

Arizona

2019 - 2020

All data in this report are from 2019 - 2020 unless otherwise noted.

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The Arts Education Data Project is a partnership between the State Education Agency Directors of Arts Education and Quadrant Research. The nationwide project coordinates with participating state departments of education to collect and report arts education data from State Longitudinal Data Systems (SLDS) and other state department of education data sets on an annual basis. © 2021 Quadrant Research

Data Notes

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Data from 2016-17 onward were reported through the AzEDS system; prior years were submitted through the SAIS data reporting system. Data for arts education provided by non-school entities are not included. The data used for the Arizona Arts Education Data Project was self-reported by Districts and LEAs and, therefore, may not reflect a complete account of student enrollment or access. Demographic data is from the Common Core of Data file from the National Center for Education Statistics.

The state of Arizona has established a series of course codes and course definitions for each of the arts disciplines (Dance, Music, Theater, Visual Arts and Other). The complete list of course codes and definitions are provided at the Arizona Department of Education website: <http://www.azed.gov/stc/>

The Arizona Department of Education captures enrollment by grade level for arts courses delivered in traditional public and charter schools.

Arizona policy requires schools to provide arts courses in two disciplines.

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

Basic Information by Grade Level for 2019-2020

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

| | # of Schools | % of Schools | School Enrollment | % of Students |
|--------------------|--------------|---------------|-------------------|---------------|
| Elementary | 1,174 | 58.8% | 603,592 | 53.0% |
| Middle | 224 | 11.2% | 131,961 | 11.6% |
| High | 460 | 23.0% | 325,701 | 28.6% |
| Mixed | 140 | 7.0% | 78,188 | 6.9% |
| Grand Total | 1,998 | 100.0% | 1,139,442 | 100.0% |

Key Findings from the Arts Education Data Project for Arizona

2019 - 2020

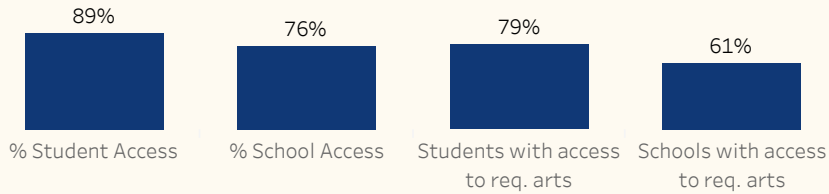
- Most students (89%) had access to at least one arts discipline; 76% had access to the state-required two disciplines.
- More than two thirds (67%) of all students participated in arts education courses. This represents more than 767,000 students. The percent participation rate has declined from 71% in 2019 representing 33,000 students.
- Arts enrollment was highest among students in elementary schools (79%) and lowest at high schools, 48%.
- 11.3% of students did not have access to any arts instruction. This is an increase from the prior year's rate of 8.6%.
- Schools where a high proportion of students were eligible for free or reduced-price lunch (FRL) were more likely to lack arts education (25%) than schools with a lower proportion of FRL-eligible students.
- However, overall arts participation was also highest in schools with a high FRL-eligible population (72%).
- Music (47%) and Visual Art (43%) have the highest student participation. However, there has been a decline from 2014 for both (Music = 52% and Visual Art = 50%)
- Arts enrollment was slightly higher in traditional schools than in charter schools (68% vs. 64%).
- Among students without access to the arts, nearly twice as many attended a charter school (18.1%) vs. a traditional school (9.9%).
- The arts participation rate was highest in schools where the majority of students are Hispanic (73%) and was lowest in majority-Native American schools (59%).
- Schools in mid-sized suburbs had the highest arts participation rate (81%); schools in distant rural locales had the lowest rate: 50%.

Access to and Enrollment in the Arts

"Access" is the lowest threshold measure for arts education. It is used to determine if a school offers at least one arts discipline with any student enrollment. This only indicates presence of program, not breadth, and is used primarily to determine where schools may be operating without arts instruction.

Enrollments, on the other hand, indicate the proportion of all students that are enrolled in at least one arts course. Enrollments by arts discipline and as a trend over time of enrollment in any arts course are depicted below.

