Arts Education in Arizona Public Schools

The Highlights from the Arizona Arts Education Census Project

Quadrant Arts Education Research

July 29, 2010

Arizona Arts Education Quick Facts

87% of our students have access to some arts education (Dance, Music, Theatre, or Visual Arts) in their schools.

55% of schools provide the required instruction in Music and Visual Art. 21% of schools reported no arts classes/courses for students.

General Music and Art are most popular in Elementary and Middle Schools, General Art and Dance are most popular in the High Schools. There are more students enrolled in Dance at the High School level than there are in Band, Orchestra or Theatre.

More than 134,203 students attend schools every day with no access to arts education taught by a highly qualified teacher.

90% of schools with Music and 76% of schools with Visual Art use Certified Arts Specialists as the primary providers of instruction.

34% of Elementary or Middle Schools use Certified Arts Specialists for Dance of Theatre at the High School level the use of Certified Arts Specialists increases to 68% for Dance and 72% for Theatre.

While 56% of schools have updated curricula to reflect the Arizona Academic Arts Standards.

Charter Schools are significantly less likely to provide arts courses for students or have high qualified teachers providing instruction than District Schools.

Only 39% of schools weight arts courses equally with other academic subjects and only 12% weight advanced arts courses equally with other advanced academic courses.

53% of schools using informal assessments to measure student progress in the arts.

50% of schools reported a budget of $0 to curricular support in arts education. 79% reported spending less than 1$ per-pupil per year or less than 1/2 of 1 cent per day.

75% of schools participated in arts-based field trips.

37% of all schools reported using Artists-In-Residence with Visual Art the most popular discipline for these programs.

34% of rural schools do not have a highly qualified arts teacher as compared to 15% for suburban schools.

Special Acknowledgement

This project would not be possible without the personal support and commitment of Superintendent for Public Instruction, Tom Horne, and Arizona Commission on the Arts Executive Director, Robert Booker. Their belief in the importance of the arts in the complete education of all Arizona students made it possible for this project to move from a vision to reality.

Arizona Arts Education Research Institute
The Arizona Arts Education Research Institute is a partnership between the Arizona Commission on the Arts, Arizona Department of Education, College of Fine Arts at the University of Arizona, College of Arts & Letters Events at Northern Arizona University and the Herberger Institute for Design and the Arts at Arizona State University. AAERI is solely funded by its partnering organizations. AAERI

Significant time, resources and assistance were provided by:

Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

Arizona Commission on the Arts

Funding for the Arizona Arts Education Census was provided by:

ARIZONA ARTS EDUCATION RESEARCH INSTITUTE

ARIZONA COMMUNITY FOUNDATION

Arts Education in Arizona Schools

Arts Education in Arizona public schools is at a crossroads. Arizona has clearly defined expectations for the arts in state policy, made provisions for who should be teaching the arts, and developed clear standards for what every child should know and be able to do. The policies combine to create the educational vision and expectations for arts education in public schools across the state. These policies articulate what schools should be doing to ensure a quality education for all children.

In order to reach this vision for arts education, it is critical to understand the current status and condition of art education across the state, compare this information with the stated goals for the state, and develop plans to advance arts education from the current status to the future vision.

Establishing the current status and condition is the very purpose of this report. The recommendations, carefully crafted and informed by the findings contained in this report, create a framework to move Arizona forward toward the vision outlined in state's education policies.

It is our belief there is much to be gleaned from these findings and it is our hope that the new knowledge regarding the status of arts education in Arizona public schools contained in these pages will empower policymakers, teachers, parents and the citizens across the state to make informed decisions to create an environment where the arts are available to all of Arizona's children.

Robert B. Morrison
Patricia Cirillo

A Note on the Benefits of Arts Education

There is a tremendous body of research documenting the many benefits an arts education provides to all students including: improved academic achievement, greater leadership and social skills, enhanced critical thinking and sharper problem solving skills. In essence, the case regarding the educational impact of the arts has been made by other studies and is therefore not the focus of this report. For more information about these studies and the incredible contribution arts education makes toward the educational develop of all Arizona's children, visit: www.azed.gov/asd/arts

Arizona Administrative Code

(Title 7. Education Article 3. Curriculum Requirements and Special Programs)

R7-2-301. Minimum Course of Study and Competency Goals for Students in the Common Schools

A. Students shall demonstrate competency as defined by the State Board-adopted Essential Skills, at the grade levels specified, in the following required subject areas. District instructional programs shall include an ongoing assessment of student progress toward meeting the competency requirements. (Language arts, Literature, Mathematics, Science, Social Studies, Music, Visual Arts, Health/Physical Education, 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: Performing Arts, Practical Arts

C. Prior to the issuance of a standard certificate of promotion from the 8th grade, each student shall demonstrate competency, as defined by the local governing board, of the State Board-adopted Essential Skills for grade 8 in the subject areas listed in subsection (A).

Graduation Requirements in the Arts

R7-2-302. Minimum Course of Study and Competency Requirements for Graduation from High School

The Board prescribes the minimum course of study and competency requirements as outlined in subsections (1) and (2) and receipt of a passing score on the reading, mathematics, and writing portions of the AIMS (Arizona's Instrument to Measure Standards) assessment for the graduation of pupils from high school or issuance of a high school diploma, effective for the graduation class of 2006.

1. Subject area course requirements. 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) through (f) based on completion of subject area course requirements or competency requirements. (f. One credit of fine arts or vocational education.)

University Admission Standards

ARIZONA TRI-UNIVERSITY ADMISSION STANDARDS ABOR Policy 2-102: Undergraduate Admission Requirements

FINE ARTS (1 unit)

One unit of fine arts or any combination of 2 semesters of fine arts

- One 3-credit fine arts course

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.

Methodology

In the spring of 2009, Quadrant Arts Education Research, on behalf of the State Arizona Department of Education , began a study of the level of arts education in Arizona public schools

All public schools in Arizona were requested by the Superintendent of Public Instruction to provide data on their school for this study.

The principals of all 1889 public schools, including charter schools, were requested by the Superintendent of Public Instruction to provide detailed information on arts education in their schools for this study. Data was gathered via an on-line questionnaire hosted by the Arizona Department of Education. The on-line survey captured numerous details on arts education, more specifically:

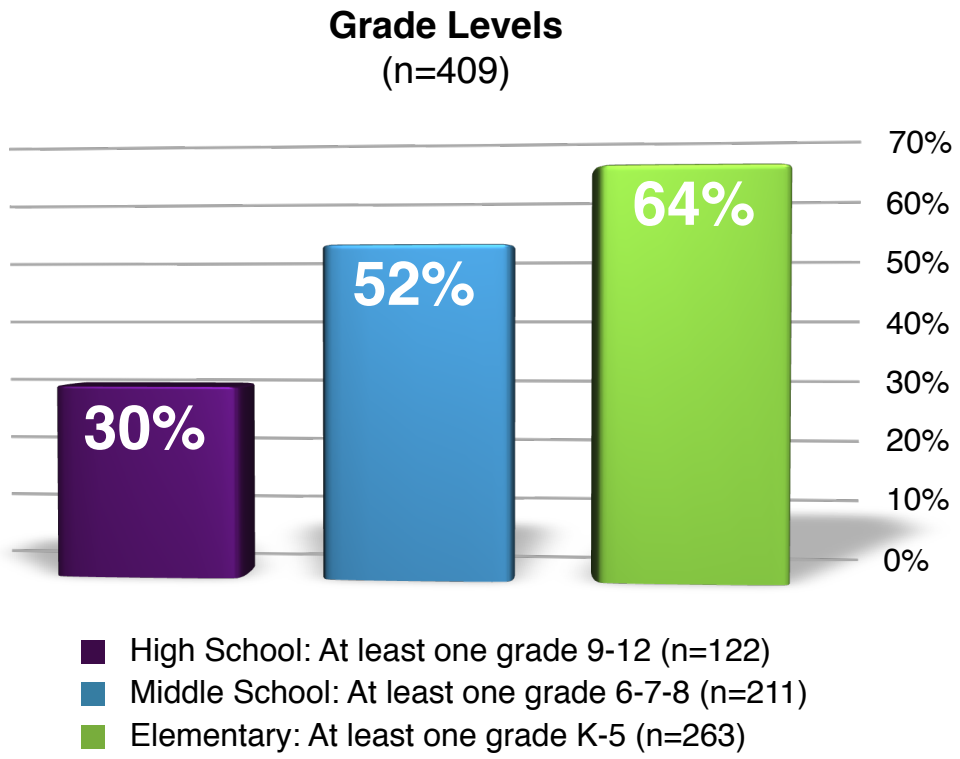
- Types of arts courses (curricular and extra-curricular) offered, by grade level (for music, visual arts, theater, and dance);
- Number of students enrolled in arts courses;
- Number of hours in a year dedicated to arts education, by arts discipline;
- Certification level of teachers providing arts education;
- Non-salary budgets allocated to arts education;
- Use of visiting artists, field trips, and artists-in-residence;
- Professional development offerings to art and general classroom teachers;
- Policies in place regarding arts education (adoption of standards, high school arts graduation requirements, etc.).

Data collection began on March 15, 2009 and the last completed questionnaire was collected on September 15, 2009. The data submitted by each school was certified as accurate by the school's principal.The complied data was forwarded to Quadrant Arts Education Research for statistical analysis, which is the basis of this report.

A total of 409 schools (including charter and district schools) representing 236,645 students successfully completed a questionnaire, yielding a 22% response rate.

