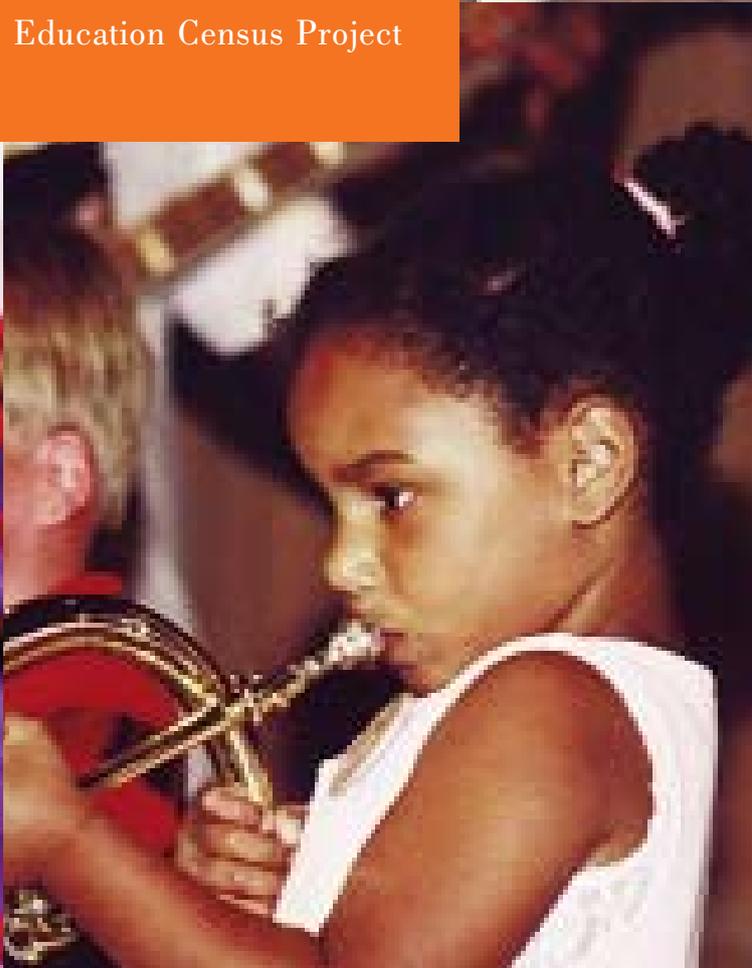


# ENGAGING STUDENTS SUPPORTING SCHOOLS ACCESSING ARTS EDUCATION

Highlights from the Arizona Arts Education Census Project





# AAERI

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The Arizona Arts Education Research Institute (AAERI) is a partnership of the Arizona Commission on the Arts, Arizona Department of Education, College of Fine Arts at the University of Arizona, College of Arts & Letters 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.

Funding for statewide research on arts education has been provided by the Arizona Arts Education Research Institute and the Arizona Community Foundation.



# The Arizona Arts Education Census

In the 21st century, arts education plays a vital role in developing life skills and preparing students to become innovators in tomorrow's workforce. I ask for your support in moving arts learning forward in our state. We as Arizonans must make our voices heard in support of arts education as part of a complete education for all children. To achieve this, our students must have access to high quality arts instruction delivered by certified educators and supported by teaching artists and arts and cultural organizations.

Robert C. Booker  
Executive Director  
Arizona Commission on the Arts

I believe strongly that the arts are an essential part of every student's education. This report gives us, for the first time, definitive data on how the arts are taught in our schools. This data set will help the Arizona Department of Education recognize those schools which are exemplars in providing the arts and provide assistance to those schools where students currently have limited access to arts education.

Honorable Tom Horne  
Superintendent of Public Instruction  
Arizona Department of Public Education

## An Introduction

Much has changed since 2007, when Arizona arts education professionals, educators and advocates began the process of designing a statewide arts education census.

As the Great Recession took its toll, Arizona felt the immense impact of lost jobs, the plunge in state revenues and millions in state agency and service cutbacks.

The future we face is uncertain, but through this landmark survey, we are able to look forward with clarity and insight, knowing for the first time detailed information about Arizona students' access to learning in, through and about the arts.

Some might call it bad luck that these results are overshadowed by the worst state budget crises in decades.

Others would call it an opportunity.

# Arts Education in Arizona

## Where We've Come and Where We're Going

“Learning in individual art forms, as well as in multi-arts experiences, engages and strengthens such fundamental cognitive capacities as spatial reasoning (the capacity for organizing and sequencing ideas); conditional reasoning (theorizing about outcomes and consequences); problem solving; and the components of creative thinking (originality, elaboration, flexibility.)” —*Critical Links: Learning in the Arts and Student Academic and Social Development*, Arts Education Partnership, 2002

### Arts Education Could Help Jump-Start Student Achievement

Despite some signs of life, Arizona's public and private sectors are still in a world of hurt. If a crisis really is a terrible thing to waste, there is no better time to bring forth compelling new information focusing on Arizona's academic achievement potential and an innovative, yet tried-and-true strategy, to get there.

Arts education may not be the first idea that comes to mind for jump-starting student achievement but it may be one of the best, most far-reaching and cost-effective ways of doing so.

When Arizona leaders and parents worry about how to improve student achievement, particularly during this dramatic downturn, arts education is not a costly problem but a cost-effective and results-driven solution.

This report shows where access to arts education stands today and recommends how to use it to help reinvent K-12 education in Arizona, not just to increase achievement but also to match the skills employers want in 21<sup>st</sup> century workers.

### There's a Gap Between Policy and Practice

Realizing the full power of arts education as a tool for student achievement is dependent on all students in every Arizona school having access to quality arts education programs and instruction. In addition, measurements of student achievement need to be created. **This report focuses on the first step: access.** Future efforts will speak to quality and achievement, although pieces of this report touch on those topics.

Important steps toward a strong arts education policy have been taken in our state. Arizona has already

- **defined expectations for arts education for all students;**
- **made provisions and developed criteria for quality arts teachers;**
- **developed clear standards for what every child should know and be able to do.**

The policies create a clear vision for creativity, inspiration and expectations for arts education and a strong foundation for students as they move into postsec-

ondary education and the workforce. They point out that Arizona has decided that a quality education for all children includes the arts for both their intrinsic value as well as how they illuminate other subjects.

To ensure the gap between arts education policy and practice is addressed, further engagement with state and local entities and the active participation of many different people will be required.

So, where are we now as we seek to take advantage of the bad times to guarantee a better future? The short answer is, like the geography of our state, varied.

## Access to the Arts in Arizona

Overall, Arizona is doing well on the most basic aspects of access to arts education. Nearly 90% of Arizona's K-12 students throughout the state have at least one arts course per week and Arizona students participate in programs delivered by professional and community arts organizations.

Many of our schools have found ways to deliver quality programs with few dedicated resources and many partnerships. These schools have much to teach others.

