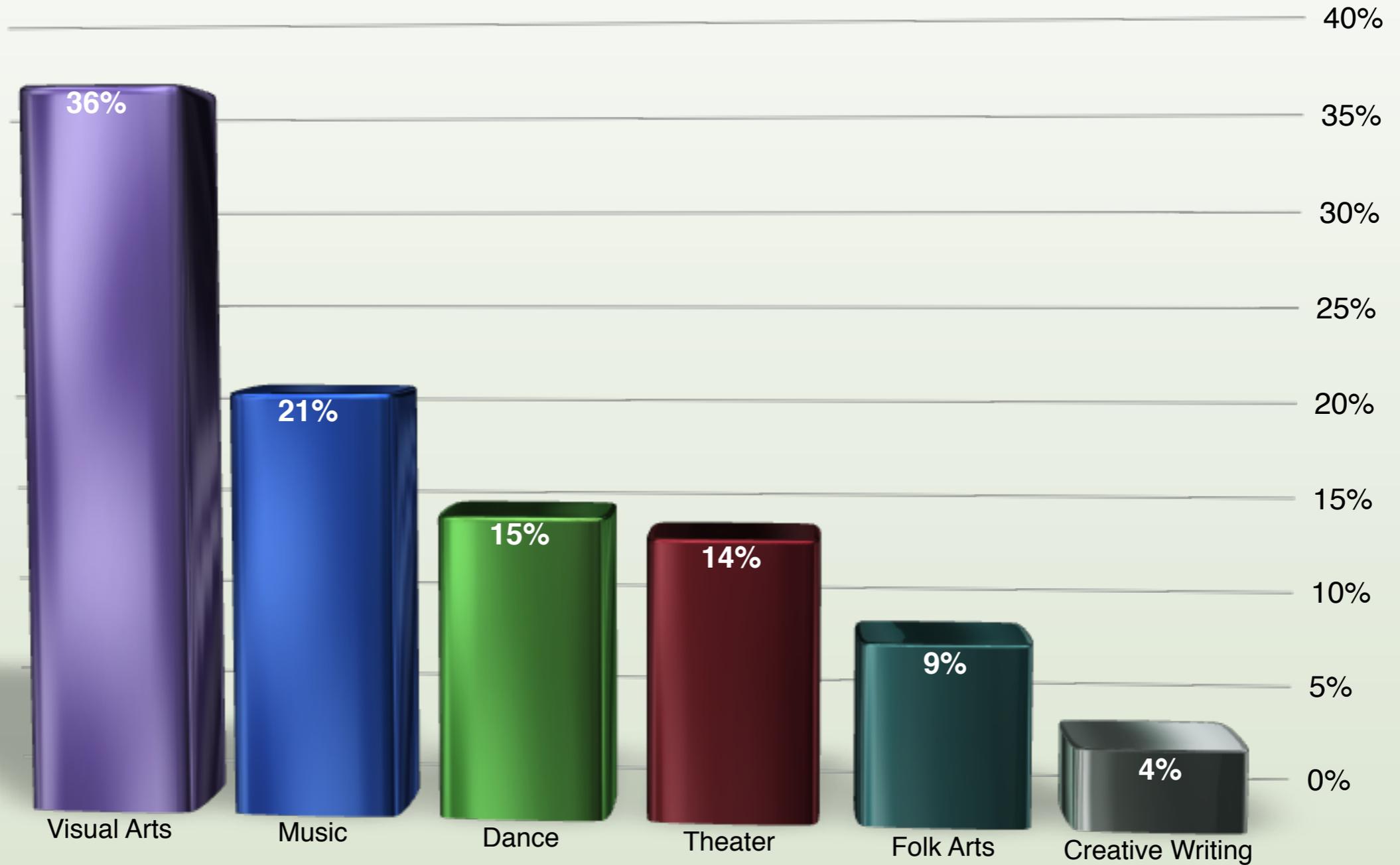


% of Schools using Artist-in-Residencies

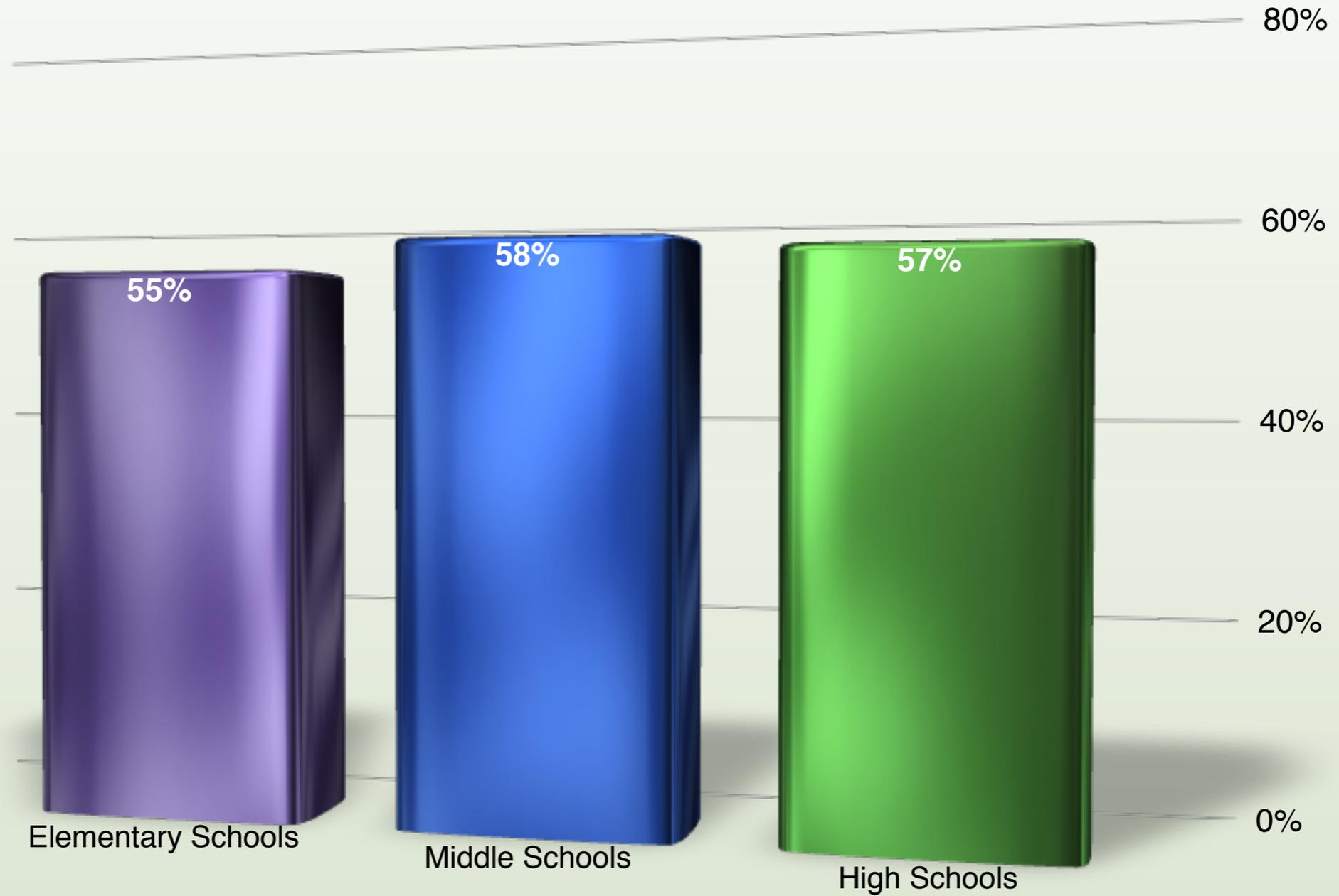


- Use Artist-in-Residence
- None

% of Schools Which Used Artist-in-Residencies by Discipline



% of Schools with Multi-Year Partnerships
By School Type



RECOMMENDATION

Engage community resources to build strong, systemic arts education programs for students throughout our state.

- ✿ Further study the Arizona Arts Education Census database to help identify model programs across all socio-economic areas in order for schools to learn from one another.

- ✿ Strengthen partnerships between schools and arts and culture resources.

- Develop better communication tools and strategies to connect arts and culture providers (teaching artists, cultural organizations and other community resources) with schools.