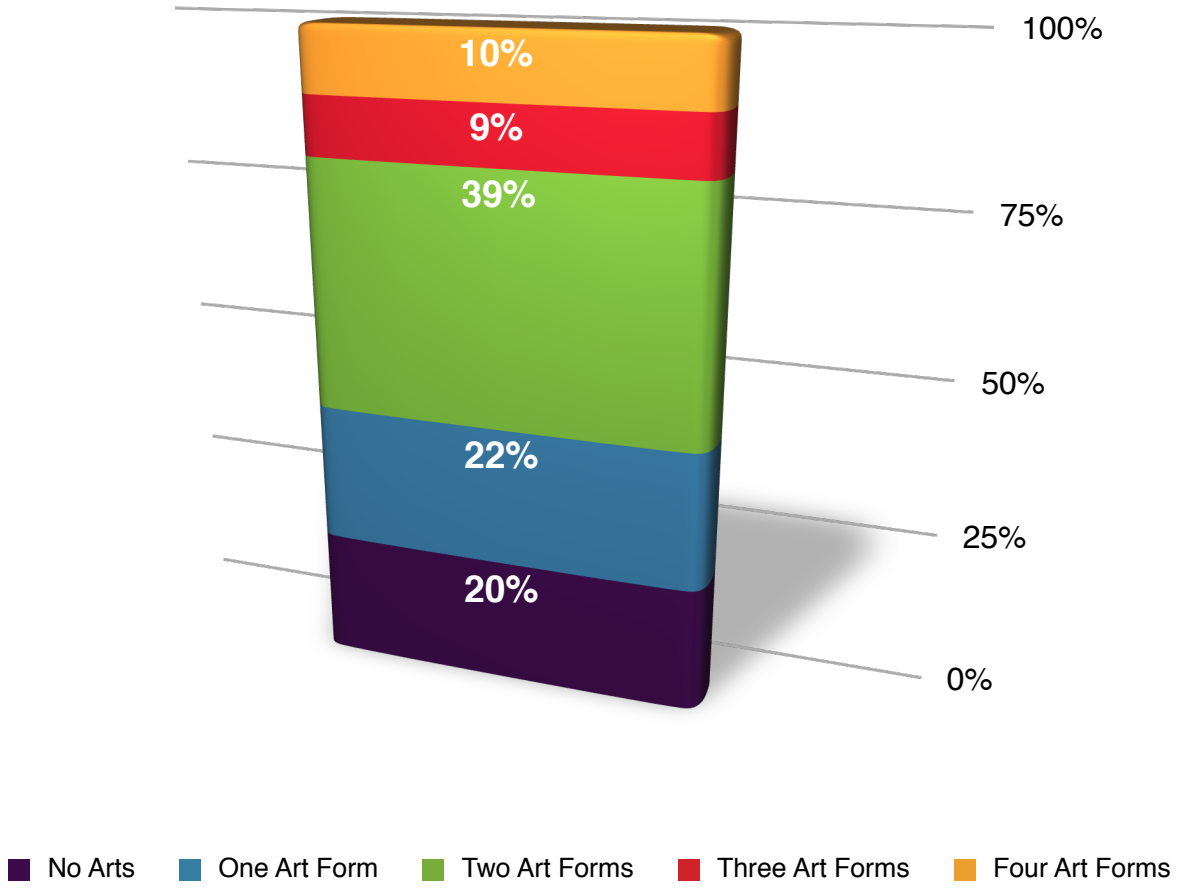
Additionally, the Arizona Department of Education provided the research team with the Highly Qualified Teacher (HQT) database reported for all schools for the 2008/2009 school year. An additional analysis of this data has been included in this report. The HQT report represents 1889 public schools with a population of 1,055,263 students.

Defining Schools for this Report: Arizona schools are represented in this study by a majority of schools with at least one elementary grade (64%).The remaining schools had middle school grades (52%) and/or high school grades (30%). School types are not mutually exclusive; a single building could be designated as being an elementary school, a middle school, and/or a high school, depending upon the grades in which they have enrollment. For the purpose of this report, schools with 'elementary grades' are those with at least one grade from kindergarten through fifth grade. Middle school grades are grades six, seven and eight. High school grades are grades nine through twelve.

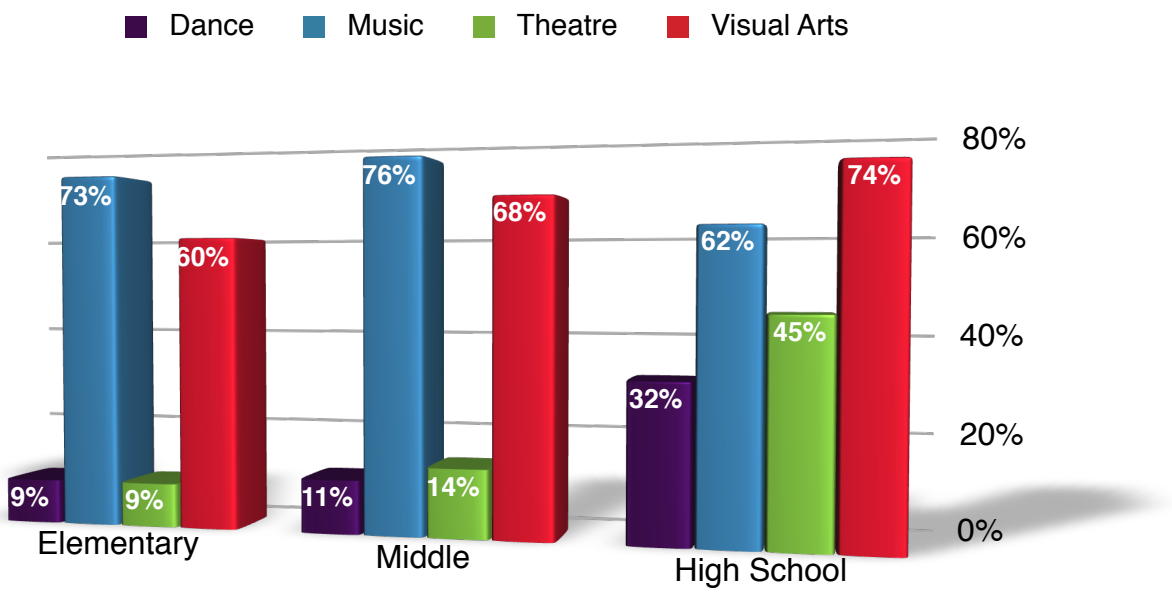


Policies

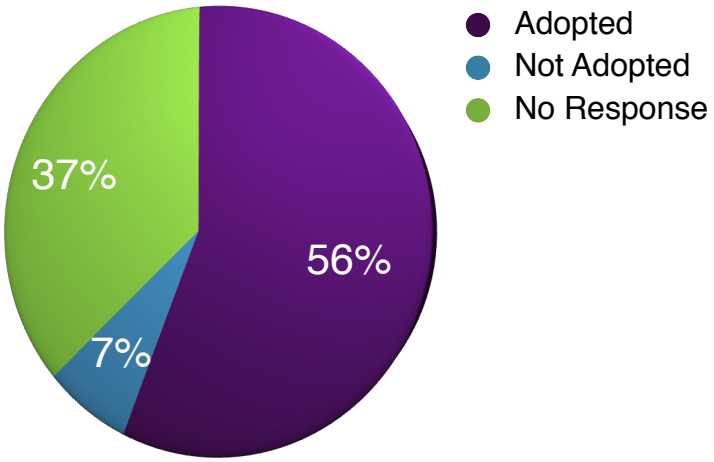
Availability of Arts Education: 20% percent of schools offered no courses in any arts discipline. Another 22% offered at least one course in just one arts discipline. More commonly, (39%) schools offered at least one course in two different disciplines. Relatively few schools offered at least one course in three arts disciplines (9%) or four disciplines (10%).



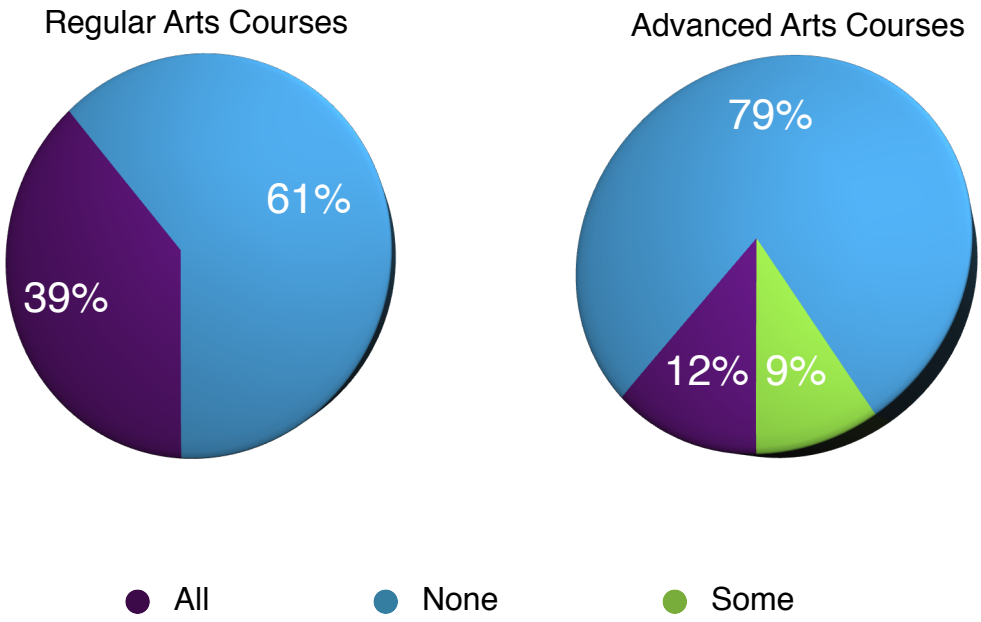
Required Instruction: When combining all arts disciplines, 80% of Elementary, 83% of Middle and 80% of High Schools offered at least one class/course in any of the four arts disciplines. Just over half (55%) of the schools provided instruction in BOTH music and visual art as required by the Arizona Administrative Code. 19% offered instruction beyond music and visual arts. The breakdown by arts discipline for the 3 schools types is below.