While general music and visual arts are most popular in elementary and middle schools, general art and dance are most popular in high schools. In Arizona there are more students enrolled in dance at the high school level than there are in band, orchestra or theatre.

## Beyond the Basics

Arizona is doing well, however:

- Arizona schools are handicapped by a lack of highly qualified arts teachers;
- Funds for arts materials are nearly nonexistent (half a cent per student per day);
- Charter schools are significantly less likely to provide arts courses for students or have highly qualified teachers providing instruction than district schools;

U.S. employers rate creativity/innovation among the top five skills that will increase in importance over the next five years, and rank it among the top challenges facing CEOs. Superintendents rank arts activities in the top four high school classes that are most likely to develop creativity.

—*Ready to Innovate*, The College Board, 2008

- Arizona high school students are discouraged from taking arts courses because they are not weighted equally with other core subjects.
- More than 134,203 students attend school every day with no access to arts education taught by a highly qualified arts teacher.

Overall, there is work to be done in Arizona to regain an edge and to improve access to arts education in our schools. But there's hope and there's experience and for today and tomorrow's students, there is the desire to reinvent achievement in Arizona.

## Early Arizona Arts Education Policies

Arizona is not new to arts education. For decades, the state's universities, public schools and arts organizations have partnered in studying and improving arts education programs, and parents have long been leaders in the cause.

The first statewide district-level survey took place in the mid-1990s and another took stock ten years later.

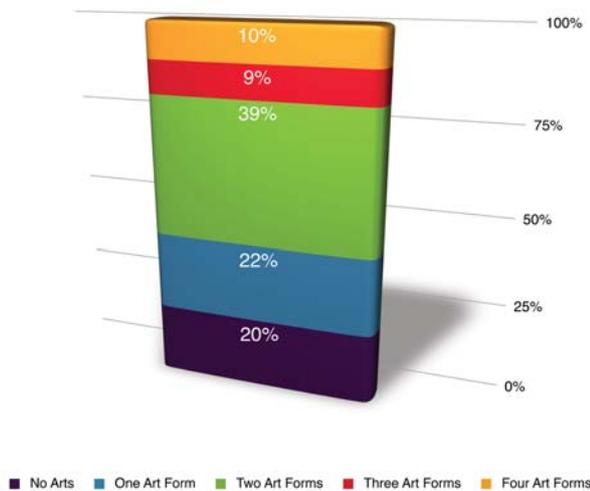
The Arizona Administrative Code, the official compilation of rules that govern Arizona state agencies, was amended to state common schools (grades K-8) must offer music and visual arts, other performing arts are voluntarily offered, and that high school graduation requirements include a shared credit requirement – fine arts or vocational arts.

In 1997, the state created policies supporting the arts (music, visual arts, dance and theatre) as a core subject and worthy of state learning standards for grades K-12. On June 26, 2006 the revised Arizona Academic Standards in the Arts were adopted by the Arizona Board of Education.

The Arizona Board of Regents, the governing board for the state's public universities, set forth in their university admission requirements one unit of fine arts.

These early policies positioned Arizona as a leader in arts education.

## Availability of Arts Education



### % of Schools Offering Arts Courses

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%).

## A Note on the Benefits of Arts Education

A tremendous body of research documents the many benefits arts education provides to all students including: improved academic achievement, greater leadership and social skills, enhanced critical thinking and sharper problem solving skills.

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, visit the resource section of this publication or visit the following websites:

Arts Education Partnership

[www.aep-arts.org](http://www.aep-arts.org)

Arizona Department of Education

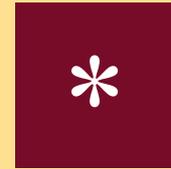
[www.azed.gov/asd/arts](http://www.azed.gov/asd/arts)

Arizona Commission on the Arts

[www.azarts.gov](http://www.azarts.gov)

Arizona Citizens/Action for the Arts

[www.azcitizensforthearts.org](http://www.azcitizensforthearts.org)



## Overarching Recommendations

The Arizona Arts Education Research Institute makes the following recommendations based on the results of the Arizona Arts Education Census.

- \* Prioritize arts education through increasing accountability in meeting our current policies and dedicating resources as appropriate.
- \* 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.
- \* Support our arts teachers and general classroom teachers as they help us build the creative thinkers needed for our collective future.
- \* Engage community resources to build strong, systemic arts education programs for students throughout our state.

# Key Findings

87% of Arizona's K-12 students have access to at least one arts course per week. In 2009, **134,203** students attended school without access to music or visual arts instruction provided by highly qualified arts teachers.

**90%**

of schools offering music and 76% of schools offering visual arts use certified arts specialists as the primary providers of instruction.

**75%**

of schools participated in arts-based field trips.

**56%**

of schools have updated curricula to reflect the Arizona Academic Standards in the Arts.

**53%**

of schools use informal assessment to measure student progress in the arts.

**50%**

of schools have no budget for curricular support in arts education. 79% of schools spend less than \$1 per student in a year, or less than 1/2 a penny a day.

**39%**

of high schools weight arts courses equally with other academic subjects. Only 12% weight advanced arts courses equally with other advanced academic courses.

