

Arizona

2020 - 2021

All data in this report are from 2020 - 2021 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. © 2022 Quadrant Research

Data Notes

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 datasets on an annual basis.

The data were reported through the AzEDS system, based on the annual enrollment data snapshots taken on October 1st.

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.

As of 2018, Arizona requires that students in grades K-8 are offered courses in at least two different Arts disciplines. Courses in Visual Arts and Music were required for K-8 students prior to 2018.

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

Basic Information by Grade Level for 2020-2021

	# of Schools	% of Schools	School Enrollment	% of Students
Elementary	652	31.2%	281,141	26.2%
Middle	191	9.1%	104,716	9.8%
High	472	22.6%	257,138	24.0%
Mixed	777	37.1%	428,492	40.0%
Grand Total	2,092	100.0%	1,071,487	100.0%

Key Findings from the Arts Education Data Project

Arizona 2020 - 2021

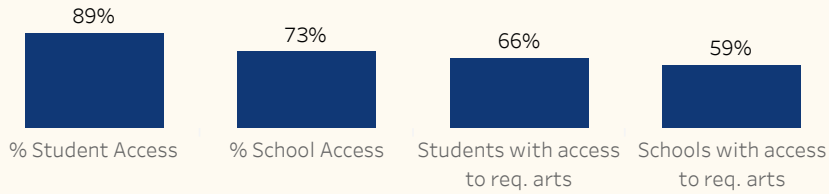
- Most students (89%) had access to at least one arts discipline; 66% had access to the state-required two disciplines.
- More than half (60%) of all students participated in arts education courses. This represents nearly 643,000 students. This participation rate is about the same as it was in 2019 (61%).
- Arts enrollment was highest among students in schools serving mixed grade levels (67%) and lowest at high schools, 37%.
- 10.5% of students did not have access to any arts instruction. This is an improvement over the prior year's rate of 11.6%.
- Schools where a low proportion of students were eligible for free or reduced-price lunch (FRL) were more likely to lack arts education (37%) than schools with a higher proportion of FRL-eligible students.
- Overall arts participation was highest in schools with mid-low and mid-high proportions of an FRL-eligible population (63%).
- Music (43%) and Visual Art (39%) had the highest student participation. However, there has been a decline from 2018 for both (Music = 45% and Visual Art = 42%)
- Arts enrollment was higher in traditional schools than in charter schools (61% vs. 54%).
- Among students without access to the arts, more than twice as many attended a charter school (20.1%) vs. a traditional school (7.9%).
- The arts participation rate was highest in schools where the majority of students are of "Other" race/ethnicity (63%) and was lowest in majority-White schools (42%).
- Schools in mid-sized and large suburbs had the highest arts participation rate (66%); schools in rural remote locales had the lowest rate: 40%.

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.