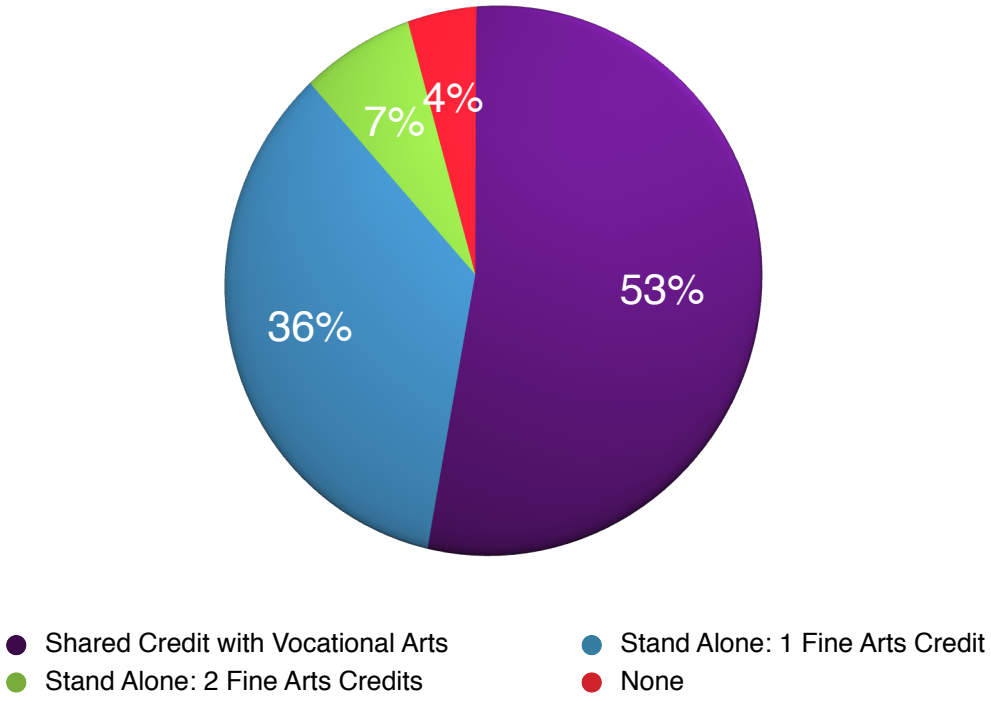
Adoption of Arts Standards: As of 2008, only 56% of schools reported the arts education curriculum had been updated to align with the Arizona Academic Arts Standards. Of the reporting schools, 7% had not adopted the state standards while 37% did not answer the question.



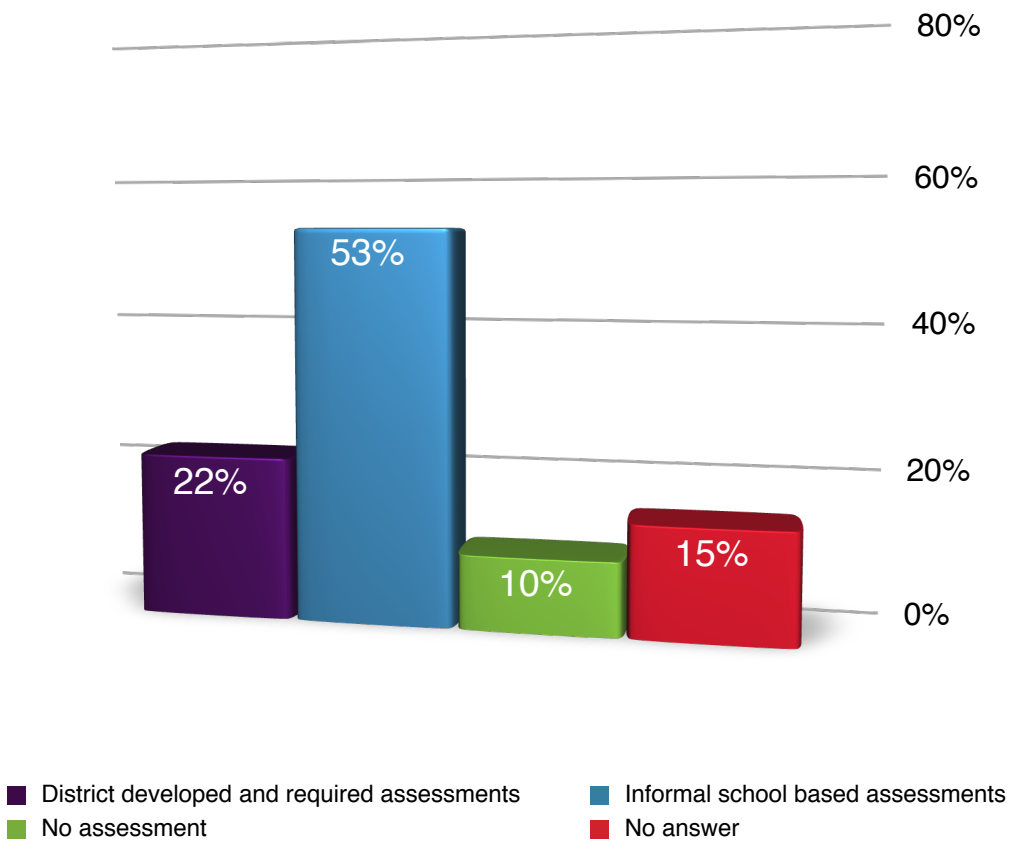
Grade Weighting: 61% of Arizona high schools do not weight arts courses equally with other core subjects and 79% do not weight advanced arts courses equally with other advanced courses.



Graduation Requirements: 53% of responding High Schools reported using the shared credit with vocational arts to meet the state graduation requirement. 36% reported using a stand alone fine arts credit. All totaled, 43% of High Schools meet or exceed the arts graduation requirement set by the state with a stand alone fine arts credit. 4% of high schools reported no graduation requirements.

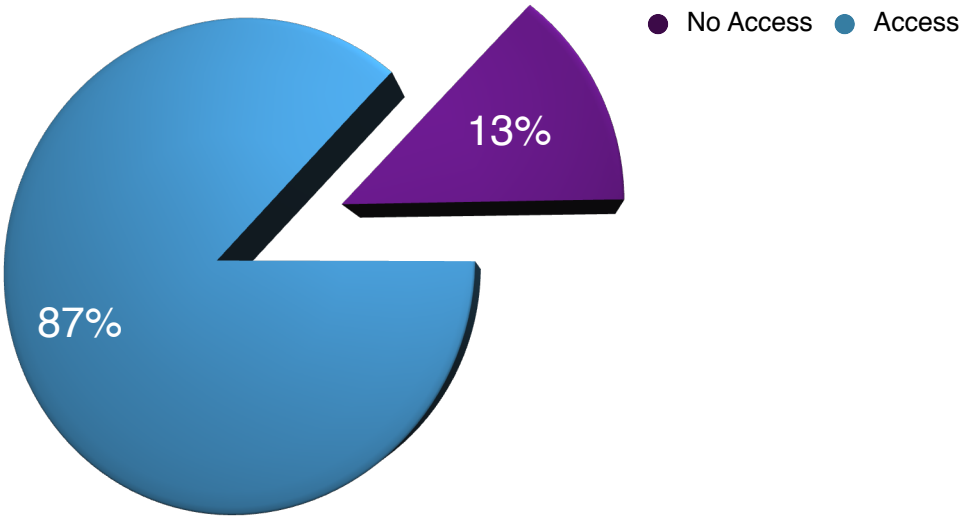


Assessment: Most schools reported assessing the arts through informal school based assessments (53%), 22% reported district developed and required assessments (the most rigorous of the choices), while 10% reported having no assessment in place. 15% failed to answer the question.