**34%**

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

# Prioritize Arts Education

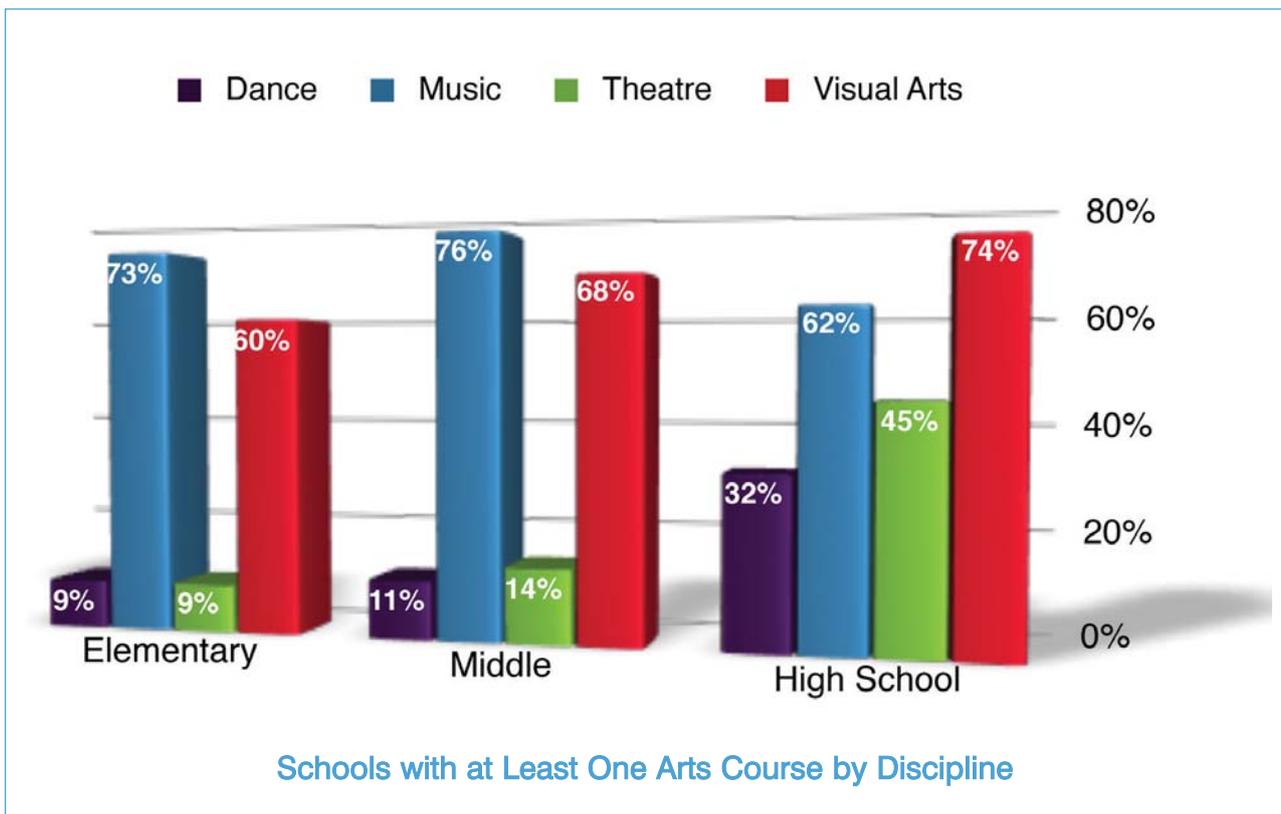
## Prioritizing Arts Education: Policy

Arizona has strong policies in place to support arts education within our schools. This data set offers a first look at how schools are implementing these policies, and what additional work may need to be done to create equity in access to the arts for all Arizona students as envisioned by our State Board of Education.

### Arts Instruction

When combining all arts disciplines, 80% of elementary, 83% of middle and 80% of high schools offered at least one course in any of the four arts disciplines (dance, music, theatre and/or visual arts).

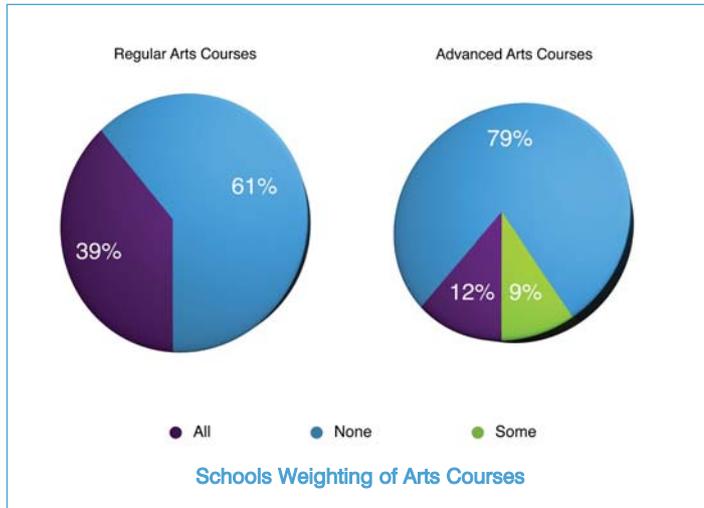
Just over half (55%) of the schools provided instruction in both music and visual arts as outlined by the Arizona Administrative Code (for more details, see page 3).



## Grade Weighting

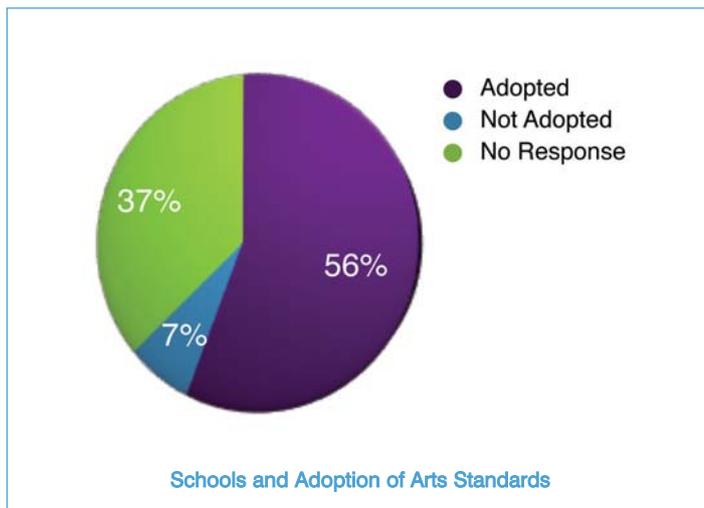
61% of Arizona high schools do not weight arts courses equally with other core subjects and 79% do not weight advanced arts courses equally with other advanced courses.

The issue of weighting these courses equally is of significant importance. With unequal weighting, students are forced to choose between taking an arts course of less weight and taking a course of heavier weight to increase overall grade point average (GPA).



## Adoption of Arts Standards

As of 2008, only 56% of schools reported the arts education curriculum had been updated to align with the 2006 Arizona Academic Standards in the Arts. Of the reporting schools, 7% had not adopted the state standards. 37% did not answer the question.



## Policy Recommendations

The following are recommendations for the Arizona State Board of Education and the Arizona Department of Education.