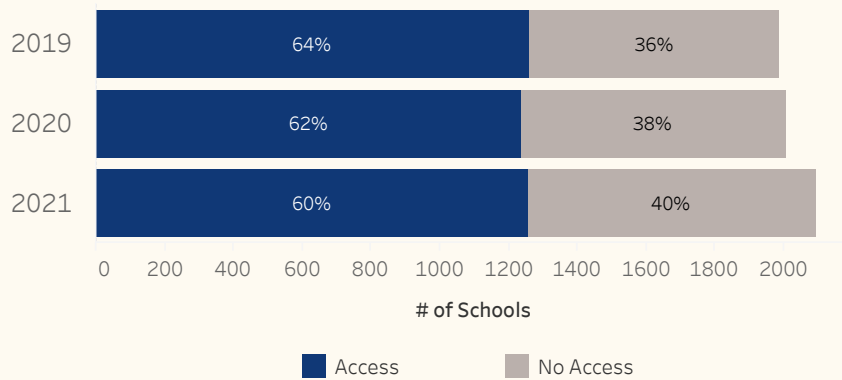
Access to Arts Courses



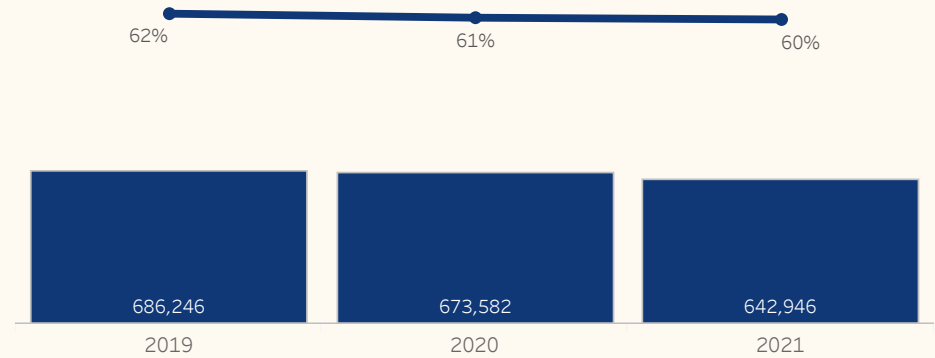
Enrollment by Arts Discipline



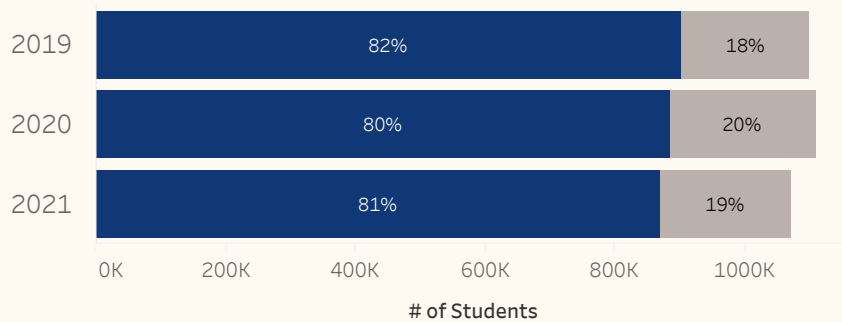
School Access to at Least Two Arts Disciplines



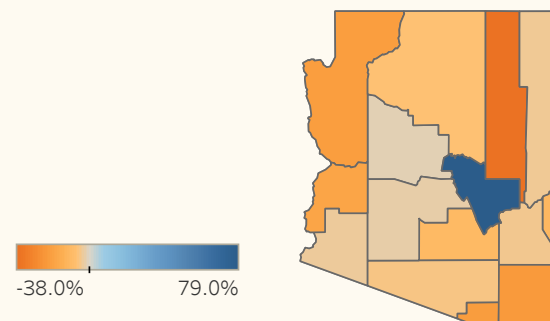
Enrollment Trends



Student Access to at Least Two Arts Disciplines



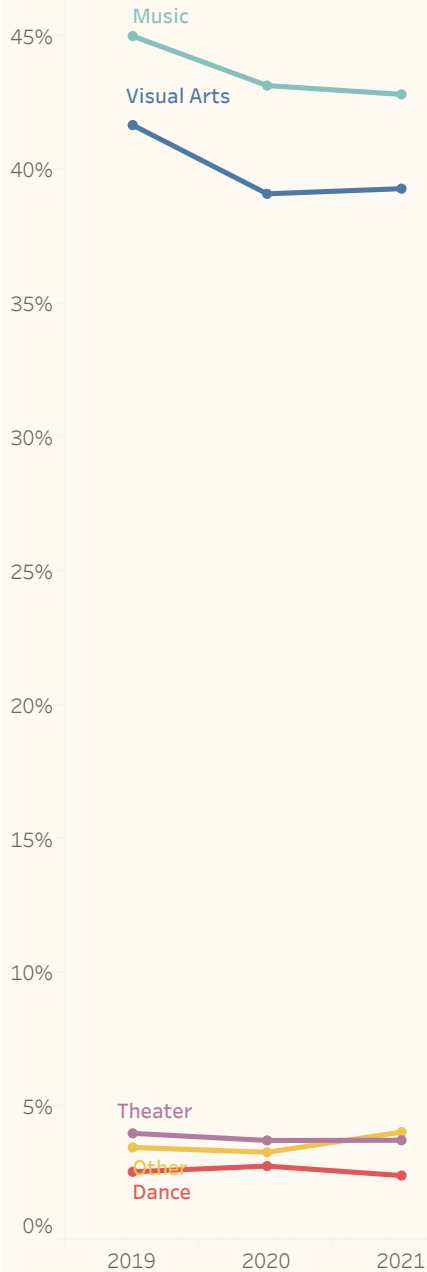
County-Level Change in Arts Enrollment: 2020 vs. 2021



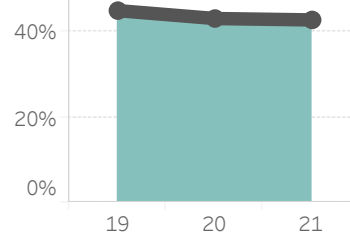
By-Discipline Trends and Top Five Courses