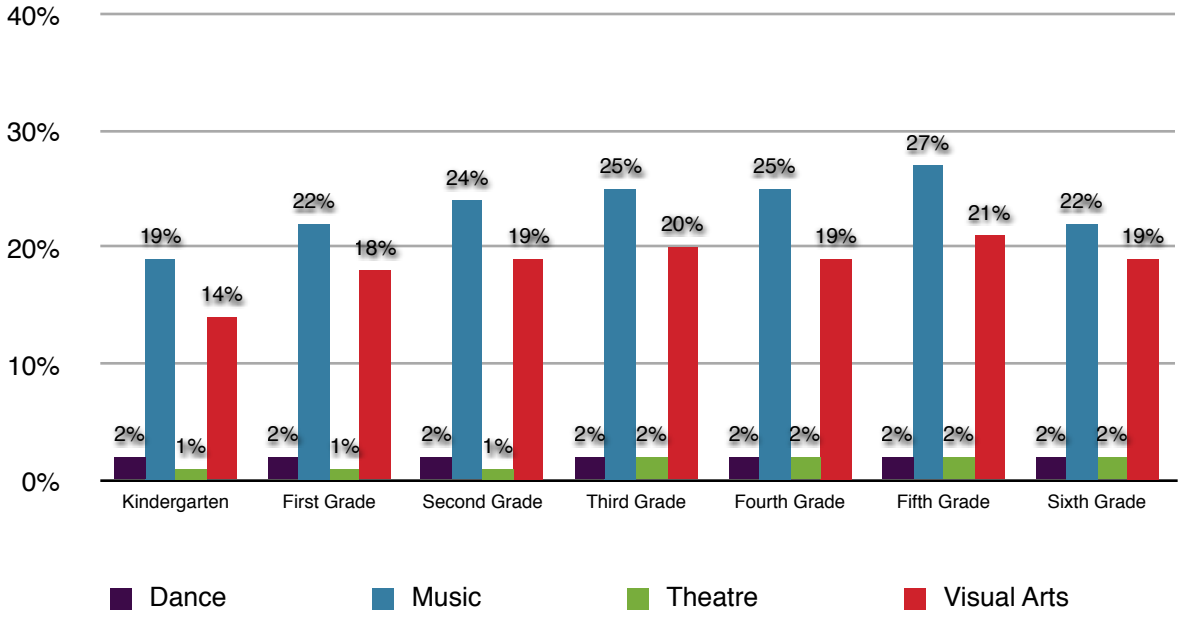


Students

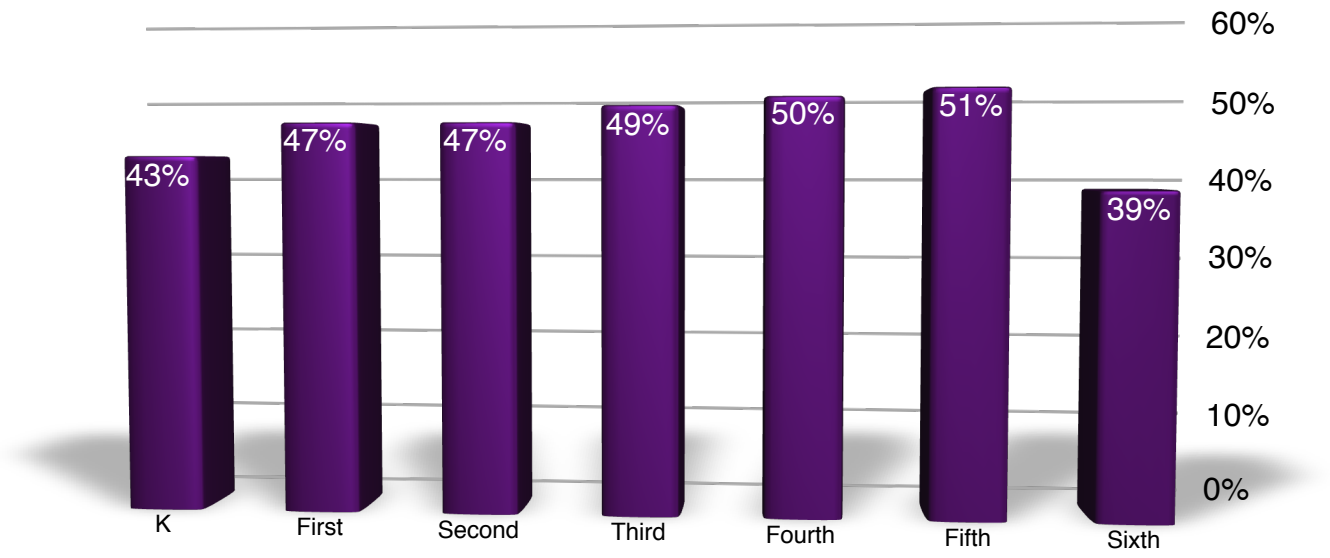
No Access: 134,203 students (or 13% of the total student population) attend school each day without access to Music or Visual Art instruction provided by a highly qualified arts teachers.



Instructional Time: Students in elementary schools receive Music and Visual Arts instruction for an average of 55 minutes per week. In contrast, Dance and Theater never exceed an average of 15 minutes per week. This is based on the number of hours of instruction offered during the year divided by the number of weeks of instruction (40) to develop a comparable number across all schools. 24% of Elementary Schools offer music for at least 1 hour per week while 19% offer visual art for 1 hour per week.

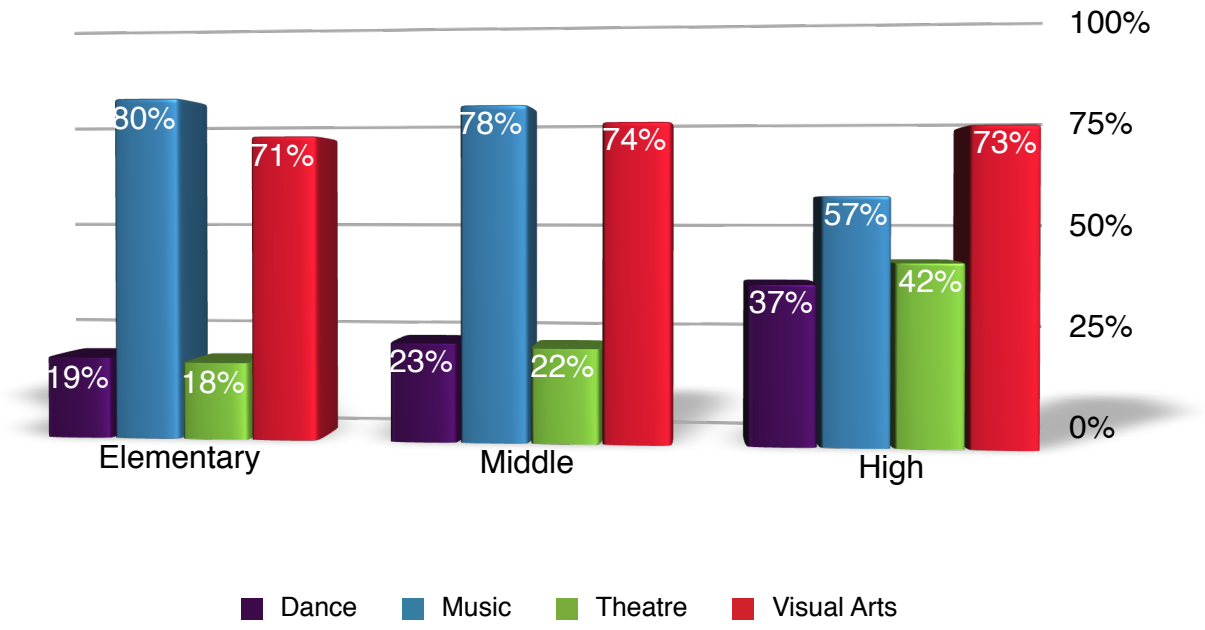


Percent Schools With At Least One Hour Per Week of Instruction
(All Arts Disciplines Combined, By Grade Level)

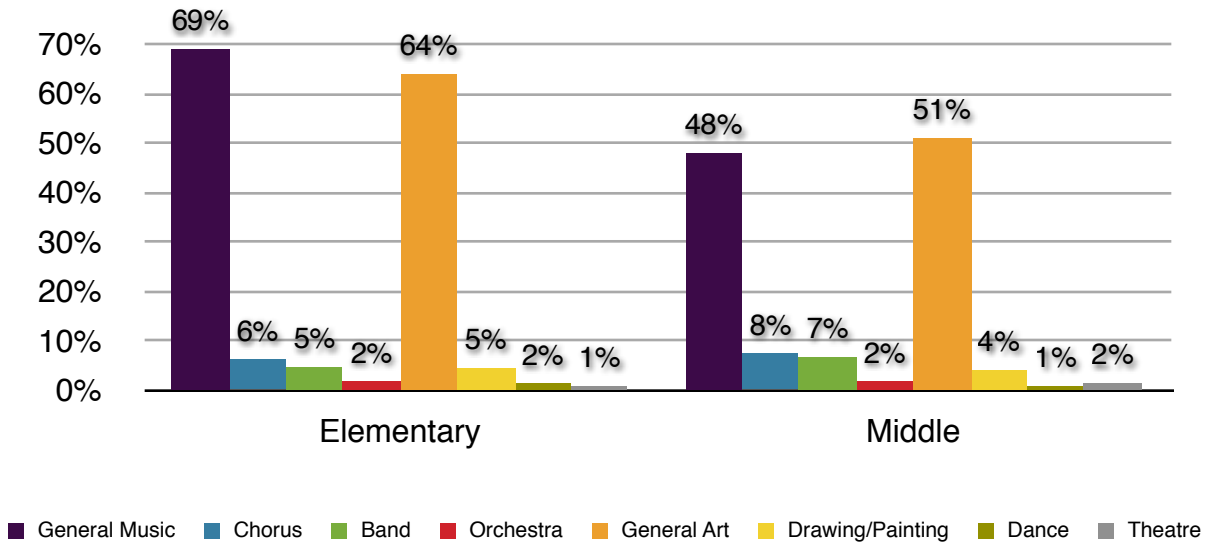


Course Offering: 80% of Elementary, 78% of Middle and 57% of High Schools have students enrolled in Music. Visual Arts remains constant between 71% and 74%. More Elementary and Middle Schools have enrollment in Dance (19% and 23% respectively) than in Theatre (18% and 22% respectively).

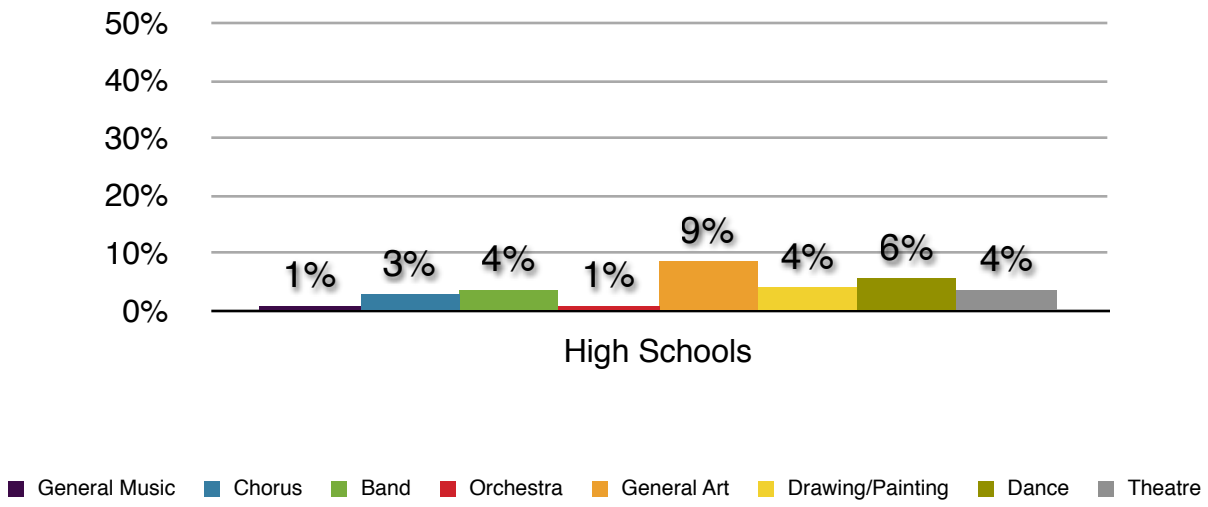
% Schools With at Least One Student Receiving Curricular or Extra-Curricular Arts Instruction
By School Type



Arts Enrollment in Elementary and Middle Schools: General Music and General Art are the two main classes students participate in at the Elementary and Middle School levels. Chorus is the next most popular, followed by Band. Orchestra, Dance and Theatre have little student enrollment with only 1% to 2%of students participating.



Arts Enrollment in High Schools: At the High School level, changes in enrollment appear. General Art is the most popular course, followed by Dance, Band, Drawing/Painting and Theatre. There are more students enrolled in Dance at the High School level than there are in Band, Orchestra or Theatre. This is in spite of the fact that more schools offer Music instruction than Dance. The lack of entry level Music courses at the High School level creates a barrier for student participation.