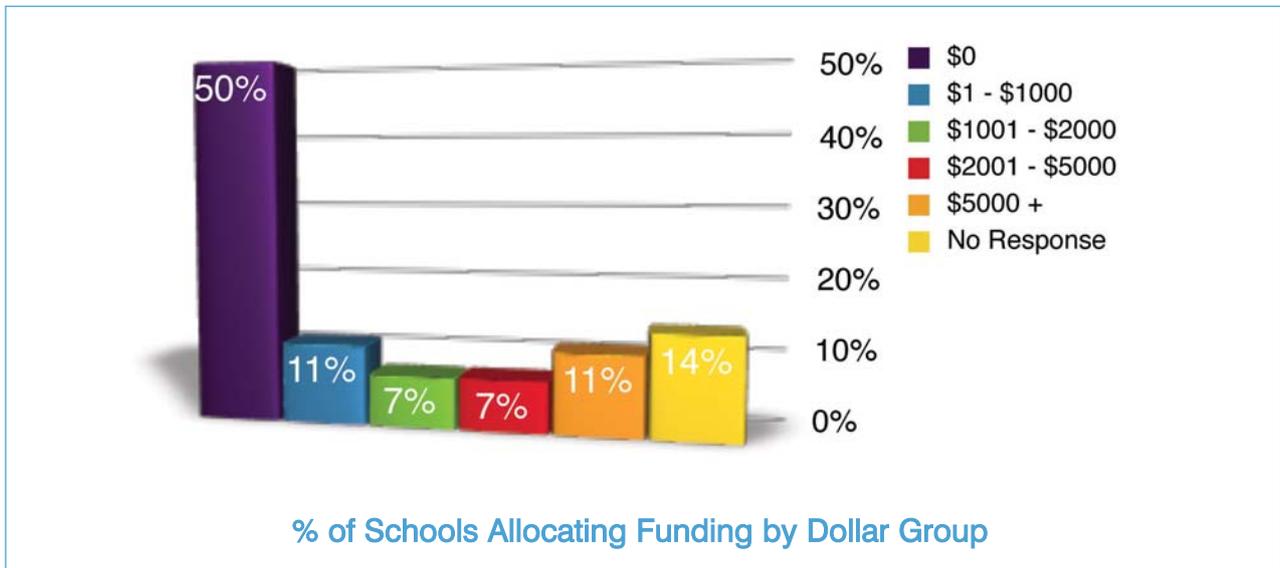
- \* Require schools and districts to sign an annual statement affirming they are teaching the arts according to the Arizona Academic Standards in the Arts.
- \* Build on existing policies to support the visual and performing arts, and develop an accountability process to report on the implementation 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

Resources – whether dollars to purchase crayons and paper, capital expenditure for new band instruments, or time allocated to teach the arts – are important precursors to building high quality arts education opportunities for Arizona students. With the Great Recession, resource allocation for arts education has been greatly impacted.

## 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).

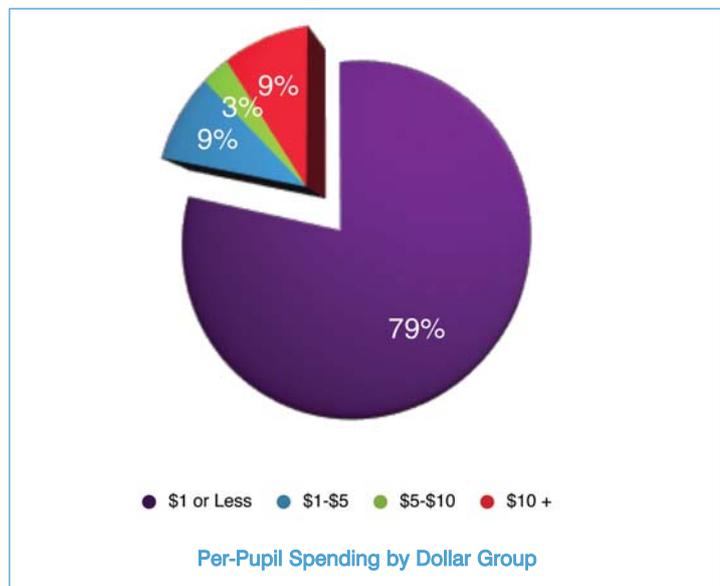


## Per-Pupil Arts Spending

Per-pupil arts spending (defined as funds allocated to curricular support materials for the arts divided by student population) is a direct indicator 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 half a cent per day.

## Instructional Time

Students in elementary schools receive music and visual arts instruction an average of 55 minutes per week. In contrast, dance and theatre never exceed an average of 15 minutes per week.

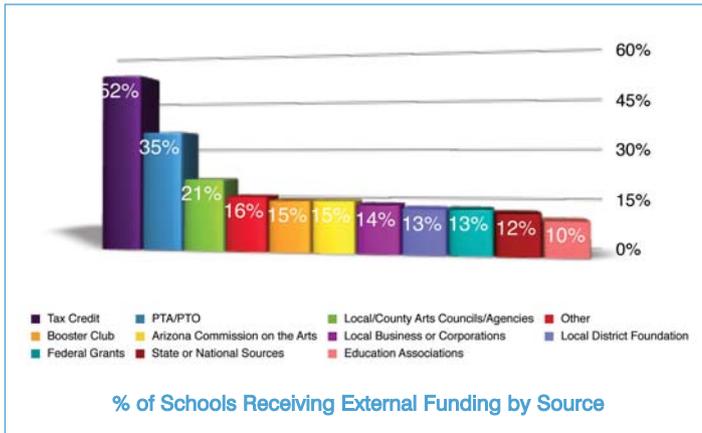


The study of drama, dance, music, and visual arts helps students explore realities and ideas that cannot be summarized simply or even expressed in words or numbers.

—Arne Duncan, United States Secretary of Education

## External Resources

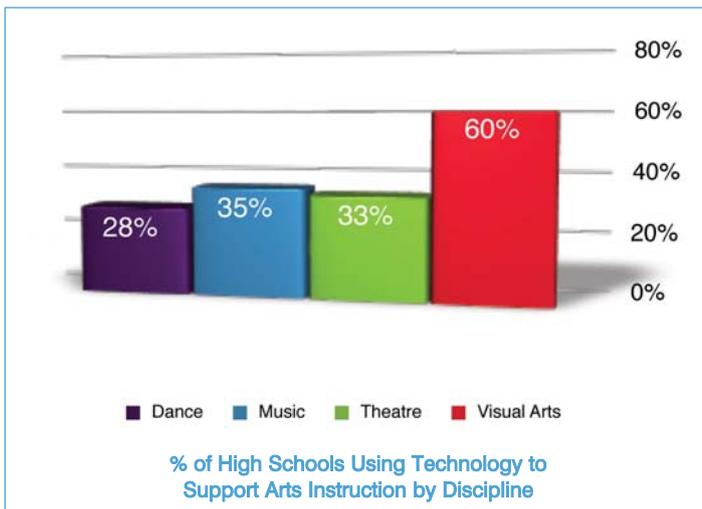
All schools reported receiving funding from non-district/charter school sources. Tax credits were the most significant source (52%), followed by parent groups (35%) and county/local arts agencies (21%).



## Use of Technology

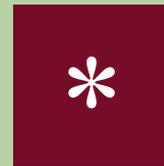
The use of student-centered technology (usually associated with music and visual arts courses) is more common in middle and high schools than in elementary schools.

At the high school level, 28% of dance courses in schools utilize technology in instruction, 35% of schools in music, 33% in theatre and 60% in visual arts.



## Dedicated Space

47% of schools reported having space that is appropriately designed and equipped for theatre courses. 44% reported the same for music and 41% for visual arts. Only 8% of schools reported having adequately equipped facilities for dance.



## Resource Recommendations

The following are recommendations for Arizona public schools, the Arizona Commission on the Arts, the Arizona Department of Education and Arizona's public universities.

- \* 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: student access and participation; strong curriculum, instruction and assessment aligned to the Arizona Academic Standards in the Arts; investment in professional development; and evaluation of programs.
- \* 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.