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 2020 - 2021

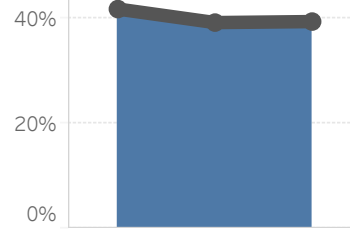


Music



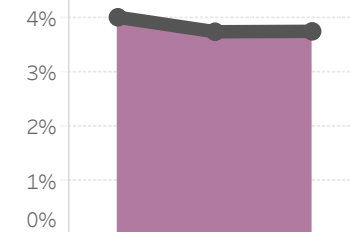
Course	Enrollment (%)	Class Enrollments	School Count
Music	10%	49,003	277
Music (grade 6)	10%	47,865	424
Music (grade 3)	9%	44,398	653
Music (grade 1)	9%	44,308	649
Music (grade 4)	9%	43,650	643

Visual Arts



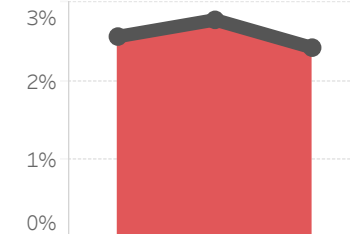
Course	Enrollment (%)	Class Enrollments	School Count
Art	14%	58,799	372
Art (grade 1)	9%	40,888	598
Art (grade 4)	9%	40,140	597
Art (grade 3)	9%	39,725	596
Art (grade 5)	9%	39,474	565

Theater



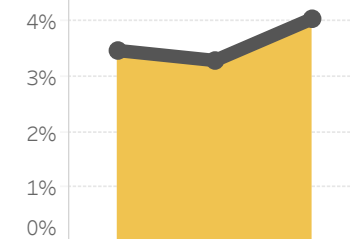
Course	Enrollment (%)	Class Enrollments	School Count
Theatre Arts	17%	6,929	148
Introduction to the Th..	14%	5,626	104
Drama-Comprehensive	12%	5,172	127
Drama	8%	3,212	46
Drama-Other	7%	2,812	41

Dance



Course	Enrollment (%)	Class Enrollments	School Count
Dance Technique	40%	10,669	121
Dance Repertory	12%	3,316	84
Dance	10%	2,645	31
Dance-Other	8%	2,023	49
Dance (grade 8)	4%	1,121	22

Other

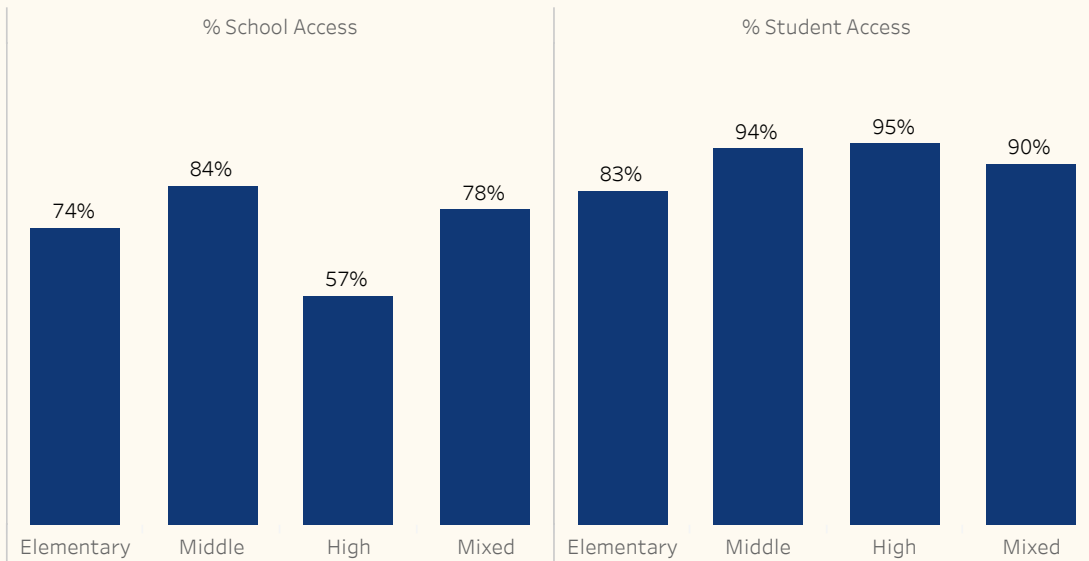


Course	Enrollment (%)	Class Enrollments	School Count
Digital Photography I	17%	7,731	101
Film & TV I	11%	4,926	107
Graphic Design I	10%	4,634	90
Publication Production	6%	2,622	111
Digital Media Technol..	6%	2,556	35