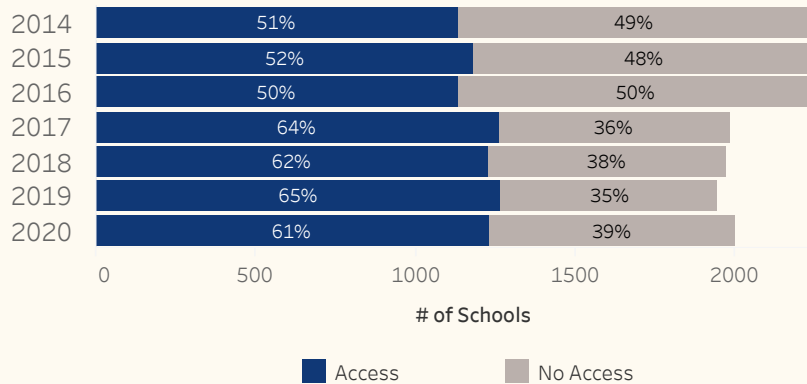
Access to Arts Courses



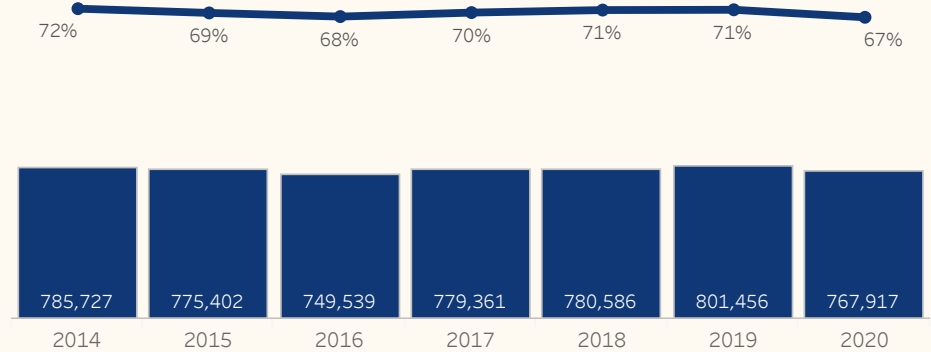
Enrollment by Arts Discipline



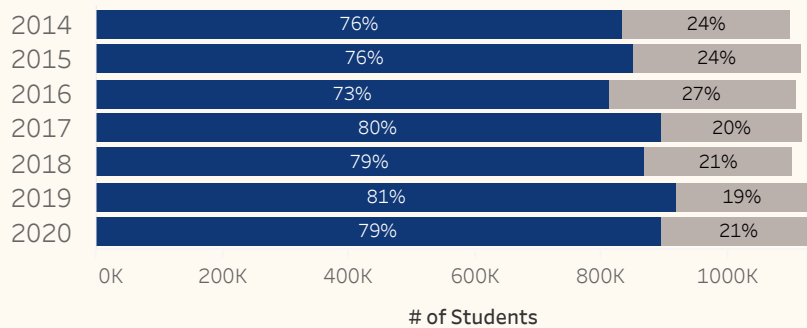
School Access to at least two Arts Disciplines