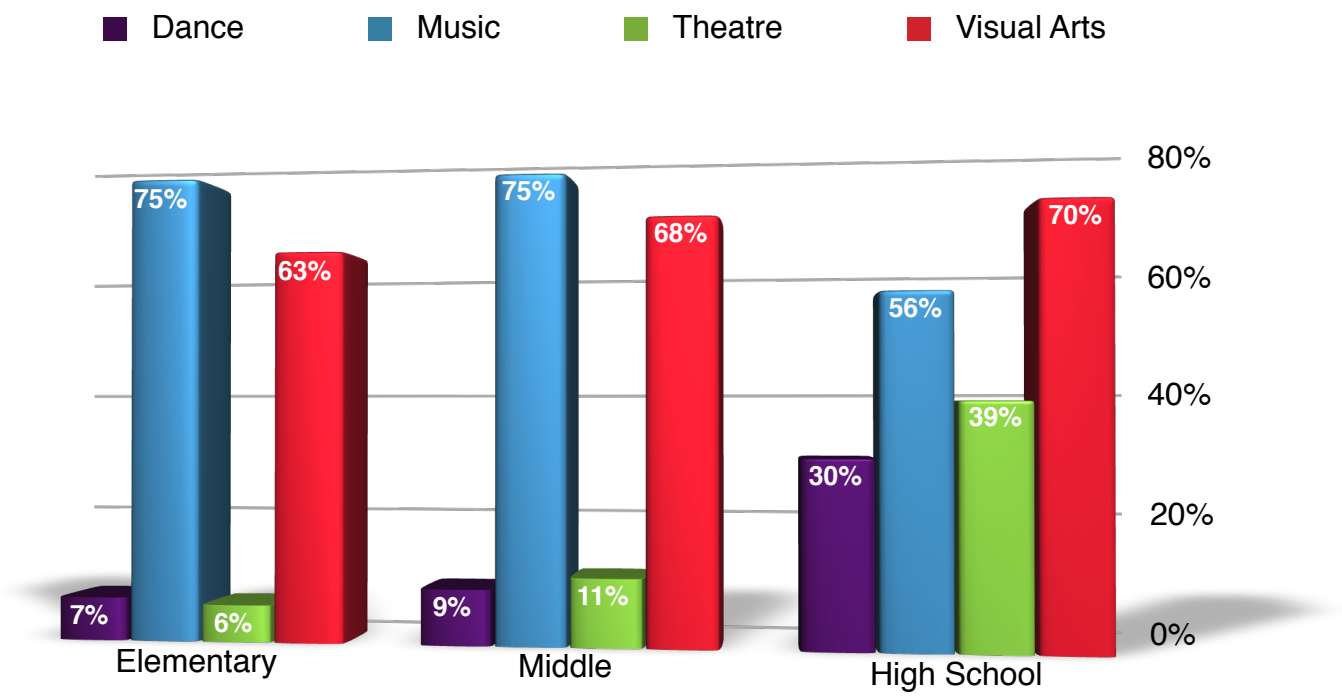


Differences in Small Schools: Smaller schools (lower one-third) were less likely to have students enrolled in the more common courses: 41% of small schools had students enrolled in General Music (compared to 51% for all schools), and 19% of smaller schools (including middle and high schools) had students enrolled in Band (compared to 50% for all schools).

Teachers

Full Time Equivalent Teachers: 76% of Elementary, 76% of Middle and 69% of High Schools report having at least one Full Time Equivalent (FTE) teacher of arts (Dance, Music, Theatre or Visual Arts).

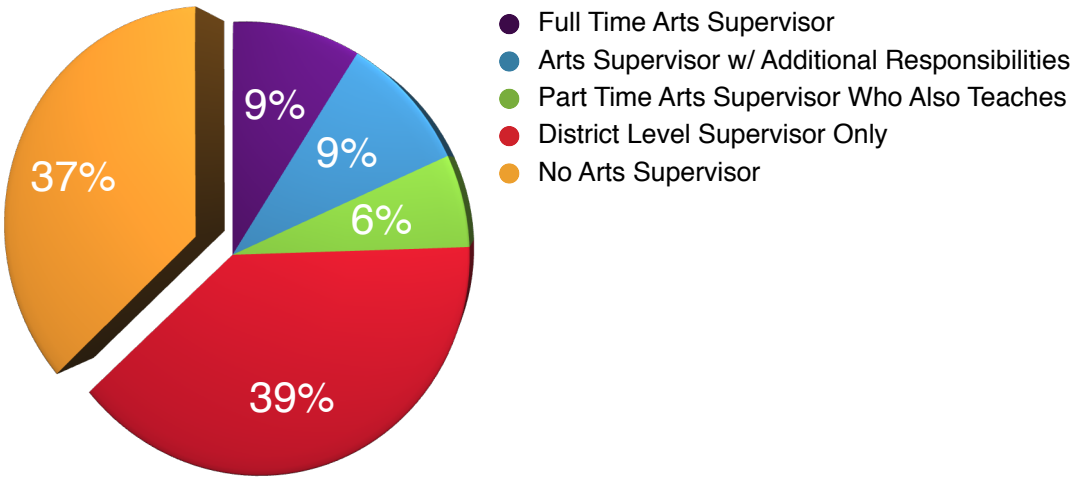
% of Schools with at Least One FTE Teacher of Art



Certified Arts Specialists: Arizona schools are doing well in terms of the use of Certified Arts Specialists to provide instruction in Music and Visual Arts. In schools where instruction is provided, 90% of schools with Music and 76% of schools with Visual Art and use Certified Arts Specialists as the primary providers of instruction.

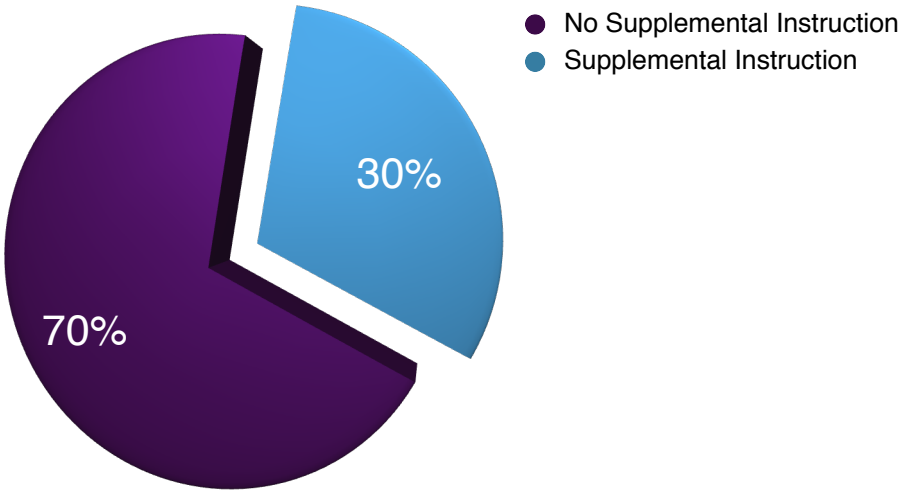
The use of Certified Arts Specialists for Dance and Theatre instruction is far less common in Elementary and Middle Schools; where instruction in the art form is offered, Certified Arts Specialists are used as the primary providers of Dance instruction for no more than 27% of schools in any grade and for no more than 34% of schools in any grade for Theatre instruction. For High Schools, the use of Certified Arts Specialists in Dance and Theatre increase to 68% and 72% respectively.

Arts Supervisors: 63% schools reported having some type of an arts supervisor with 24% reporting a supervisor at the school level. 92% of all school level supervisors are certified in an art form while only 55% of District level arts supervisors are certified in an art form. 37% of responding schools reported no arts supervisor.



Teacher Professional Development: Schools tend to provide a wide variety of professional development opportunities for all teachers charged with arts instruction; 74% used offsite seminars or conferences, 67% used workshops with professional artists or arts groups, 59% used in-school seminars or conferences. Only 24% reported using partnerships with colleges and universities. Only 8% of schools used professional development in the arts for non arts teachers with instructional responsibility for an arts discipline.

Supplemental Instruction: Less than 30% of schools reported providing supplemental instruction in the visual and performing arts.

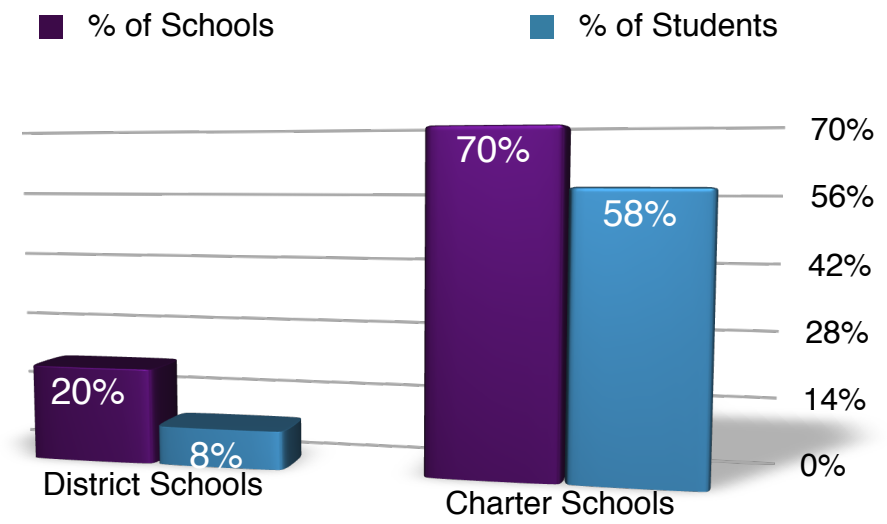


High Qualified Teachers Data

An additional analysis was completed on the highly qualified teacher (HQT) database from the Arizona Department of Education. This database provides information regarding teacher qualifications and assignments for schools across the state. As a result, the number of schools with music or visual arts teachers meeting the highly qualified standard may be analyzed. The total number of District Schools (non-charter public schools) in this analysis is 1,436 with a total student enrollment of 958,269. The total number Charter Schools in this analysis is 453 with a total student enrollment of 96,994.

Schools without HQT: The number of District Schools *without* either a highly qualified Music or Visual Arts teacher is 288 (20%) with student enrollment of 77,504 (8%). The number of Charter Schools *without* either a highly qualified Music or Visual Arts teacher is 315 (70%) with student enrollment of 56,699 (58%).