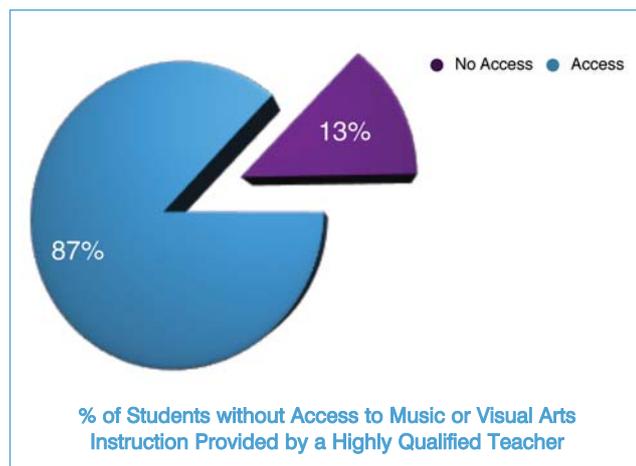
# Students

## Student Centered Education

Students should be at the center of making decisions about how to build quality arts and overall education programs in our schools. Can students access the arts? How are the arts delivered and by whom? And, do they make sense – in terms of progression, availability and level of difficulty – for our students? Can we measure what students are learning to build better programs and curricula?

### Access to Arts Education

134,203 students (or 13% of the total student population) attend school each day without access to music or visual arts instruction provided by a highly qualified arts teacher, based on the Highly Qualified Teacher Database (for more information, see page 18).



### Assessment

Most schools reported assessing the arts through informal school-based assessments (53%). 22% reported district developed and required assessment (the most rigorous of the choices), while 10% reported having no assessment in place. 15% of schools did not answer the question.

### Certified Arts Specialists

The presence of a certified arts specialist contributes to the delivery of quality arts instruction. Students have access to certified arts specialists as the primary providers of instruction in 90% of schools offering music instruction and 76% of schools with visual arts.

In elementary and middle schools, certified arts specialists are used as the primary providers of dance instruction for no more than 27% of schools 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 increases to 68% and 72% in theatre.

### Enrollment Differences in Small Schools

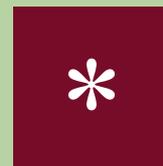
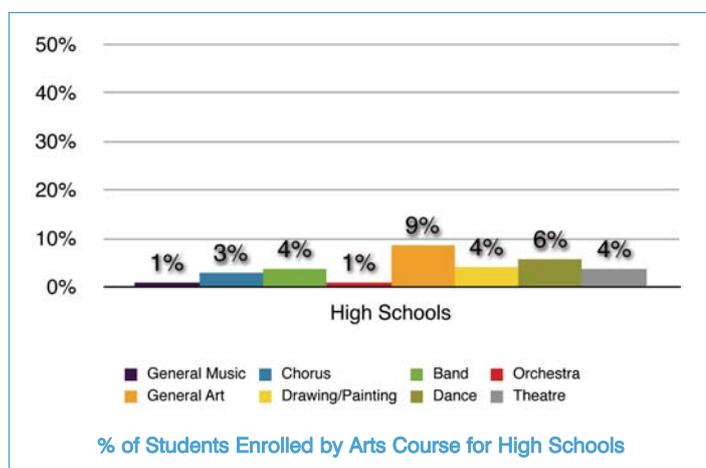
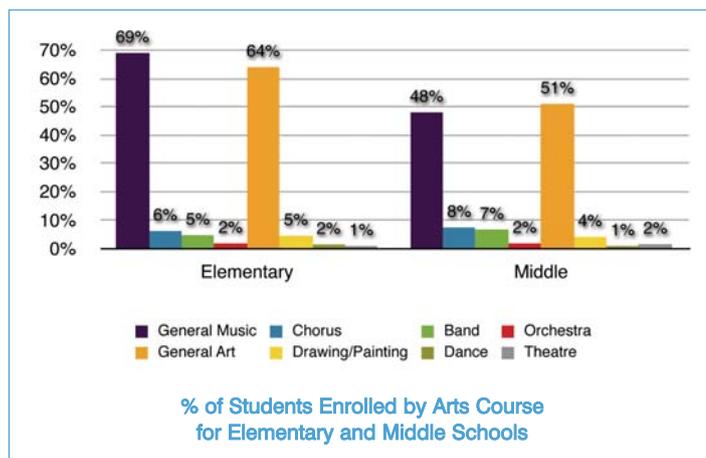
Smaller schools (lower one-third of all elementary, middle and high schools in student population) were less likely to have students enrolled in the more common courses: 41% of small schools had students enrolled in general music (compared to 51% for all schools), and 19% of small schools had students enrolled in band (compared to 50% for all schools).

## Arts Enrollment

General music and general art are the two main courses students participate in at the elementary and middle school levels. Orchestra, dance and theatre have little student enrollment with only 1% to 2% of students participating.

Compared to elementary and middle schools, changes in enrollment appear at the high school level. 64% of students at the elementary level and 51% of students at the middle school level are enrolled in general art. At the high school level this drops to 9%.

More students are enrolled in dance at the high school level than in band, orchestra or theatre despite the fact that more schools offer music instruction than dance. The lack of high school entry-level music courses creates a barrier for student participation.



## Student Recommendations

The following are recommendations for Arizona's public schools, Arizona Commission on the Arts, Arizona Department of Education and Arizona's public universities.

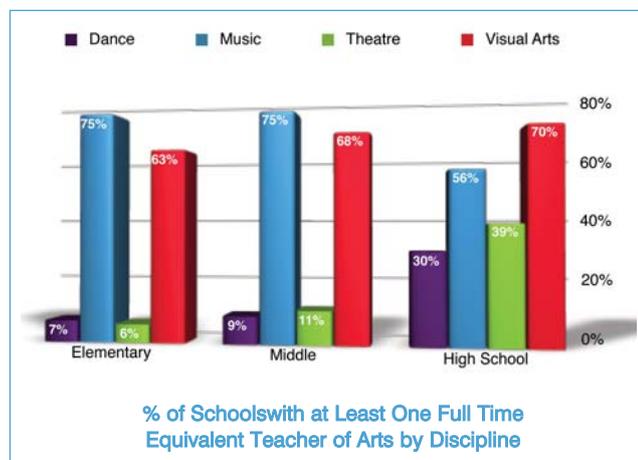
- \* Strengthen curricular, instructional and assessment approaches to align with the Arizona Academic Standards in the Arts through pilot programs, research and web-based resources;
- \* Work with unified school districts (K-12) and non-unified school districts (of elementary and union high school district 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.