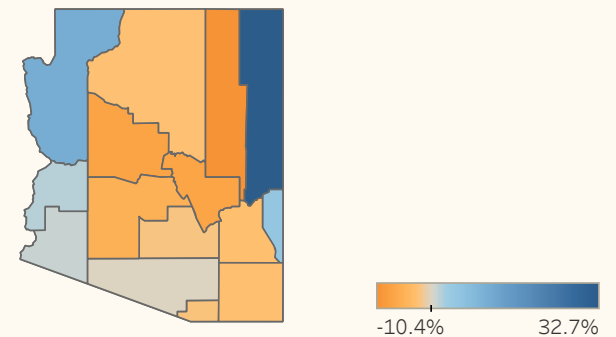
Enrollment Trends



Student Access to at least two Arts Disciplines



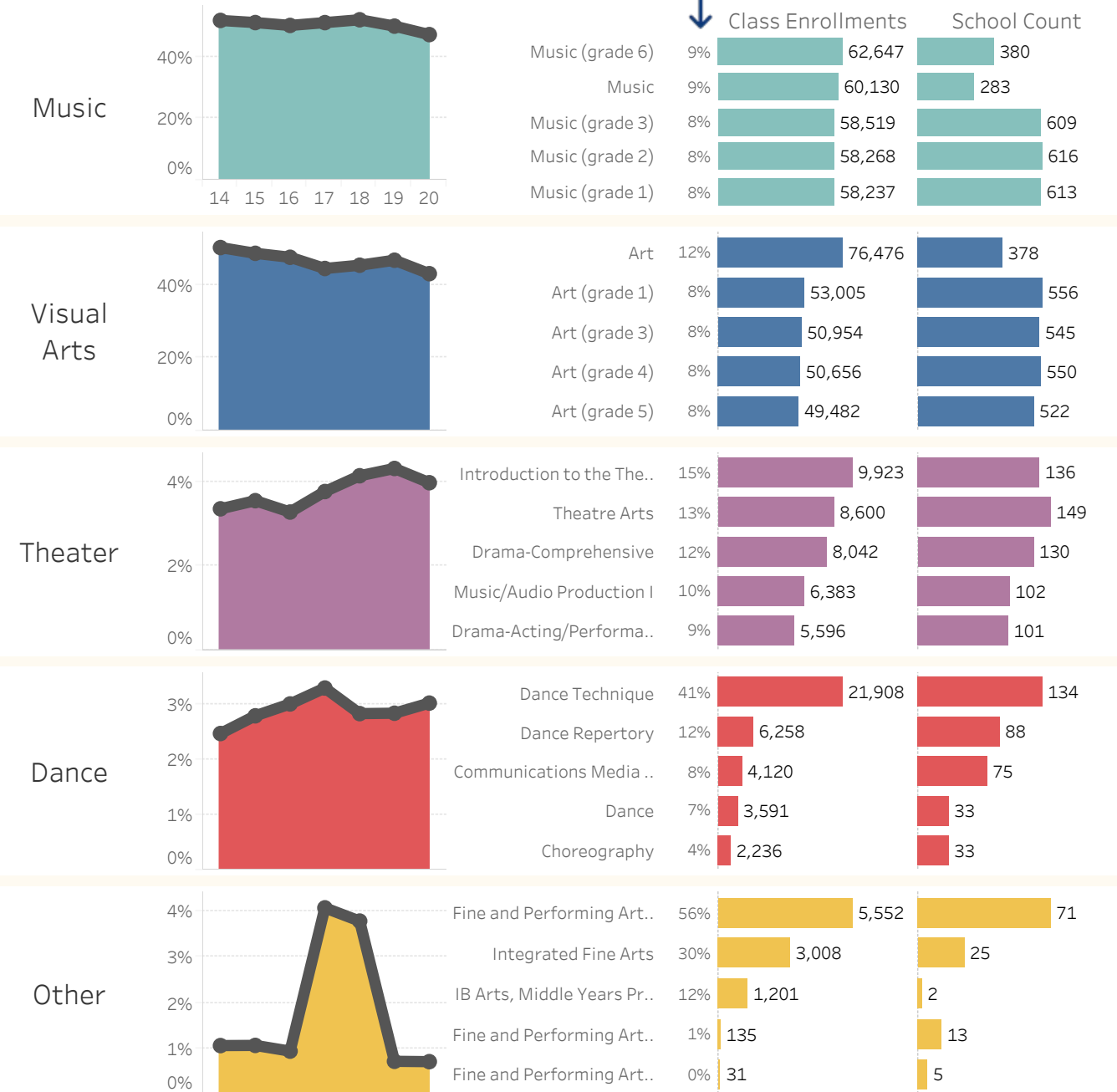
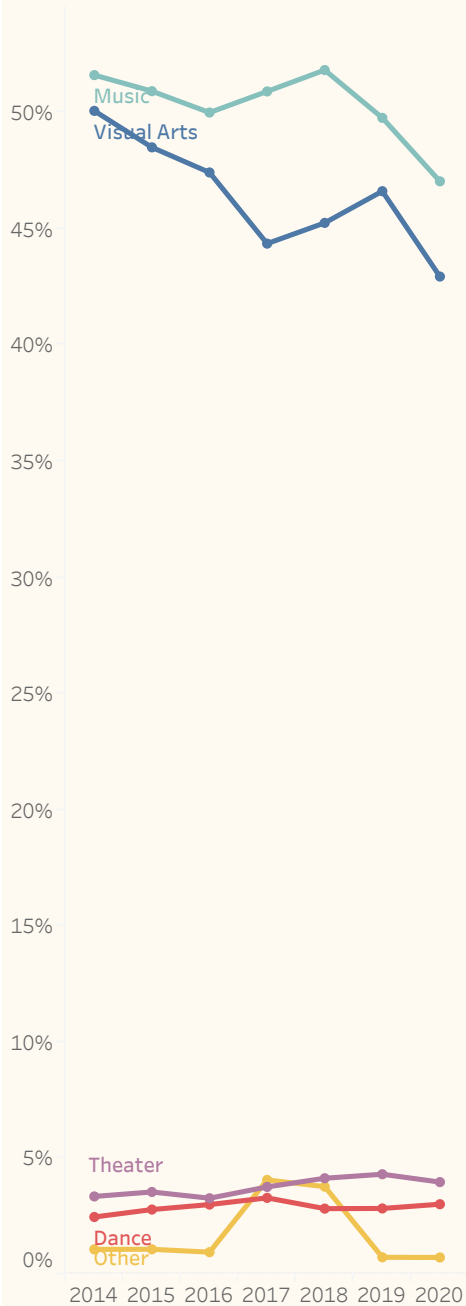
County-Level Change in Arts Enrollment: 2019 vs. 2020



By-Discipline Trends and Top Five Courses

The %s are the proportion of students who are enrolled in that particular course out of all students enrolled in that discipline.