- Document existing high quality partnerships, especially in rural Arizona and with charter schools, to share with schools, cultural organizations and teaching artists throughout the state.

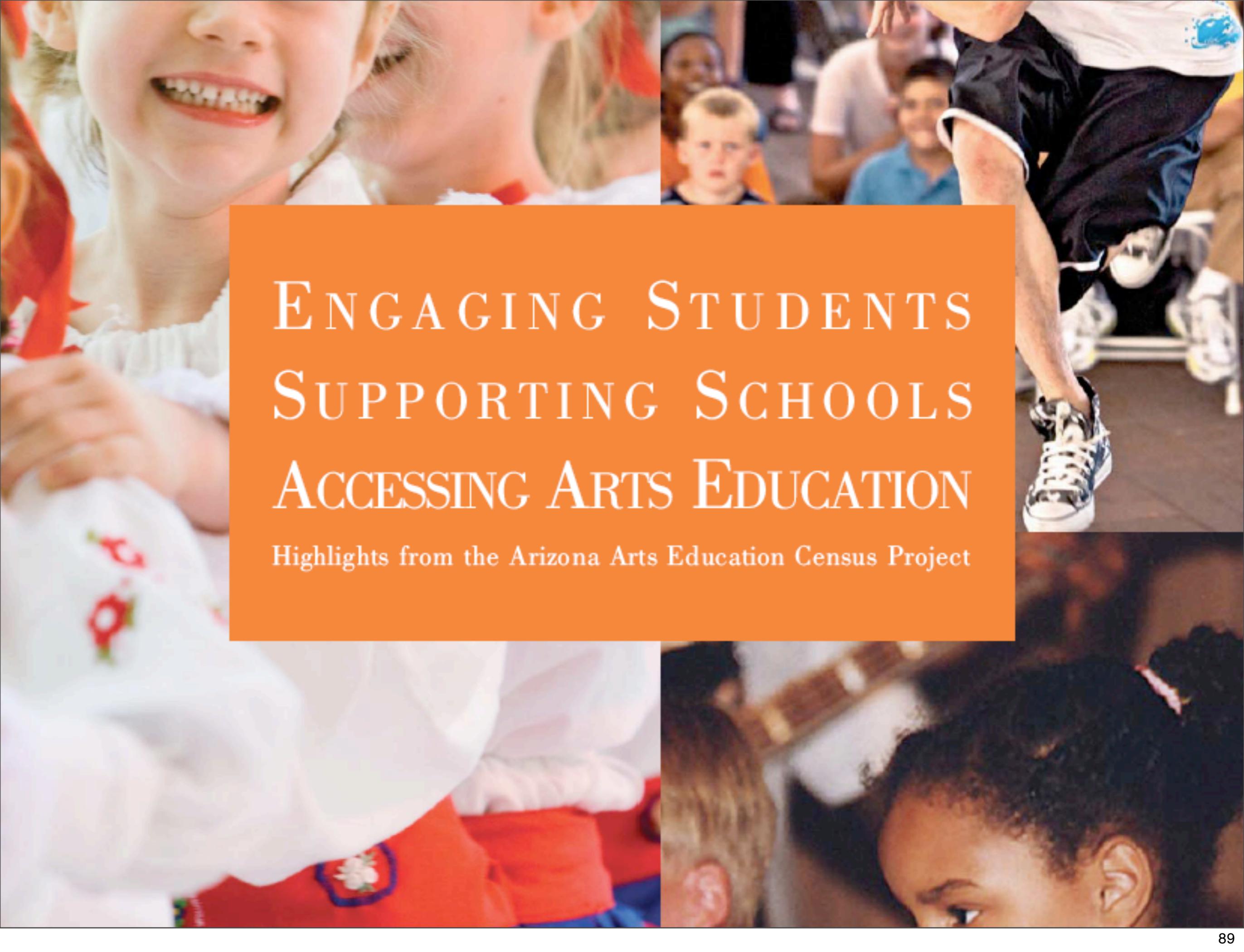
- ✿ Strengthen education plans and education funding for large and mid-sized arts and cultural organizations.

Key Finding

“While the state of Arizona has some excellent policies and expectations in place in support of arts education for all children... access to, and implementation of, these programs at the school level is inconsistent.”