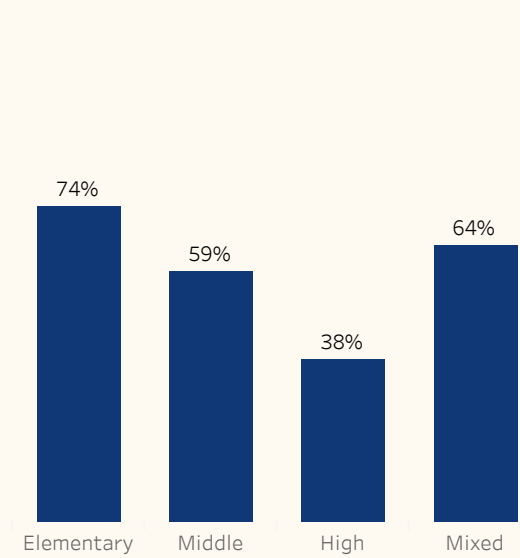
Arts Enrollments by Grade Level

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

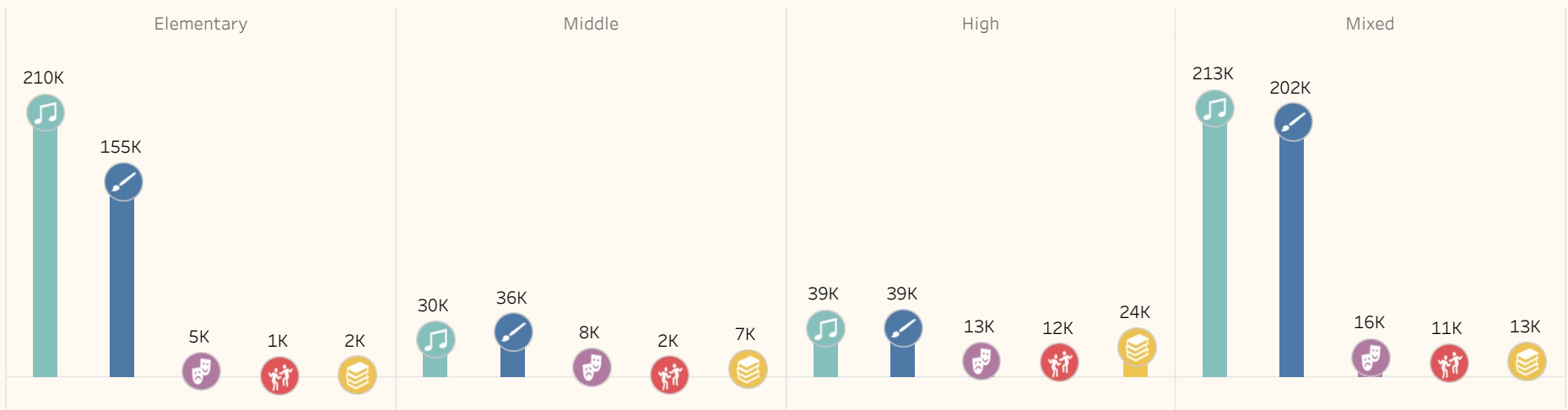
Student and School Access to the Arts



Arts Enrollments



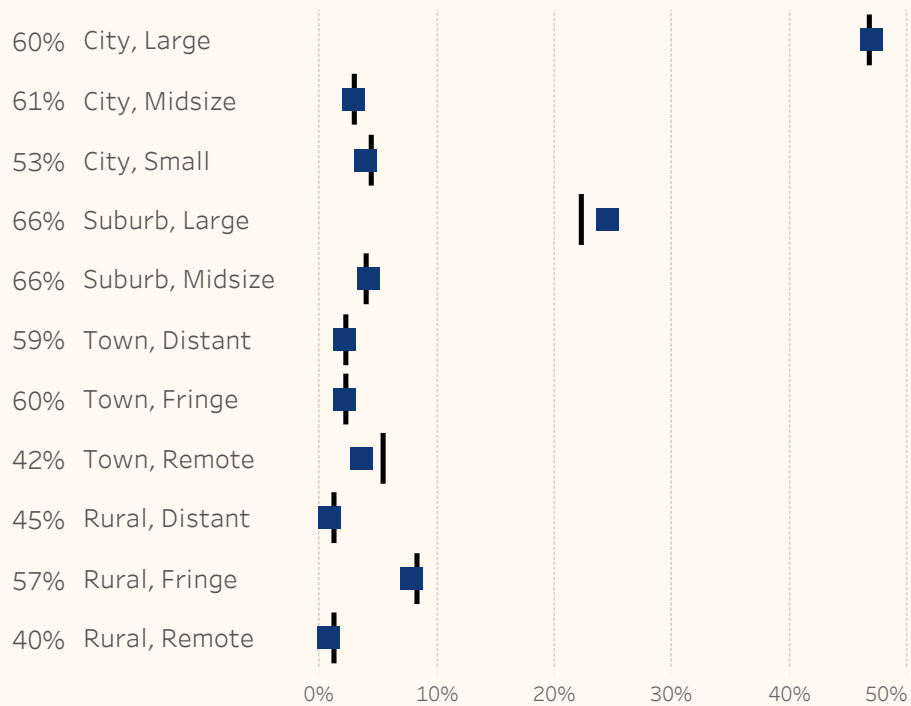
Arts Enrollments by Discipline