Course-level information is from 2019 - 2020

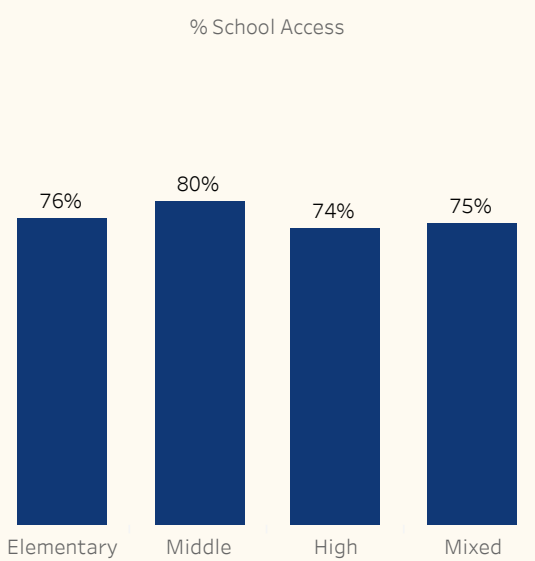


Arts Enrollments by Grade Level

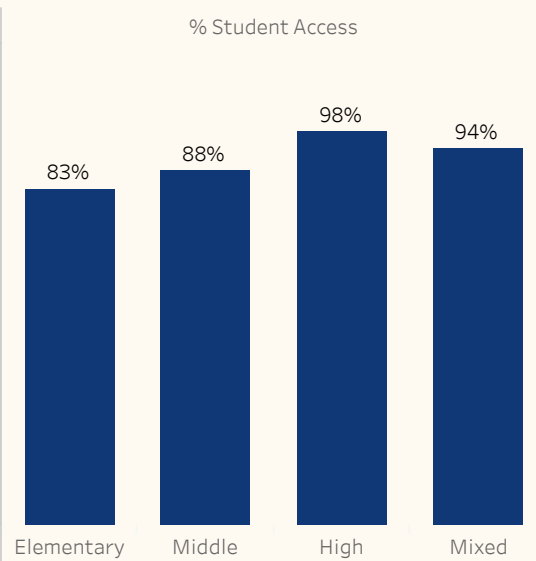
Elementary = kindergarten - grade 5 | Middle = grades 6 - 8 | High = grades 9 - 12 | Mixed = grade spans that cross these boundaries, such as K-8