***“Without Data...
You’re Just Another Person
with an Opinion”***

Opportunities

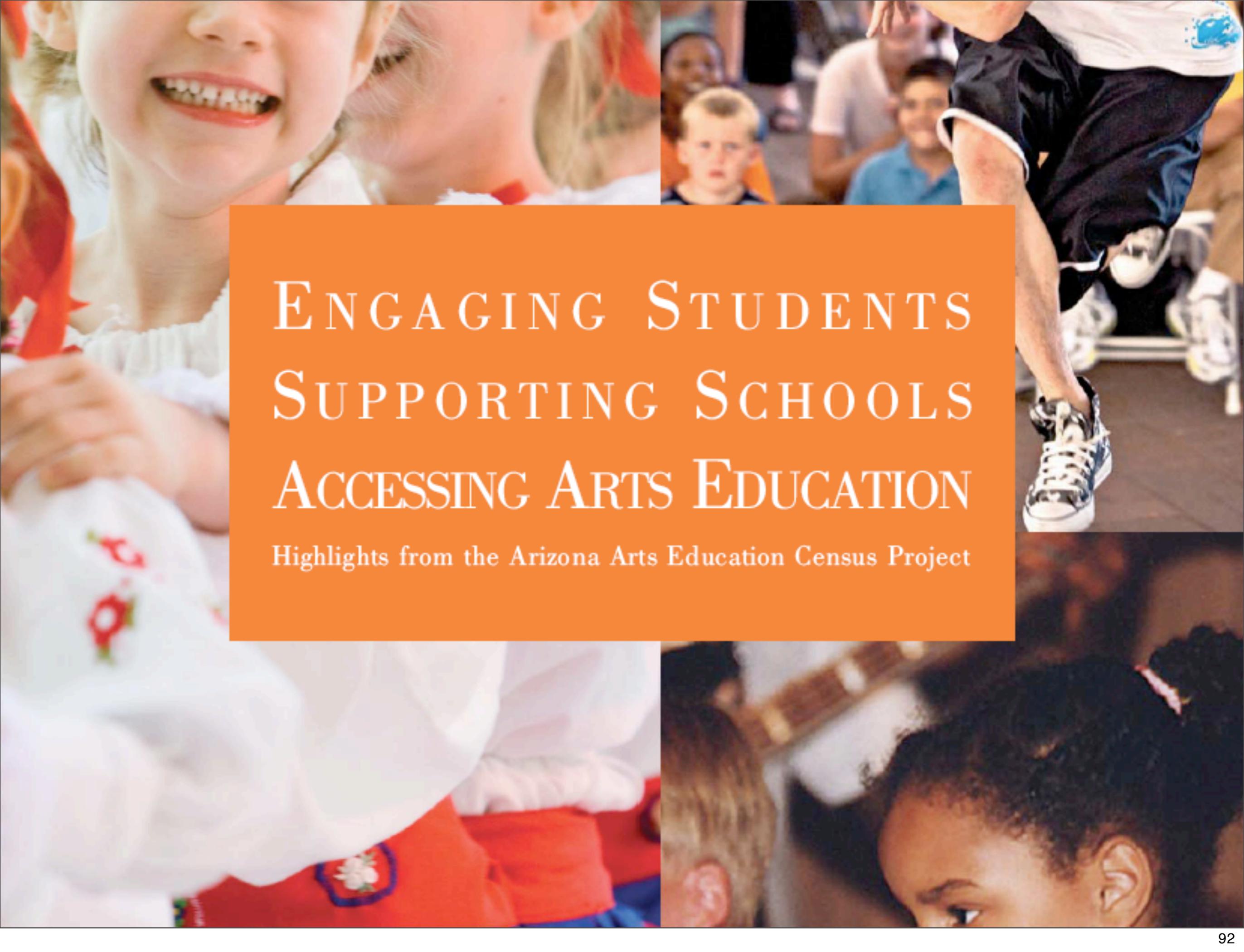


ENGAGING STUDENTS
SUPPORTING SCHOOLS
ACCESSING ARTS EDUCATION

Highlights from the Arizona Arts Education Census Project

***To Know and Not Do...
Is to Not Know!***

Do Something!



ENGAGING STUDENTS
SUPPORTING SCHOOLS
ACCESSING ARTS EDUCATION

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