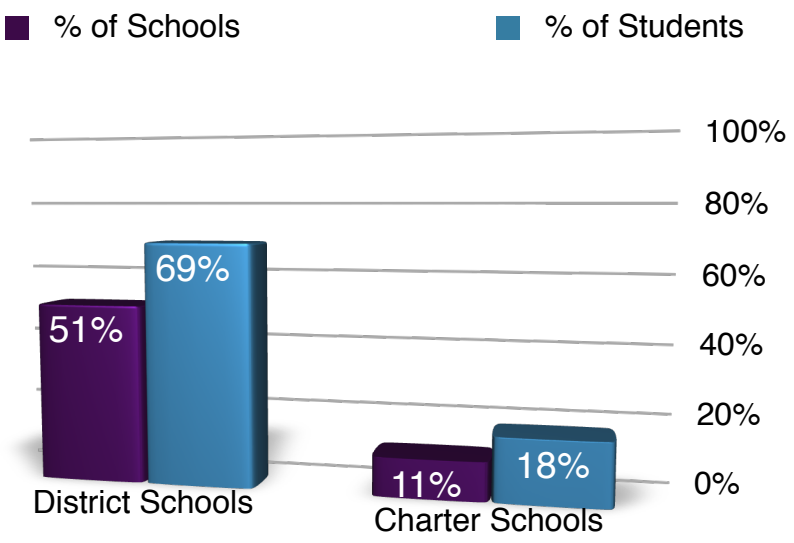
% of Schools Without Highly Qualified Music or Visual Arts Teachers



This graph shows the significant disparity in the percentage of schools using HQT in the arts when comparing District Schools to Charter Schools. This is a significant issue for Arizona.

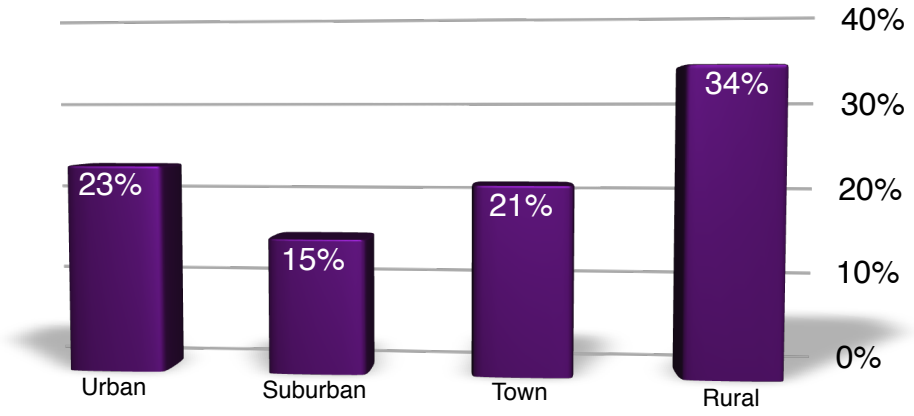
Schools with Both Music AND Visual Art HQT: 51% of District Schools representing 69% of the student population have highly qualified teacher for *both* Music and Visual Art. The same is true for 11% of Charter Schools representing 18% of the Charter School population.

% of Schools with Highly Qualified Music AND Visual Arts Teachers



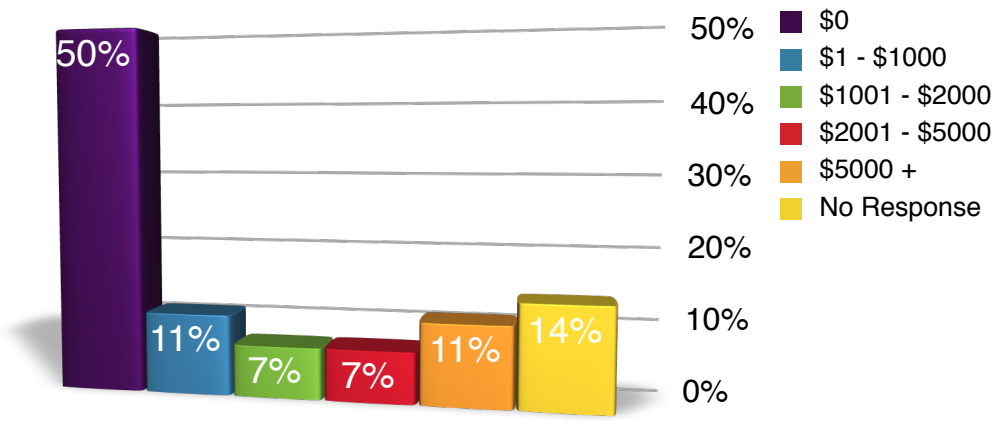
Rural vs. Urban: When reviewing the presence of highly qualified teachers in Music or Visual art in relation to the geographic profile of a community the more rural the community the less likely there was a HQT in the arts.Suburban schools were most likely to have at least one HQT in the arts.

% of schools without HQT

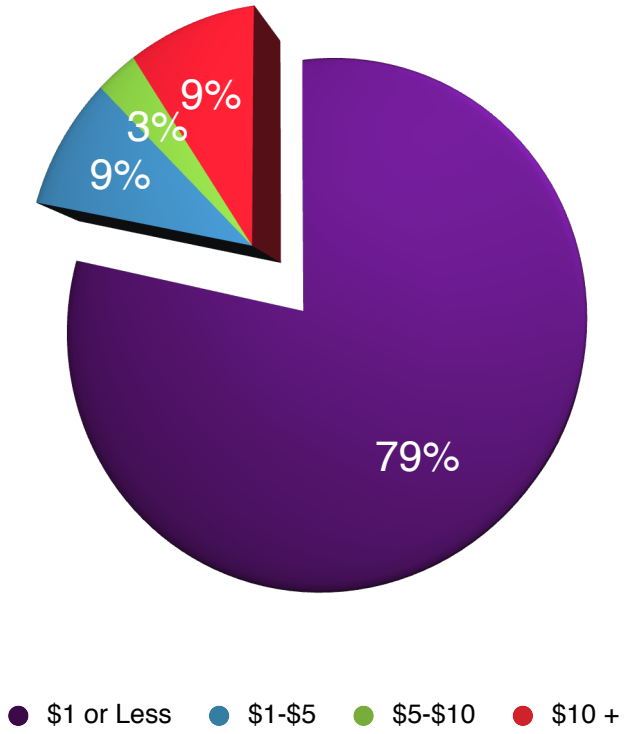


Resources

Budget Allocation: 50% of schools reported having no budget allocated for curricular support materials and supplies for arts education (excluding teacher salaries and one time capital expenses).

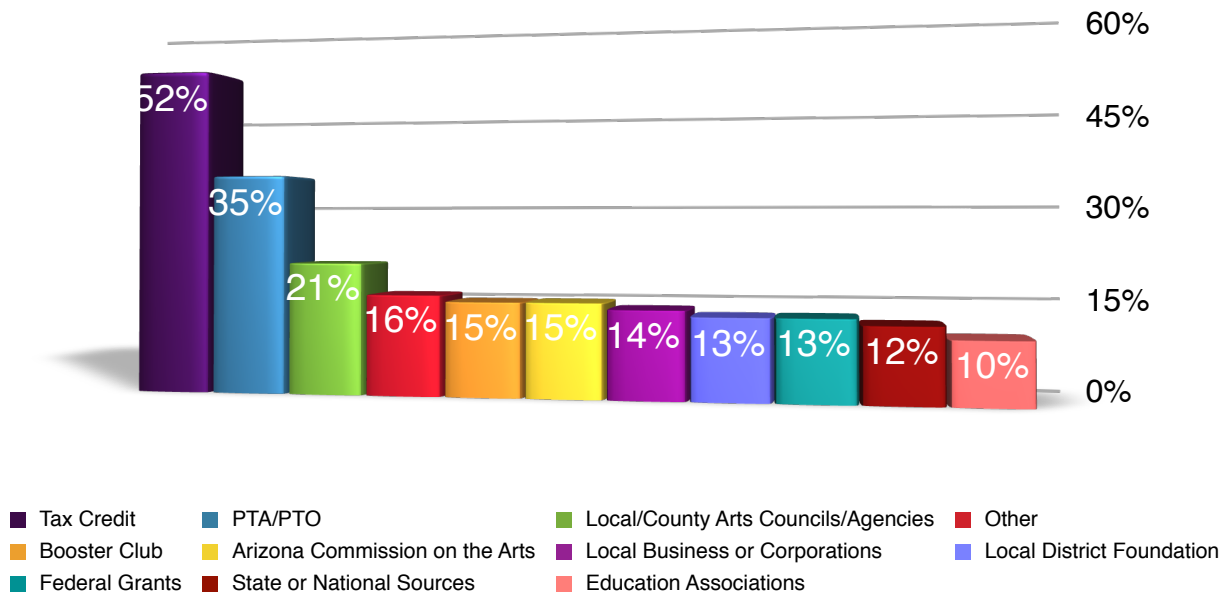


Per-Pupil Arts Spending: Per-pupil arts spending (defined as funds allocated to curricular support materials for the arts divided by student population) is a direct predictor of higher or lower levels of arts education. 79% of schools spend less than $1 per year per student for arts instruction or less than 1/2 of 1 cent per day per student.

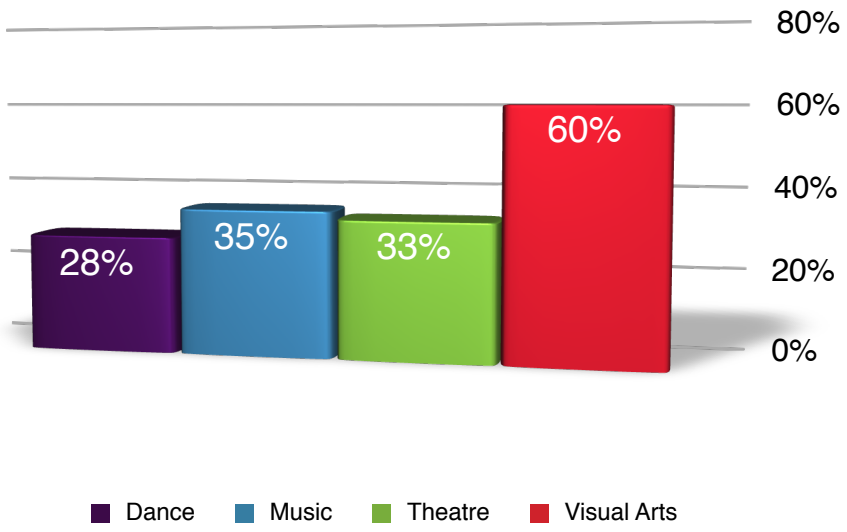


External Resources: All schools reported receiving funding from non-district/charter school sources. The tax credit was the most significant source (52%) followed by Parents Groups (35%) and county/local arts agencies (21%).