Student and School Access to the Arts

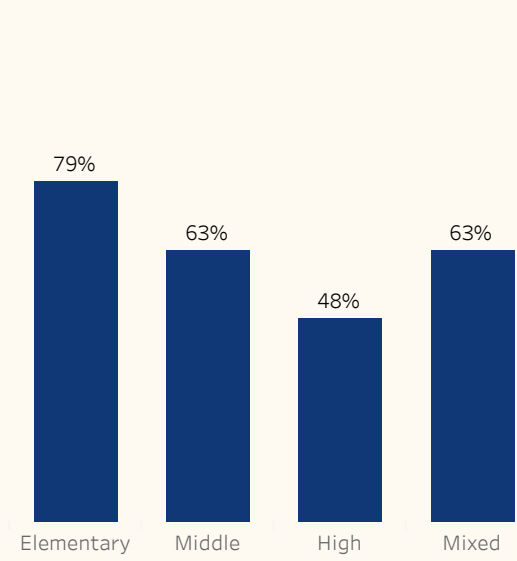
% School Access



% Student Access

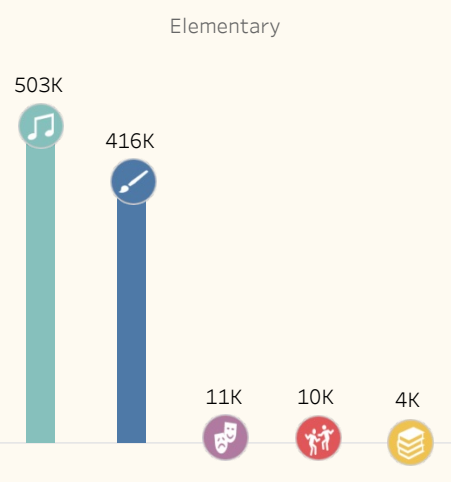


Arts Enrollments

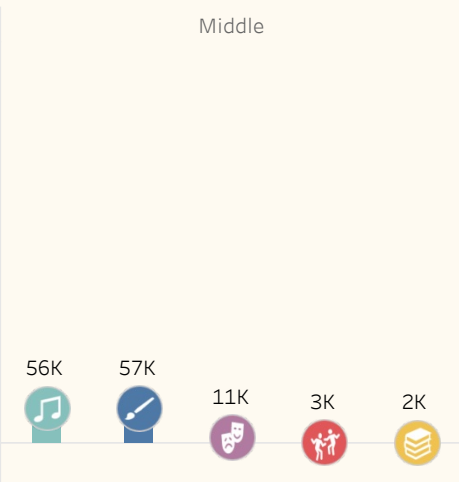


Arts Enrollments by Discipline

Elementary



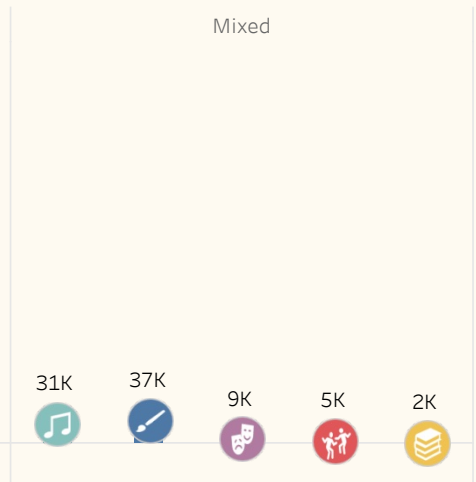
Middle



High



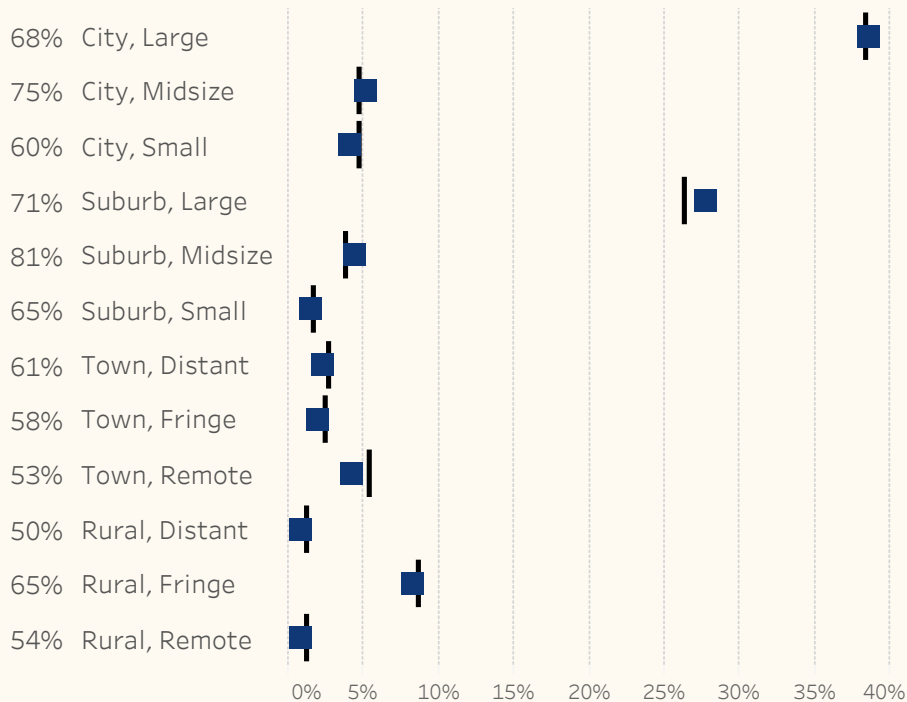
Mixed



Arts Enrollments by School and Student Characteristics

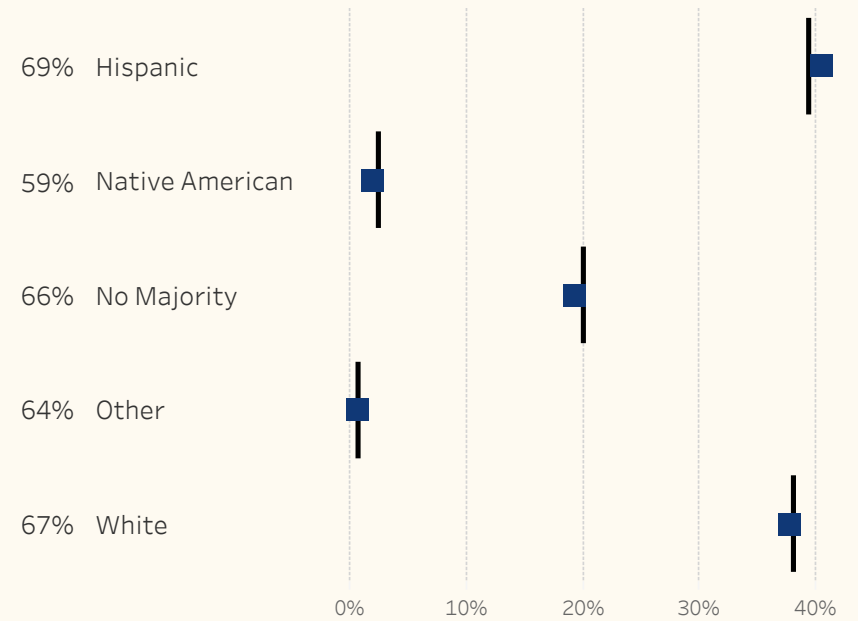
Student Enrollment vs. Arts Enrollment by Locale

The %s on the left show the overall arts enrollment within that locale. The vertical black lines (|) show the % of all students by locale type; the blue squares (■) show the % of students enrolled in the arts across locales. If the blue square is further to the right than the black line, then more students participate in the arts in that locale than would be expected based on the overall distribution of students.



Student Enrollment vs. Arts Enrollment by School-Majority Race/Ethnicity

The %s on the left show the overall arts enrollment within schools where the majority of students are of that race/ethnicity. The vertical black lines (|) show the % of all students by school-majority race/ethnicity; the