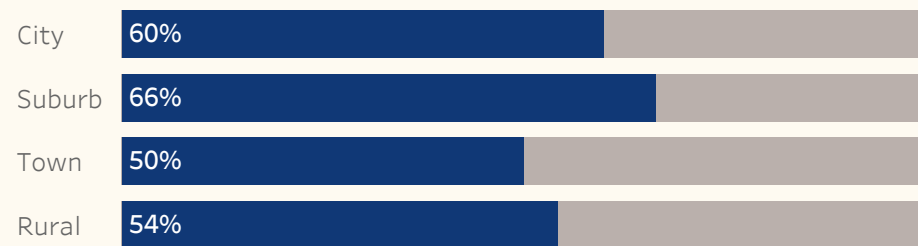
Arts Enrollments by School and Student Characteristics

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.

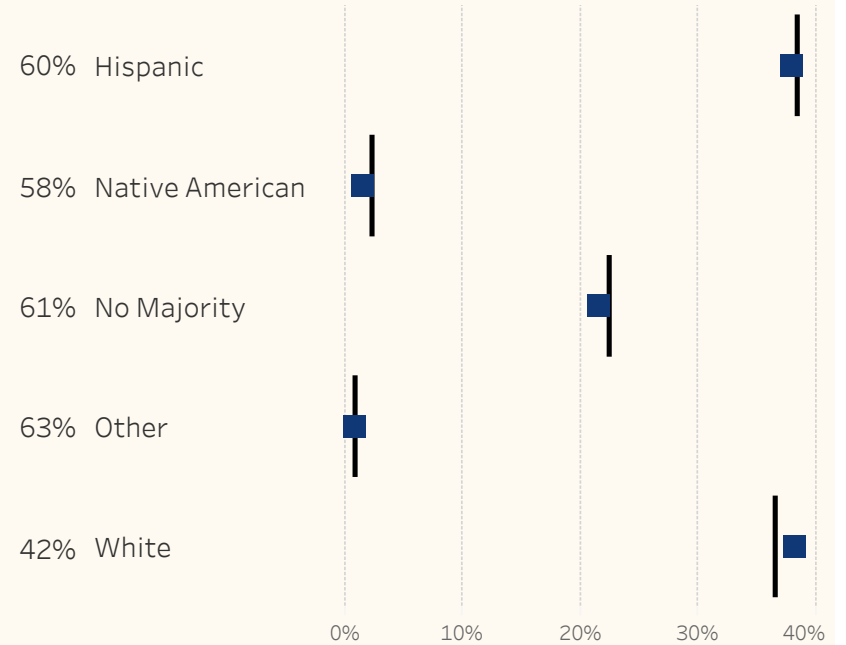


Arts Enrollment by School Locale Type



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.