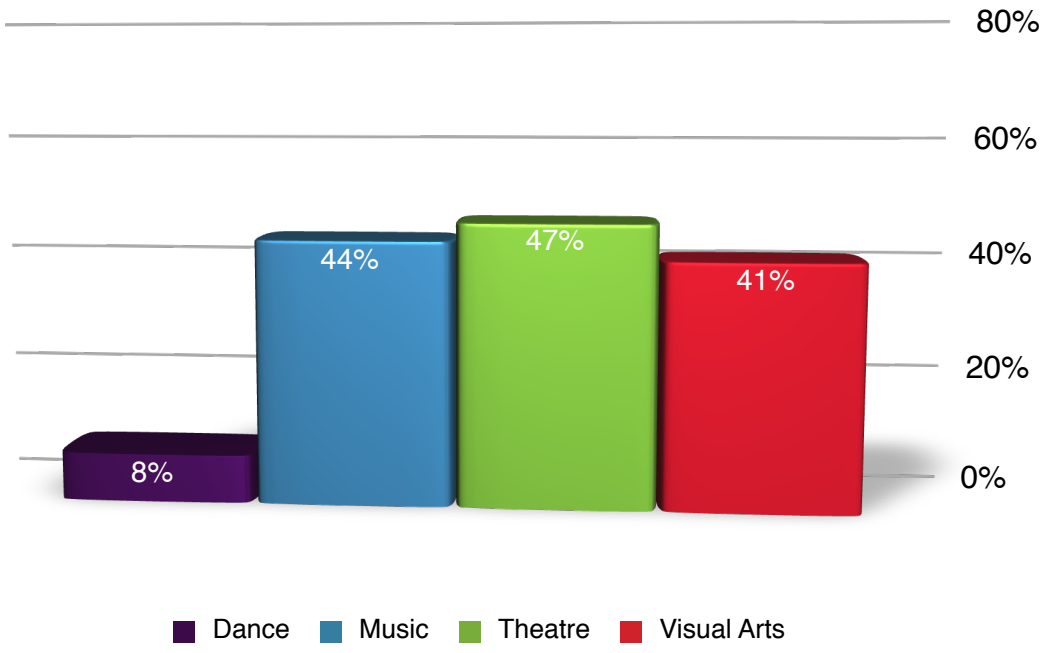
% of Schools Receiving Funding by Source



Use of Technology: The use of student-centered technology (usually associated with music and visual arts courses) is more common in middle/high schools than elementary schools. Technology is used in Dance (28%), Music (35%), Theatre (33%) and Visual Arts (60%) of High Schools.



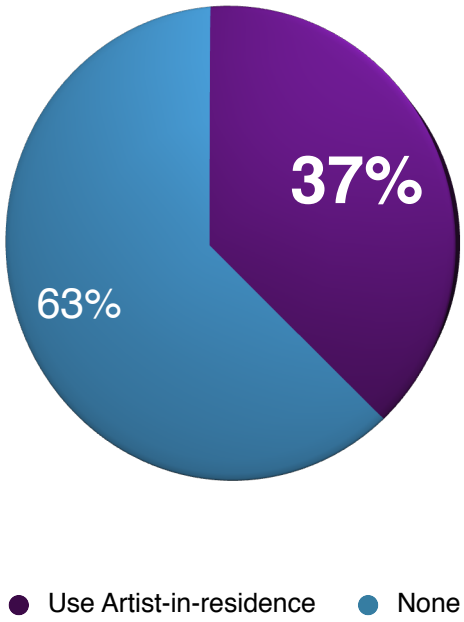
Dedicated Space: 47% of schools reported having appropriately designed and equipped space dedicated to Theatre, with 44% and 41% report the same for music and visual arts respectively. Only 8% schools reported having similarly equipped facilities for dance.



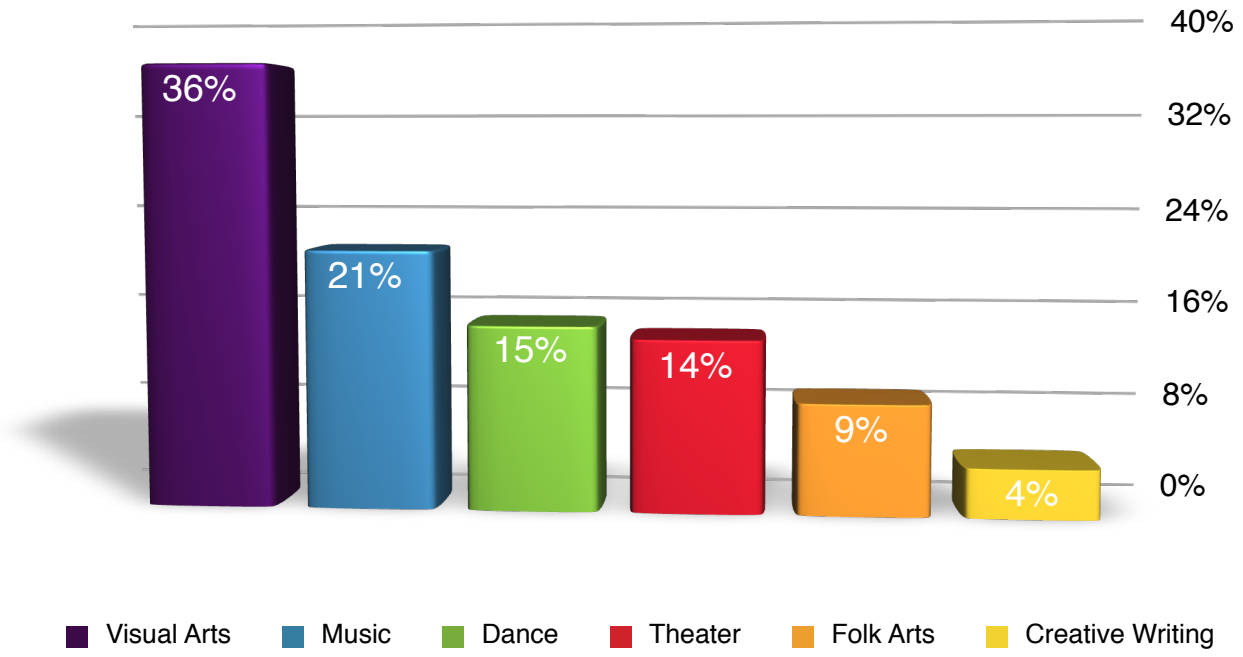
Community

Use of Artist-in-residence: 37% of all schools use some type of Artist-in-Residence. Visual Arts is the most popular discipline for Artist-in-residencies.

% of Schools Using Artist Residencies

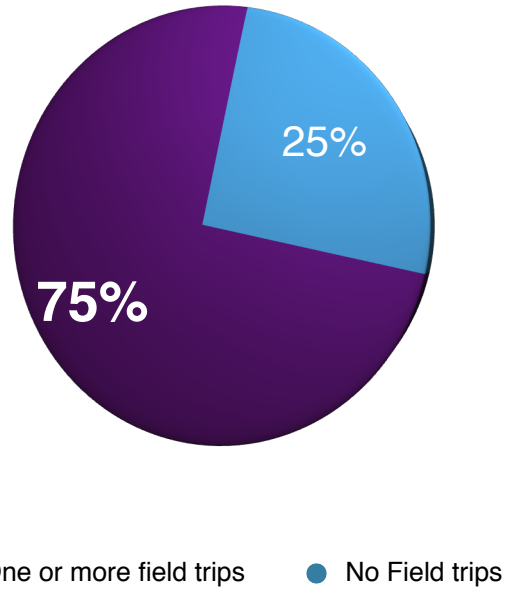


% of Schools Which Used Artist-in-residence by Subject Area

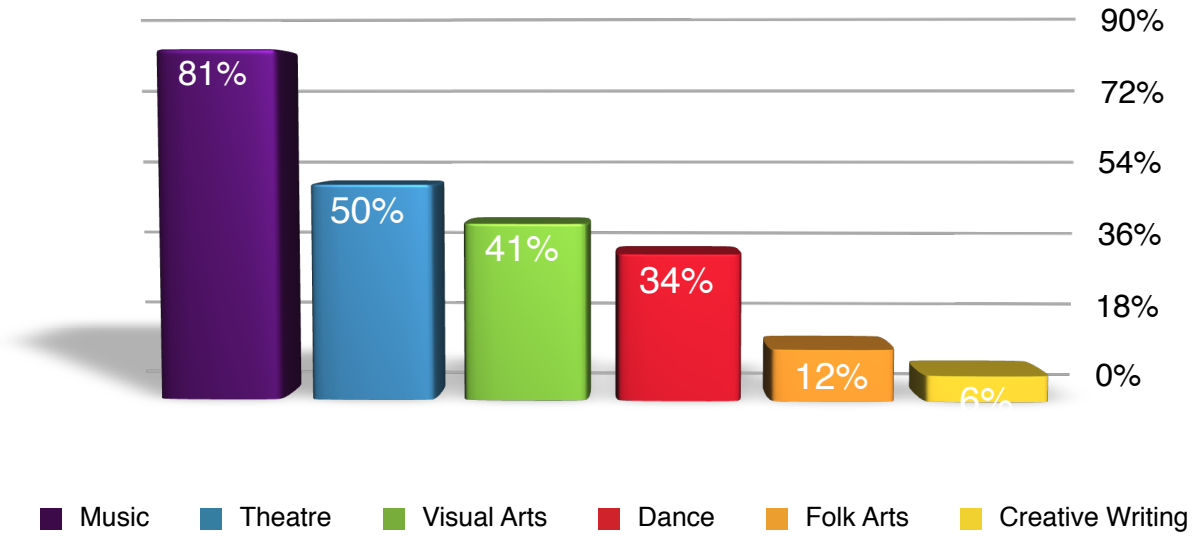


Visual and Performing Arts Field Trips: Arizona public schools are providing frequent exposure to professional artists and arts events via field trips. 75% of all schools offered at least one field trip to arts exhibitions, performances or events within the past three years.