blue squares (■) show the % of students enrolled in the arts in those schools. If the blue square is further to the right than the black line, then more students participate in the arts than would be expected based on the overall distribution of students.



Arts Enrollment by School Locale Type



Arts Enrollment by School Type



Arts Access and Enrollment by School-Level Free or Reduced-Price Lunch Program Participation

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

- **Low-poverty** = 25.0% or less are eligible
- **Mid-low poverty** = 25.1% to 50.0% are eligible
- **Mid-high poverty** = 50.1% to 75.0% are eligible
- **High-poverty** schools = more than 75.0% of the students are eligible for FRPL

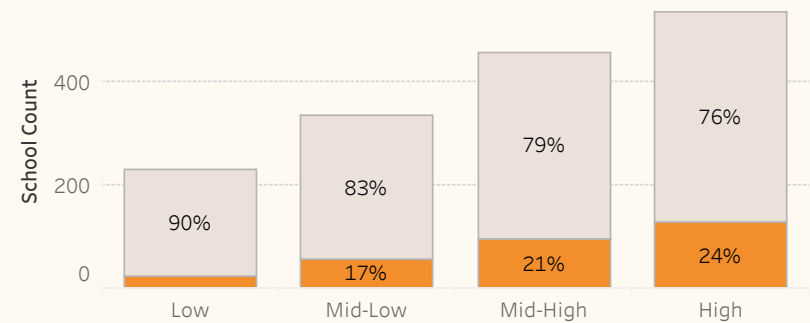
Access to Arts Education and Enrollment

► arts enrollment is **higher** in schools where more students are eligible for the FRPL program. Student access is **lower** in schools where more students are eligible for the FRPL program

| | % School Access | % Student Access | % Arts Enrollment |
|----------|-----------------|------------------|-------------------|
| Low | 90% | 93% | 68% |
| Mid-Low | 82% | 90% | 64% |
| Mid-High | 79% | 89% | 66% |
| High | 74% | 85% | 72% |