# Teachers

## Supporting Our Teachers

Dance, music, theatre and visual arts teachers represent the heart of a school arts program. In Arizona, arts teachers must meet stringent certificate requirements and federal highly qualified requirements. Arts programs do exist in schools that do not have certified arts specialists; with the help of general classroom teachers, arts programs in these schools tend to rely on community partnerships. The census data indicates a need to: re-think how the arts are delivered based on the lack of arts teachers in rural, small and charter schools; refocus training to help general classroom teachers with arts learning; and increase the pool of available arts teachers.

### Full Time Equivalent Arts Teachers



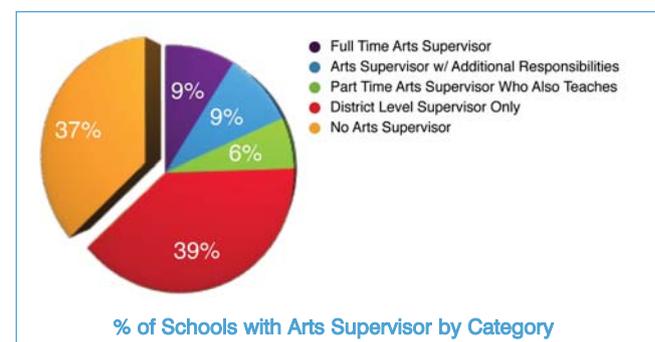
### Teacher Professional Development

Schools provide a variety of professional development opportunities for teachers charged with arts instruction; 74% use off-site seminars or conferences, 67% use workshops with professional artists or arts groups, 59% use in-school seminars or conferences. Only 24% reported using partnerships with colleges and universities. Only 8% of schools offered professional development in the arts for general classroom teachers responsible for instruction in an arts discipline.

### Arts Supervisors

63% of schools reported having some type of arts supervisor with 24% reporting a supervisor at the school level. 92% of all arts supervisors at the school level are certified art specialists, while only 55% of supervisors at the district level are certified arts specialists. 37% of responding schools do not have an arts supervisor.

District-level arts supervisors, or district arts coordinators are important voices for supporting and sustaining arts programs over time. *Gaining the Arts Advantage* ([www.aep-arts.org](http://www.aep-arts.org)) highlights the research behind the power of a district arts coordinator, including its effect in one of Arizona's own school districts – Peoria Unified.

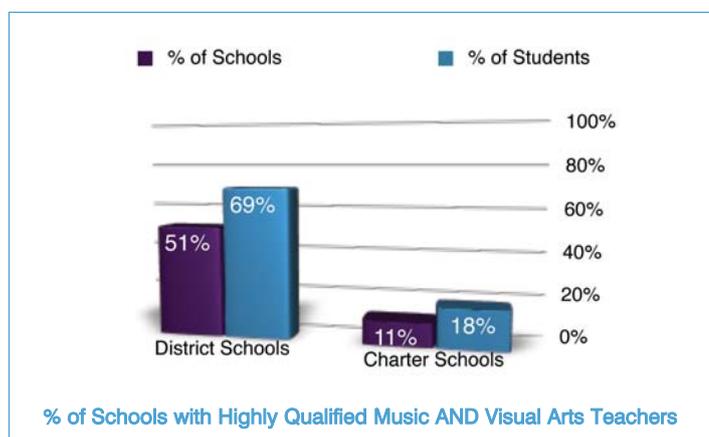
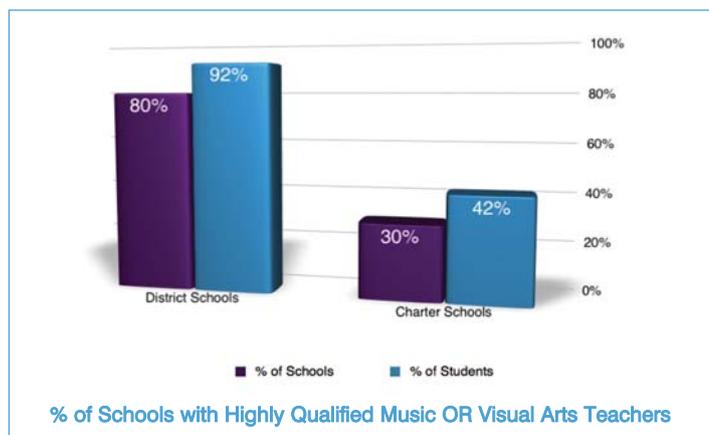


# Highly Qualified Teachers (HQT)

The Arizona Department of Education maintains data on all highly qualified teachers based on teacher qualifications and assignments for every school across the state. The following findings were based on that data.

In Arizona, music and visual arts teachers are tracked in the Highly Qualified Teachers Database (see page 18).

80% of district schools representing 92% of student enrollment, and 30% of charter schools representing 42% of the charter school population, have *either* a highly qualified music or visual arts teacher. Comparatively, only 51% of district schools representing 69% of the student population, and 11% of charter schools representing 18% of the charter school population, have highly qualified teachers for *both* music and visual arts.



**Rural vs. Urban:** When reviewing the presence of highly qualified teachers in music or visual arts in relation to the geographic profile of a community, the more rural the community the less likely there is a highly qualified teacher providing arts instruction.



## Teacher Recommendations

The following are recommendations for Arizona's public schools, Arizona Department of Education and Arizona's public universities.

- \* 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.

# Community Resources

## Engaging Community Resources

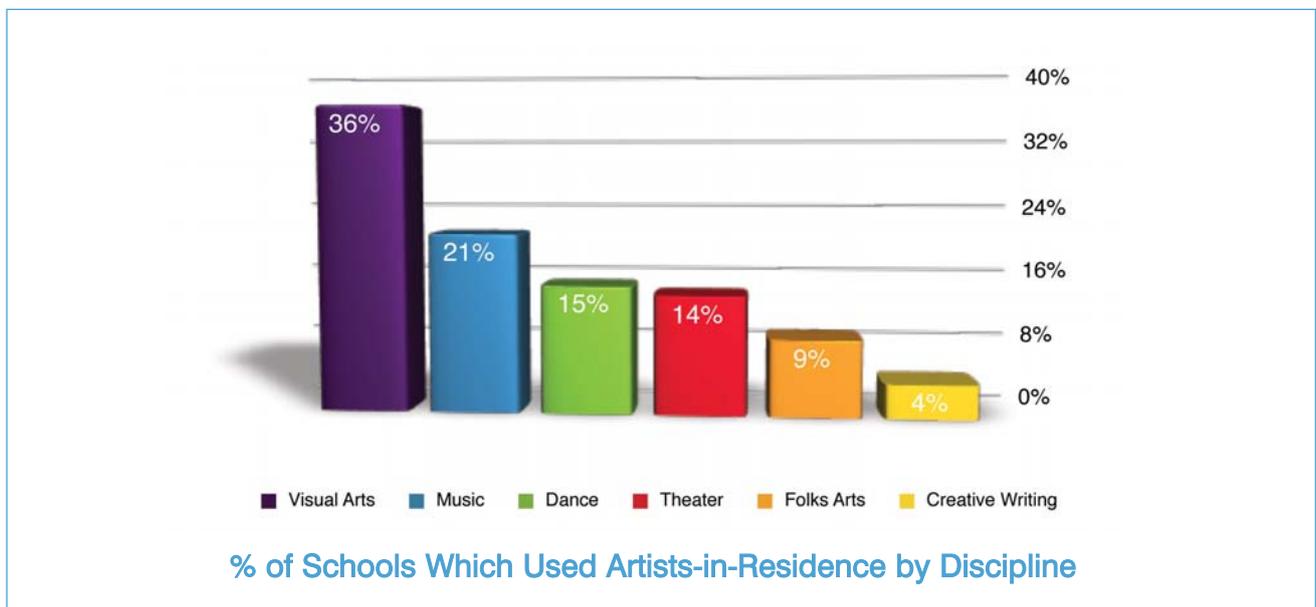
Community resources are vital components of any high quality arts education program. From an opera company to a school of dance, and a large art museum to a teaching artist specializing in a traditional craft, community resources offer Arizona schools opportunities to originate, strengthen and continue arts experiences with their students. While many Arizona schools make good use of our local artists and arts organizations, some schools seem unable to connect with resources in their own backyard. Finding ways to increase the connections between community resources and our public schools is at the heart of the recommendations in this section of the report.