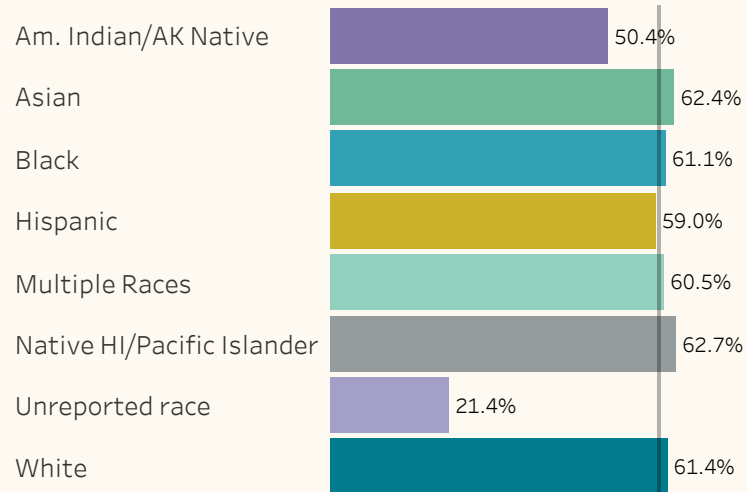
Arts Enrollment by School Type



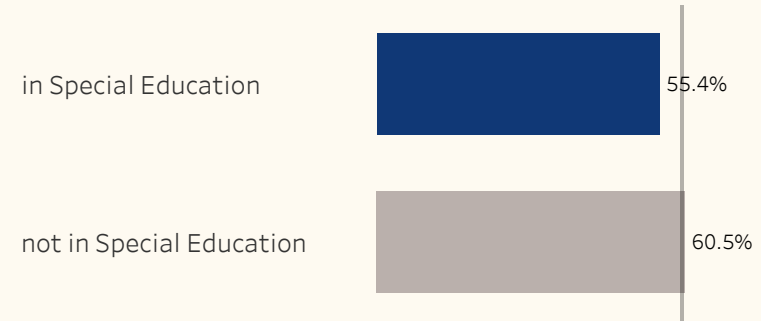
Arts Enrollment Rate by Student Characteristics

The statewide arts enrollment rate is denoted with the vertical gray line

Arts Enrollment Rate by Race/Ethnicity



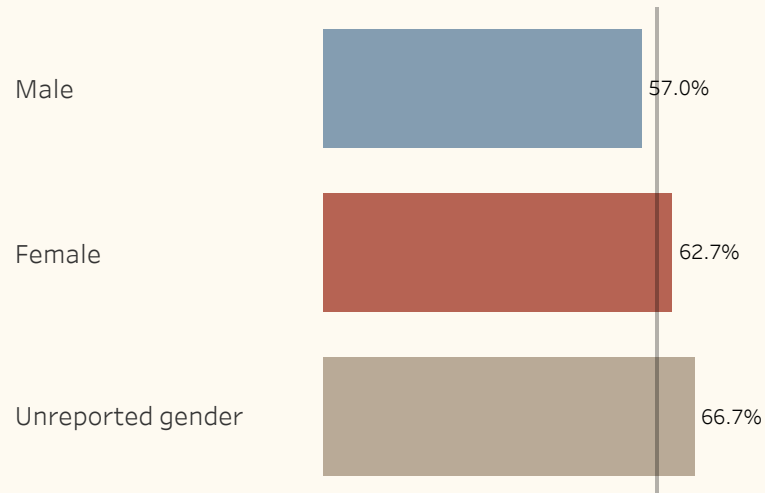
Arts Enrollment Rate by Special Education



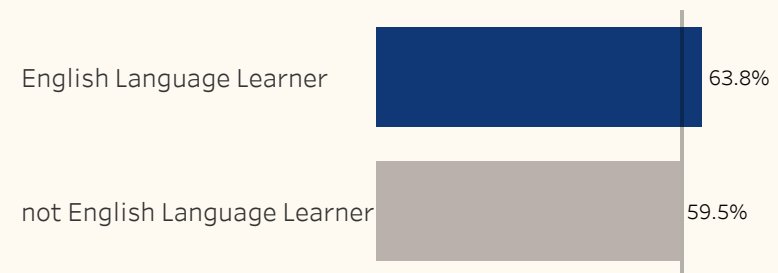
Arts Enrollment Rate by Free or Reduced-Price Lunch Program Eligibility