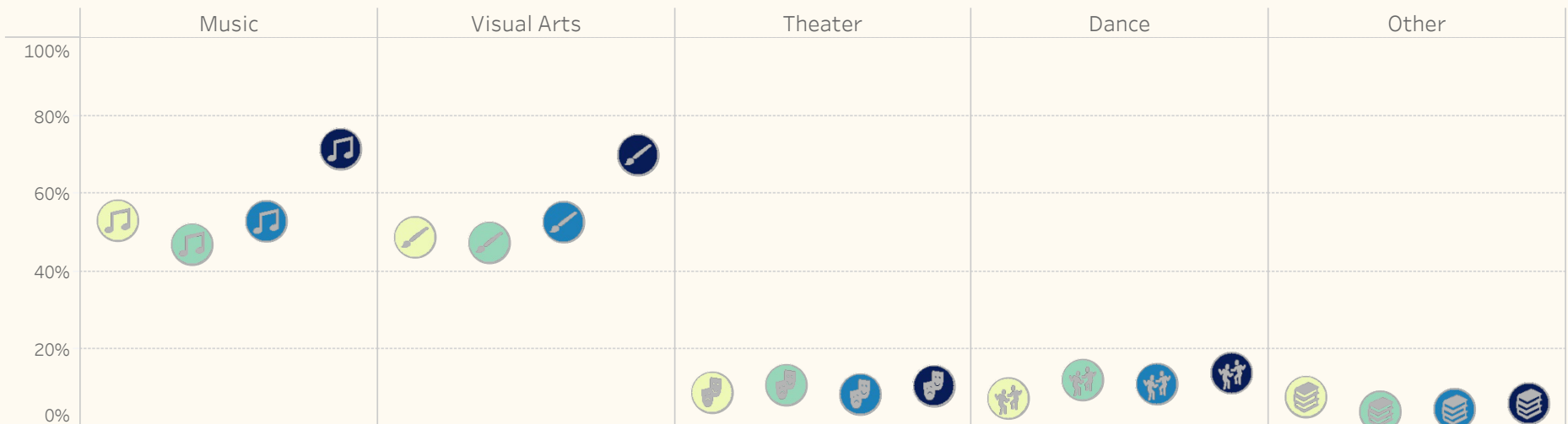
Schools With vs. Without Arts, by FRPL Category

The height of the bars shows how many schools are in each category; the coloring shows the % of those schools that do vs. do not offer any arts curricula; most schools do offer the arts.



Arts Enrollments by Discipline and Free or Reduced-Price Lunch Program Category

low | mid-low | mid-high | high



Schools Without Arts Programs and the Students Affected

Some schools do not offer any arts courses, meaning the students in those schools do not have the opportunity to participate in the arts through their school.

Schools Without Arts

478

% of Schools Without Arts

23.9%

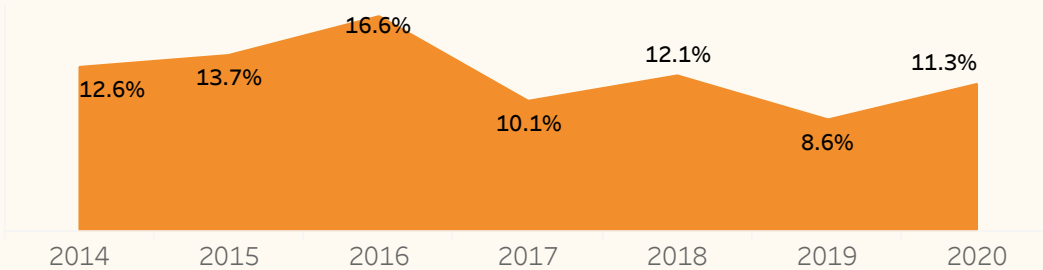
Enrollment in Schools Without Arts

129,211

% of Students Without Arts Access

11.3%

Trend Over Time: Students Without Arts Access



Students Without Arts Access, By School Type

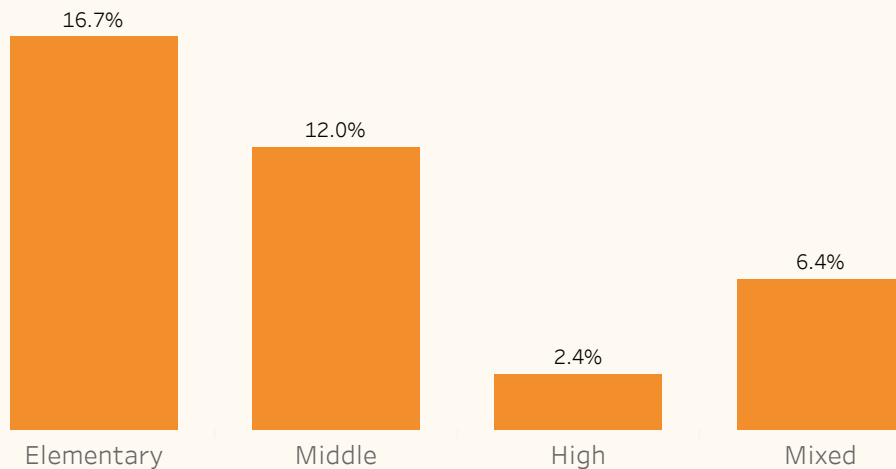


In the chart above, Charter schools have a greater proportion of students without access to arts instruction.