### Artists-in-Residence

Artist-in-residence programs provide opportunities for students to engage with practicing professional artists in the school environment and/or out of school programs. Teaching artists collaborate with the school or organization to design and implement instruction to engage learners in or through the arts.

Artist-in-residence projects focus on student learning within a set period of time and often conclude with a celebratory event showcasing student work and professional artist work.

37% of schools use some type of artist-in-residence. Artist residencies in the visual arts occur most often.

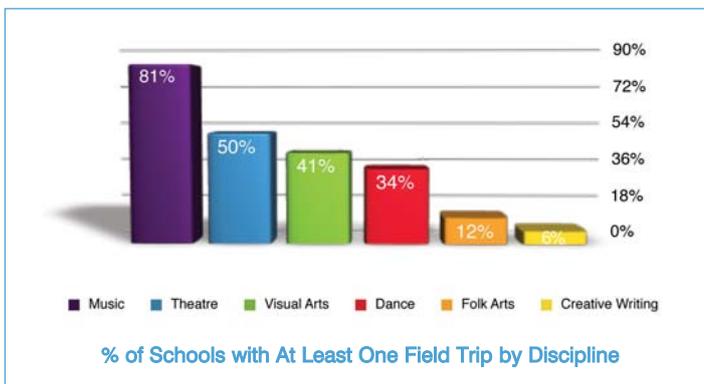


## Multi-Year Partnerships

55% of elementary, 58% of middle and 57% of high schools have partnerships with one or more community-based arts organization(s).

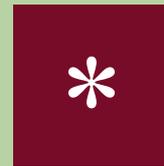
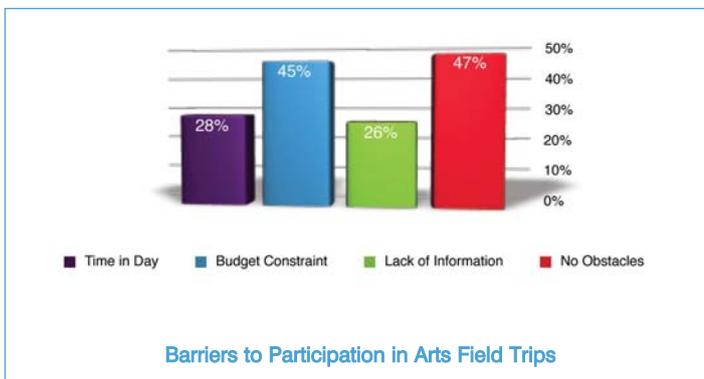
## Visual and Performing Arts Field Trips

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 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 barrier, while 47% of schools who have not participated in arts field trips in the past three years reported "no obstacles" to participation.



## Community Recommendations

The following are recommendations for Arizona's arts and cultural organizations, Arizona's teaching artists, the Arizona Commission on the Arts, the Arizona Department of Education and Arizona's public universities.

- \* 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.



# How to Stay Connected

The Arizona Arts Education Census is just the beginning of our work as a community. Now, with research that provides a deeper understanding of student access to the arts in our schools, it is time to act.

As parents, grandparents, uncles, aunts, teachers, artists, volunteers and residents of Arizona, *we need to stand up and be agents of change*. Our voices need to be heard in creating a public education system that ensures every child has access to a high quality arts education.

Through policy development, advocacy and the implementation of best practices, we can build a future that includes arts education for all Arizona children.

# Call to Action

You can ensure arts education is part of a complete education for all our children.

1

**Students:** Get your parents involved! Participate in arts courses and attend afterschool arts events; start a dialogue with your guidance counselor, principal, district and school board members about the value of the arts in your education.

2

**Parents, Families and Friends:** Be vocal about your support of arts education. Tell elected officials – from school board members to the Governor – that access to arts education for every Arizona student is important. Share with them your success stories of students in the arts.

3

**Business Community Members and Funders:** Communicate with colleagues, elected officials and policy makers about the critical importance of creativity and innovation in Arizona's future workforce, and how these skills are acquired through arts education. Fund local arts education programs; including support for planning, evaluation and assessment of student achievement.

4

**Arts and Culture Organizations:** Develop sustainable partnerships with schools. Quality partnerships involve on-going communication, development of programs which support the school's mission and standards-based curriculum, and established evaluation of programs, to better meet the needs of students, teachers and community partners. Support arts education through advocacy and professional development for your staff.

5

**Principals:** Include the arts as part of your school's mission. Support arts learning through dedicated funds, planning time and professional development for arts teachers and general classroom teachers; encourage arts integration and teamwork through collaborative release time for arts teachers and other subject area teachers. Seek partnerships with parents and community organizations.

6

**School Boards and Superintendents:** Adopt a vision for your schools which supports the inclusion of the arts for all students as part of a comprehensive curriculum. Create a district-wide arts curriculum that aligns with state standards. Define specific line items for arts education in district budgets to include funds for supplies and coordination at the district level.

7

**Educators:** Collaborate with arts teachers in your school to co-create curriculum that integrates the arts, attend events to show your support for arts education, and find opportunities for professional development to further your abilities to teach in and through the arts.

8

**Art Teachers:** Implement high quality standards-based arts curricula. Advocate for continued professional development and collaborate with teachers in other subject areas to develop arts-integrated instruction outside the arts classroom. Share the creative and innovative successes of your students with school and district leaders.

9

**Higher Education Institutions:** Create professional development programming for arts teachers and general classroom teachers. Collaborate with K-12 school districts to develop innovative arts education partnerships. Include arts education in general teacher programs and administrative certificate programs.