% of Schools Participation in Arts Field Trips

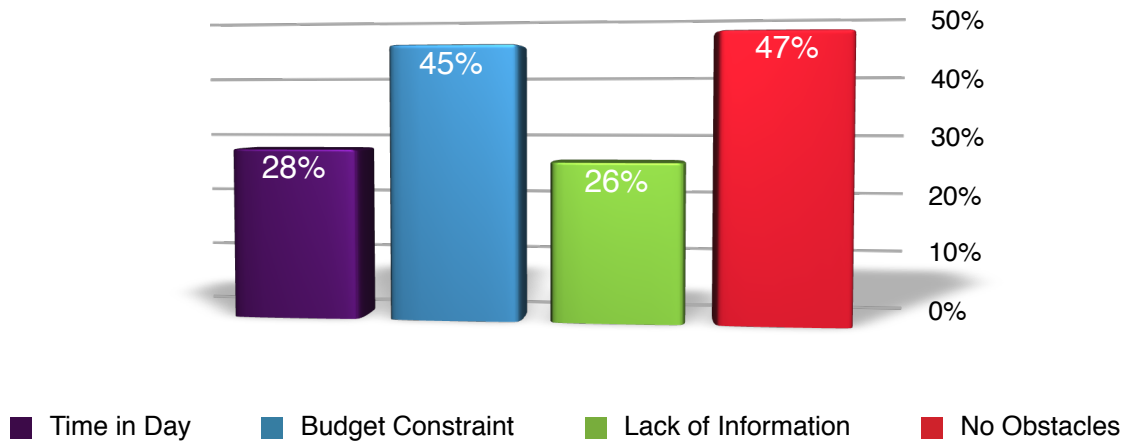


Of those schools participating in Arts Field Trips music is the most popular subject (81%) followed by Theatre (50%) and Visual Arts (41%).



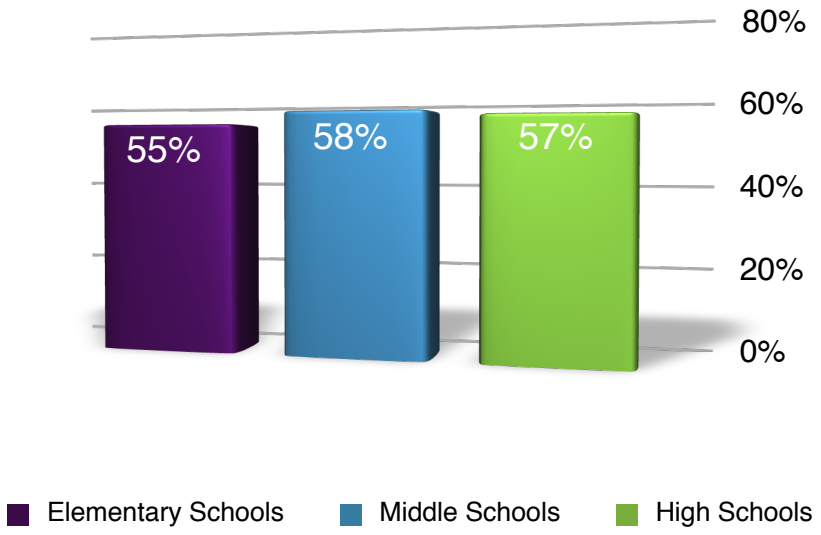
Barriers to Participation in Arts Field Trips: Of those schools who have not participated in Arts Field trips in the past three years the number one barrier to participation was identified as "budget constraints" (45%). However, 26% identified "lack of information" as the main barriers and 47% reported "no obstacles" to participation.

Barriers to Participation in Arts Field Trips



Multi-Year Partnerships: 57% of schools have formed partnerships with one or more community-based arts organizations.

% of Schools with Multi-Year Partnership by School Type



Arizona Arts Education Index

Charter School Designation	
Charter School	.27*
Not a Charter School	.34*
School Type	
Elementary School	.32
Middle or High School	.32
Wealth Index	
Most Affluent ‘1’	.41
2/3	.36
4/5	.36
6/7	.35
8/9	.32
Least Affluent ‘10’	.30
Expenditure Code	
Low (0 to 80)	.35
Medium (80 to 125)	.31
High (Greater than 125)	.32
Title 1 Status	
Yes	.32
No	.33
* Statistically Significant Difference	

The research team examined the level of arts education in the schools by creating an ‘index’* for each school (based on responses to the Census), and then looked for statistical differences on that index based on various known school characteristics. The index ranges from a minimum of ‘0’ (low) to a theoretical maximum of ‘1‘ (high). For Arizona schools, the maximum achieved index for any school was .67.

The table to the left shows the mean index scores for several school/district characteristics. There are very few differences between groups. There were lower average mean score for the schools in the 'least affluent’ areas. These differences, however, are not statistically significant as the sample sizes are small.

School type (Elementary vs. Middle/High), expenditure levels, and Title 1 Status are all statistically unrelated to arts index levels.

In contrast, Charter Schools, on average, showed significantly lower index scores than non-charter schools.

In that same light, city size (population) is statistically related to index scores: larger populations show larger index scores.

Top 10% of Arizona Schools for Arts Education
(Based on Arizona Arts Education Index)

Arizona Conservatory for Arts and Academics, Phoenix
New School for the Arts, Tempe
New School for the Arts Middle School, Tempe
StarShine Academy, Phoenix
Ash Creek Elementary, Pearce
Center for Educational Excellence, Tempe
South Mountain High School, Phoenix
Maryvale High School, Phoenix
Central High School, Phoenix
Camelback High School, Phoenix
Sandra Day O'Connor High School, Glendale
Boulder Creek High School, Anthem
Eagles Aerie School, Gilbert
Robins Elementary School, Tucson
Deer Valley High School, Glendale
Carl Hayden High School, Phoenix
Miller Elementary School, Tucson
Highland High School, Gilbert
Hamilton High School, Chandler
Coronado High School, Scottsdale
Mountain Pointe High School, Phoenix
Pine Forest School, Flagstaff
Lifelong Learning Academy, Tucson
Cesar Chavez High School, Laveen
Zuni Elementary School, Scottsdale
North High School, Phoenix
Agua Fria High School, Avondale
Kingman Academy of Learning Middle School, Kingman
Trevor G. Browne High School, Phoenix
Fruchthendler Elementary School, Tucson
Desert Harbor Elementary School, Peoria
Dan Hinton Accommodation School, Pima
Franklin Phonetic Primary School, Prescott Valley
Arcadia High School, Phoenix
Nan Lyons Elementary School, Tucson
Horseshoe Trails Elementary School, Phoenix
Roadrunner Elementary School, Phoenix
Betty Fairfax High School, Laveen
Sevilla Primary School, Phoenix
American Heritage Academy, Cottonwood
City High School, Tucson

Arts Organizations in Partnerships with Schools

Aker Music Association
American Eurythmy School
Arizona Arts Commission
Arizona Broadway Theater
Arizona Commission for the Arts
Arizona MusicFest
Arizona Puppet Theater
Arizona Prevention Resource Center
Arizona State University
Art One Gallery
Art for Border Children
Art Scape
ART Venture
Arts in Education
Arts On the Border Program
ArtSpace
AZ Thespians
Bender Performing Arts
Benson Arts Commission
Berger Theater
Boys and Girls Club
Canyon Mood Theater
Center Dance
Center for the Performing Arts
Chandler Gilbert CC Children's Theater
Childsplay
City of Phoenix
City of Tempe
Community Foothills Foundation
Creative Arts Productions-
Creative Hands Studio
Cultural Connections
Estrella Mountain Community College
First Fridays
Flute and Tuba
Fountain Hills Arts League
Fountain Hills High School
Gila Valley Arts Council
Grand Canyon Music Festival
Jazz in AZ
K to play at Tempe theater
Kennedy Center Partners in Education
Kolb Studio
Local Navajo Weavers
Mercurius Art Supply Company
Native Spirit Dancers
NAU - Suzuki Violin Pedagogy
Navajo Food Demonstrators
Northland Pioneer College art dept.
NW Valley Gourd Patch of Sun City
Norwood Furniture
NRG Dance Co.
OMA (Opening Minds through Art)
Open Dance
Pan Left Video Collective
Pandora Waters, music and dance
Paradise Valley Community College
Patagonia Creative Arts Center
Phoenix Art Museum
Phoenix Children's Theater
Phoenix Conservatory
Phoenix Symphony
Phoenix Theater
Primavera Folklorico
Rudolf Steiner College
SAAA
Sankofa
Santa Cruz Cnty Young Artists
Scottsdale Center for Performing Arts
Scottsdale Museum for Contemp. Art
Sedona Arts Center
SharMoore Children's Productions
SMoCA
Sonoran Arts League
Southern Utah University
Sun City West Art Club
Tempe Commission on the Arts
Tucson Civic Orchestra
Tucson Junior Strings
Tucson Pima Arts Council
Tucson Symphony
Tucson Taiko Drumming
University of Arizona
U.N. Global Teaching Project
Utah Shakespeare Company
West Valley Arts
Wickenburg Web Center
Yavapai College
Yellowbird
Young Rembrandts
Zaki Gordon Film School

Other Sources of Funding

The following additional sources of funding were identified by the participating schools:

Arizona Musicfest
Arizona/ADE Title 5A grant
Arts for Border Children
Arts in Education Model Development and Dissemination Grant
ArtScape
Artspace Grant - 21st CCLC
AZ Tuition Tax Credits
Barnes and Noble
Capital Over Ride
Center for Performing Arts
Club funds
FHMS Third Annual Arts in the Courtyard
Kennedy Center Grant
Kiwanis
MusicFest
National Endowment for the Humanities.
Parent/community/local business donations
Phoenix Conservatory of Music
Phoenix Theater
Scholarships from local clubs and arts councils
Sonoran Arts League
Scottsdale Arts in Ed
Soroptimist
Southeastern Arizona Arts in Academics
Studio Artist Program Partnership with the City of Tempe
Tempe Commission on the Arts

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