Arts Enrollment Rate by Gender



Arts Enrollment Rate by English Language Learner Status



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

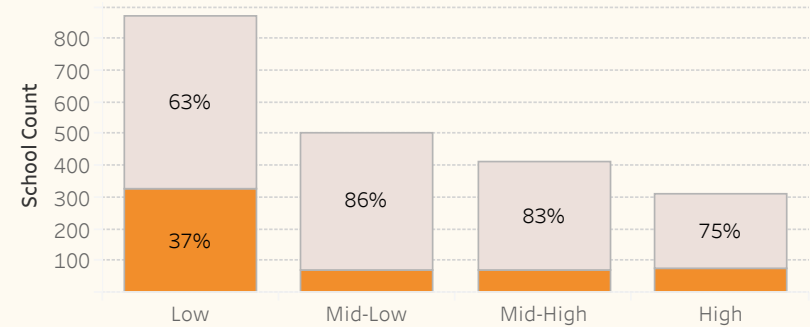
Access to Arts Education and Enrollment

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

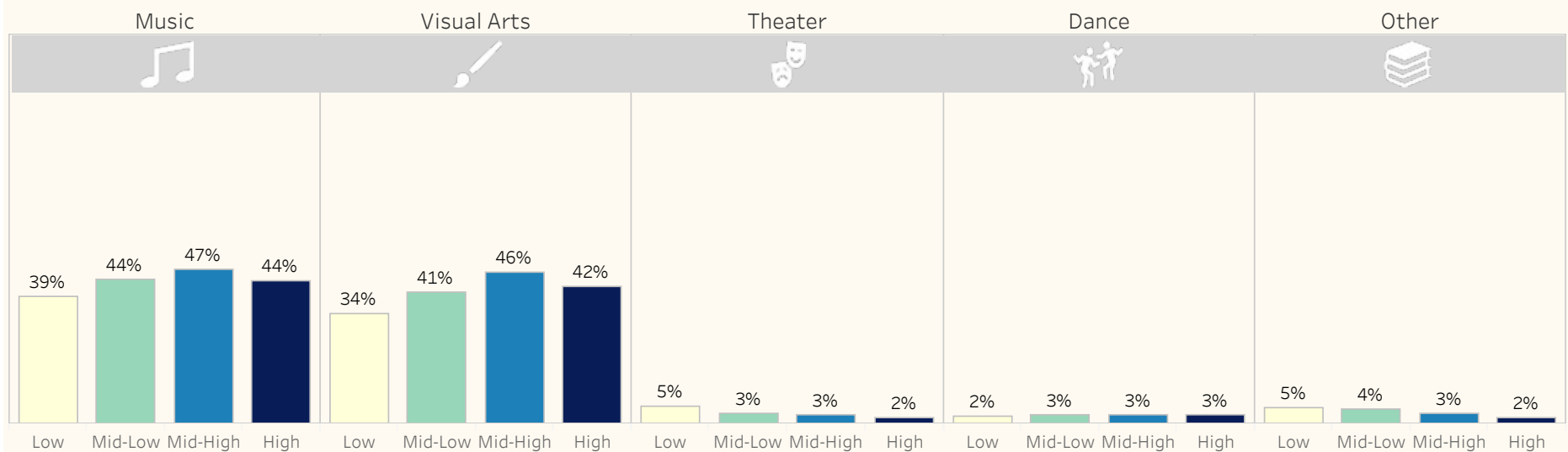
	% School Access	% Student Access	% Arts Enrollment
Low	61%	88%	56%
Mid-Low	85%	94%	64%
Mid-High	82%	88%	63%
High	74%	89%	59%

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



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

573

% of Schools Without Arts

27.4%

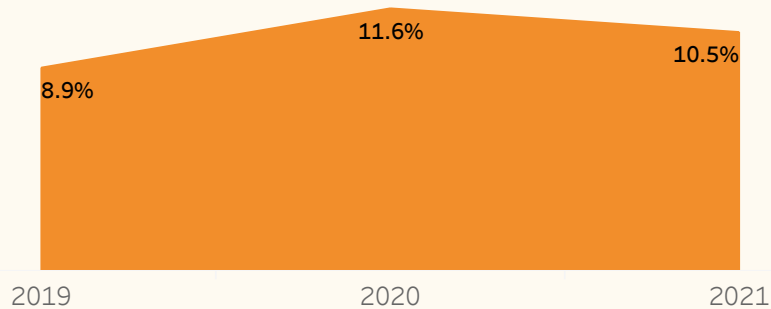
Enrollment in Schools Without Arts

112,747

% of Students Without Arts Access

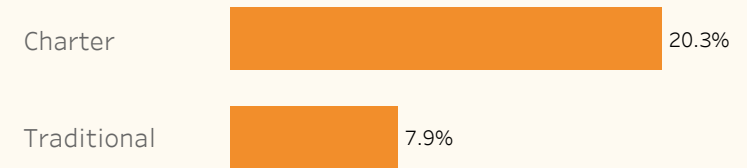
10.5%

Trend Over Time: Students Without Arts Access



Students Without Arts Access, By School Type

The proportion of students without arts is significantly higher in charter schools than in traditional schools.