# Methodology

In the spring of 2009, Quadrant Arts Education Research, on behalf of the Arizona Arts Education Research Institute, began this study of the level of arts education in Arizona public schools.

A total of 409 schools (including charter and district schools representing 236,645 students) completed the Arizona Arts Education Census questionnaire, a 22% response rate.

## Data Collection

The Superintendent of Public Instruction requested that principals in all 1,889 Arizona public schools, including charter schools, provide detailed information on arts education in his or her school for this study.

Data was gathered via an on-line questionnaire hosted by the Arizona Department of Education.

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 compiled data was transferred to Quadrant Arts Education Research for statistical analysis, which is the basis of this report.

## Highly Qualified Teachers Database

In addition to data collected through this study, the Arizona Department of Education provided the research team with the Highly Qualified Teacher (HQT) Database report for all schools for the 2008/2009 school year.

The HQT report represents 1,436 district schools, with a total student enrollment of 958,269, and 453 charter schools, with a total student enrollment of 96,994. Therefore, the HQT report represents 1,889 public schools with a combined population of 1,055,263 students.

## Sample Survey Questions

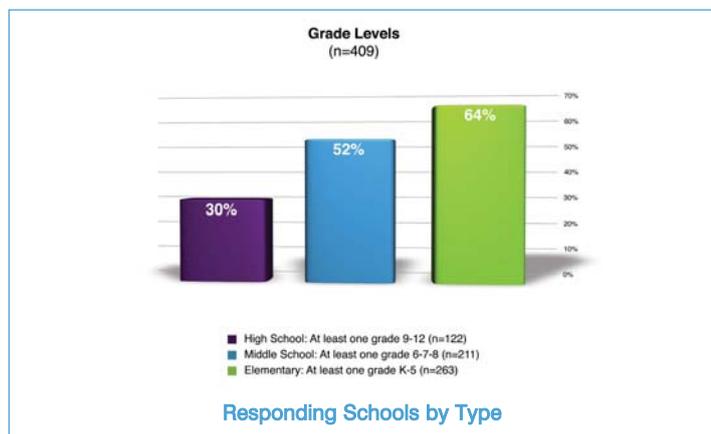
- \* Types of arts courses (curricular and extra-curricular) offered, by grade level (for music, visual arts, theatre and dance).
- \* Number of students enrolled in arts courses.
- \* Use of visiting artists, field trips and artists-in-residence.

- \* 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.

- \* Professional development offerings to arts and general classroom teachers.
- \* Policies in place regarding arts education (adoption of standards, high school arts graduation requirements, etc.).

## 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.



## Measures of Arts Education

The research team found that schools and districts deliver arts education in many different ways. In order to give schools credit for the different approaches to providing arts education, while recognizing those that are following Arizona state mandates, the research team created an index to account for all the measures of delivery. Those measures that were critical in the delivery of arts education were weighted higher than others.

### Measures Used in the Index:

- Access to arts in school
- Graduation requirement
- Adoption of the Arizona Academic Standards in the Arts
- Presence of an arts teacher
- Curricular participation in the arts
- Extra-curricular participation in the arts
- External partnerships in arts education
- Instructional hours in the arts
- Dedicated space for the arts
- Dedicated technology workstations
- Dedicated school budget line items for the arts
- Secured outside funding for the arts
- Dedicated district arts coordinator
- Arts grade weighted equally in GPA
- Provision of professional development in the arts for arts and general classroom teachers

## Top 10% of Arizona Schools for Access to Arts Education

(list based on respondents to the Arizona Arts Education Census)

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

# Resources

## Arizona

Arizona Alliance for Arts Education  
[www.artsed.org](http://www.artsed.org)

Arizona Citizens for the Arts  
[www.azcitizensforthearts.org](http://www.azcitizensforthearts.org)

Arizona Commission on the Arts  
[www.azarts.gov](http://www.azarts.gov)

Arizona Department of Education  
[www.ade.az.gov](http://www.ade.az.gov)

Arizona State University  
[www.asu.edu](http://www.asu.edu)

Northern Arizona University  
[www.nau.edu](http://www.nau.edu)

University of Arizona  
[www.arizona.edu](http://www.arizona.edu)

## National Agencies and Organizations

Americans for the Arts  
[www.americansforthearts.org](http://www.americansforthearts.org)

ArtsEdge (The Kennedy Center)  
[www.artsedge.kennedy-center.org](http://www.artsedge.kennedy-center.org)

Arts Education Partnership  
[www.aep-arts.org](http://www.aep-arts.org)

The Dana Foundation  
[www.dana.org](http://www.dana.org)

Harvard Project Zero  
[www.pz.harvard.edu](http://www.pz.harvard.edu)

National Endowment for the Arts  
[www.nea.gov](http://www.nea.gov)

## Select Arts Education Resources

Champions of Change: The Impact of the Arts on Learning  
<http://www.aep-arts.org/files/publications/ChampsReport.pdf>

Critical Evidence: How the Arts Benefit Student Achievement  
[http://aep-arts.org/publications/info.htm?publication\\_id=31](http://aep-arts.org/publications/info.htm?publication_id=31)

Critical Links: Learning in the Arts and Student Academic and Social Development  
<http://www.aep-arts.org/files/publications/CriticalLinks.pdf>

The Nation's Report Card: Arts 2008 Music and Visual Arts  
[http://nationsreportcard.gov/arts\\_2008/](http://nationsreportcard.gov/arts_2008/)

No Subject Left Behind: A Guide to Arts Education Opportunities in the 2001 NCLB Act  
<http://www.aep-arts.org/files/advocacy/NoSubjectLeftBehind2005.pdf>

The Qualities of Quality: Excellence in Arts Education and How to Achieve It  
<http://www.pz.harvard.edu/Research/Quality.htm>

## Arizona State Mandates for Arts Education

Arizona State Administrative Code, Common Schools (grades K-8) Teaching Requirements  
[http://www.azsos.gov/public\\_services/Title\\_07/7-02.htm#Article\\_3](http://www.azsos.gov/public_services/Title_07/7-02.htm#Article_3)

Arizona State Administrative Code, High School Graduation Requirements  
[http://www.azsos.gov/public\\_services/Title\\_07/7-02.htm#Article\\_3](http://www.azsos.gov/public_services/Title_07/7-02.htm#Article_3)

Arizona Board of Regents Requirements  
<https://azregents.asu.edu/academicaffairs/Doc%20Library/AcadAff/ABOR%20Admissions%20Requirements.pdf>

Arizona Academic Standards in the Arts (revised June 2006)  
<http://www.ade.az.gov/standards/arts/revised/>

## Partners



Arizona Department of Education  
Tom Horne, Superintendent of Public Instruction



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This publication includes highlights from the complete AAERI Arts Education Census, available at <http://www.azarts.gov/news-resources/resources/arizona-arts-education-census/>.