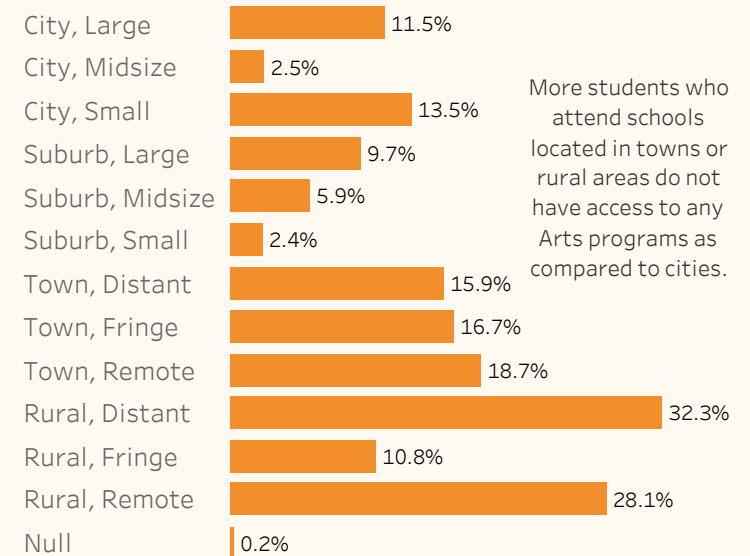


Students Without Arts Access, By Grade Level

► Students in schools that serve **Mixed** grade levels are the most likely to not have access to an arts program.



Students Without Arts Access, By Locale



Laws, Policies, and Requirements Associated with Arts Education

When reviewing the data contained in both the summary report and through the dashboard it is critical to understand what the state policies or expectations are regarding arts education. This will provide important context in which to view the data. The data used for the Arizona Arts Education Data Project was self-reported by Schools and LEAs and therefore, in some instances, it may not be a complete representation of student enrollment or access.

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

Arizona State Board of Education administrative code historically identified minimum course requirements in music and visual arts for K-8 students. This was updated in March 2018 to include requirements for all five arts disciplines, “which may consist of two or more of the following: visual arts, dance, theatre, music or media arts. When reviewing the data dashboard and this report, keep in mind that school districts arts programming choices are guided by federal, state, and local governing bodies.

Administrative language for the content areas of dance, media arts, and theatre education were not provided until March 2018, and Media Arts Courses were not yet included in state reporting at the time. Please keep in mind that visual arts and music were the state minimum required courses at K-8 schools for the majority of the years captured in this report.

A. Students shall demonstrate competency as defined by the State Board-adopted academic standards, at the grade levels specified (K-8), in the following required subject areas. District and charter school instructional programs shall include an ongoing assessment of student progress toward meeting the competency requirements. These shall include the successful completion of the academic standards in at least reading, writing, mathematics, science and social studies, as determined by district and/or statewide assessments.

1. English language arts;
2. Mathematics;
3. Science;
4. Social Studies; including civics;
5. The Arts, which may consist of two or more of the following: visual arts, dance, theatre, music or media arts;
6. Health/Physical Education

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

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

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

Based on current administrative code, students are required to participate in at least two of the five recognized artistic disciplines for every public school student in grades kindergarten through eight grade. Students in grades nine through twelve may elect to fulfill the minimum state graduation requirements by enrolling in an arts course in one of the five artistic disciplines or in a CTE course.

Definitions

School Locales

Locale codes are derived from a classification system originally developed by NCES in the 1980s to describe a school's location based on matching the physical address of the school against a geographic database maintained by the U.S. Census Bureau. This database is the Topographically Integrated and Geographically Encoded Referencing system, or TIGER.

| | |
|------------------------|---|
| City, Large | Territory inside an urbanized area and inside a principal city with population of 250,000 or more |
| City, Midsize | Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000 |
| City, Small | Territory inside an urbanized area and inside a principal city with population less than 100,000 |
| Rural, Distant | Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster |
| Rural, Fringe | Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster |
| Rural, Remote | Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster |
| Suburb, Large | Territory outside a principal city and inside an urbanized area with population of 250,000 or more |
| Suburb, Midsize | Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000 |
| Suburb, Small | Territory outside a principal city and inside an urbanized area with population less than 100,000 |
| Town, Distant | Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area |
| Town, Fringe | Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area |
| Town, Remote | Territory inside an urban cluster that is more than 35 miles from an urbanized area |

Acknowledgments

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CMA Foundation

The Music Man Foundation

The William and Flora Hewlett Foundation

NAMM Foundation

Ohio Arts Council



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The Ohio Arts Council logo features a colorful, multi-pointed starburst design to the right of the text.

Please visit <https://www.artseddata.org> to access an interactive dashboard for Arizona and the other states participating in this project