More students without access to the arts attend a traditional school than attend a charter school.

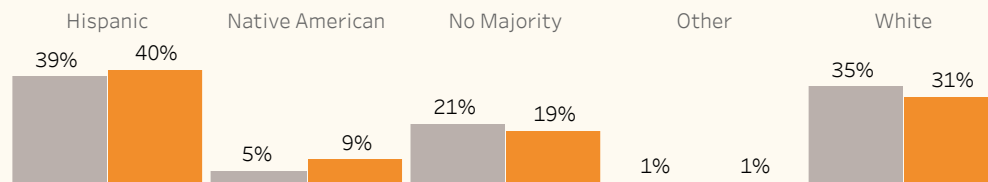


Students Without Arts Access, By Grade Level

► Students in **elementary** schools are the most likely to not have access to an arts program.

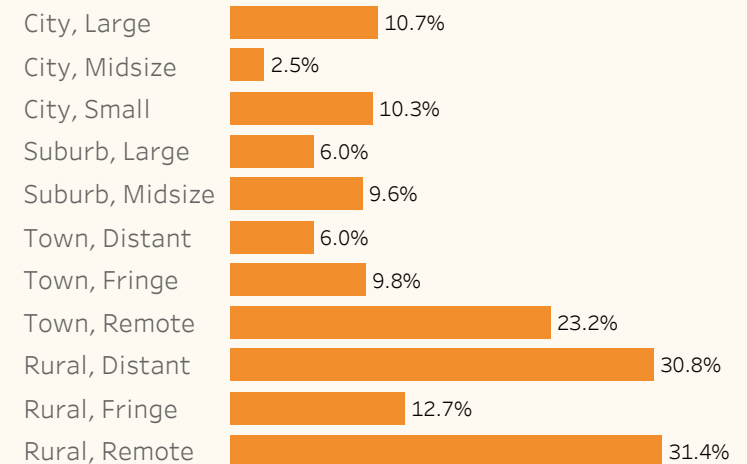


Proportion of All Schools vs. No Arts Schools by School-Majority Race/Ethnicity



Students Without Arts Access, By Locale

More students who attend schools located in rural, distant and rural, remote areas do not have access to any Arts programs as compared to the suburbs and cities.



Supplemental Data: Number and Percent of Schools by Category and Year

School-Majority Race/Ethnicity

	2019	2020	2021
Hispanic	766 39%	767 38%	806 39%
Native American	92 5%	88 4%	96 5%
No Majority	370 19%	402 20%	449 22%
Other Other	13 100%	10 100%	15 100%
White	744 38%	736 37%	726 35%
Grand Total	1,985 100%	2,003 100%	2,092 100%

Locale Type

	2019	2020	2021
City, Large	767 39%	861 43%	879 42%
City, Midsize	87 4%	48 2%	50 2%
City, Small	73 4%	111 6%	109 5%
Suburb, Large	412 21%	351 18%	375 18%
Suburb, Midsize	52 3%	57 3%	63 3%
Suburb, Small	35 2%		
Town, Distant	58 3%	56 3%	60 3%
Town, Fringe	43 2%	43 2%	48 2%
Town, Remote	146 7%	148 7%	164 8%
Rural, Distant	60 3%	63 3%	66 3%
Rural, Fringe	165 8%	176 9%	184 9%
Rural, Remote	87 4%	89 4%	94 4%
Grand Total	1,985 100%	2,003 100%	2,092 100%

Free or Reduced Price Lunch

	2019	2020	2021
Low	824 42%	735 37%	870 42%
Mid-Low	318 16%	384 19%	501 24%
Mid-High	354 18%	460 23%	411 20%
High	489 25%	424 21%	310 15%
Grand Total	1,985 100%	2,003 100%	2,092 100%

Laws, Policies, and Requirements Associated with Arts Education

When reviewing the data contained in both the summary report and through the dashboards, 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 up until the 2018-19 school year.

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 eighth 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
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
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

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About the Data Project

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NAMM Foundation

Ohio Arts Council



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