

# Arizona

2021 - 2022

All data in this report are from 2021 - 2022 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 2021-2022

	# of Schools	% of Schools	School Enrollment	% of Students
Elementary	691	31.0%	308,371	27.2%
Middle	205	9.2%	113,973	10.1%
High	501	22.5%	270,849	23.9%
Mixed	832	37.3%	439,965	38.8%
<b>Grand Total</b>	<b>2,229</b>	<b>100.0%</b>	<b>1,133,158</b>	<b>100.0%</b>

# Key Findings from the Arts Education Data Project

## Arizona 2021 - 2022

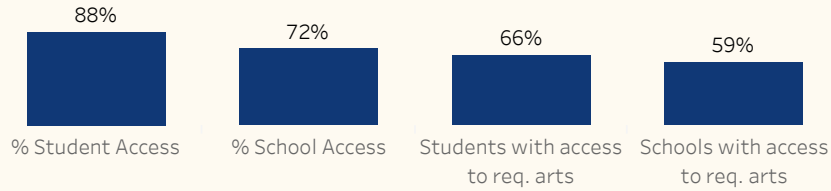
- Most students (88%) had access to at least one arts discipline; 66% had access to the state-required two disciplines.
- More than half (60%) of all students participated in arts education courses. This represents more than 680,000 students. This participation rate is the same as it was in 2021 (60%).
- Arts enrollment was highest among students in elementary schools (72%) and lowest at high schools, 38%.
- 12.2% of students did not have access to any arts instruction. This is an increase over the prior year's rate of 10.7%.
- Schools where a low proportion of students were eligible for free or reduced-price lunch (FRL) were more likely to lack arts education (36%) than schools with a higher proportion of FRL-eligible students.
- Overall arts participation was highest in schools where a mid-high proportion of students were FRL-eligible (62%).
- Music (43%) and Visual Art (40%) had the highest student participation. However, there has been a decline from 2019 for both (Music = 45% and Visual Art = 42%)
- The arts enrollment rate was similar in traditional schools (61%) and charter schools (58%).
- However, among students without access to the arts, more than twice as many attended a charter school (20.3%) vs. a traditional school (10.1%).
- The arts participation rate was highest in schools where there was not a majority race/ethnicity (72%) and was lowest in majority-White schools (41%).
- Schools in the suburbs had the highest arts participation rate (66%); schools in town locales had the lowest rate: 52%.

# 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.

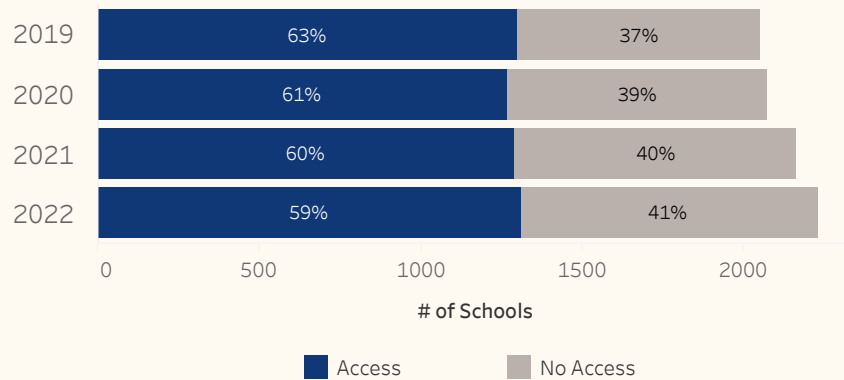
## Access to Arts Courses



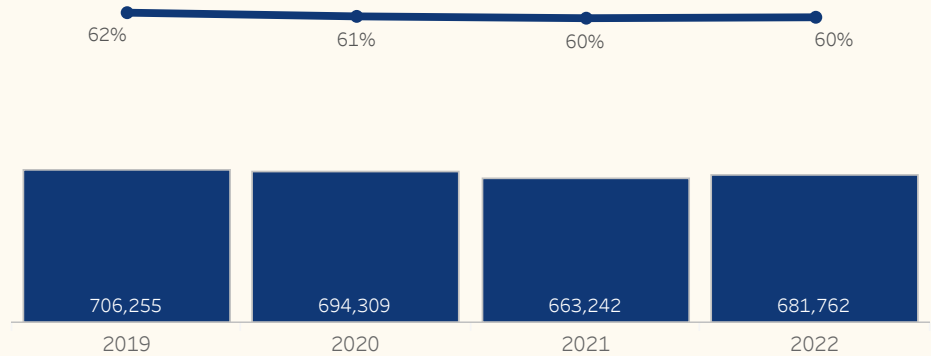
## Enrollment by Arts Discipline



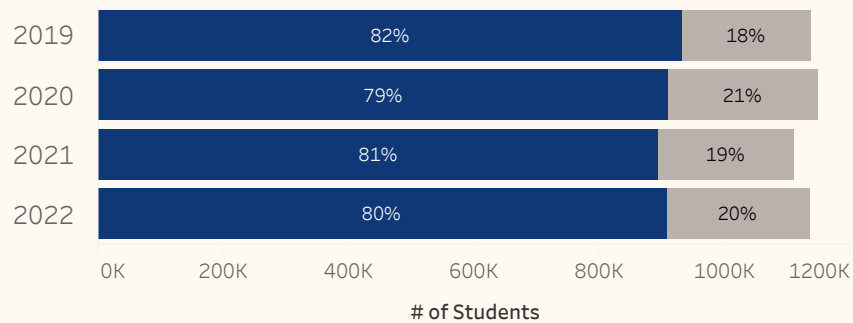
## School Access to at Least Two Arts Disciplines



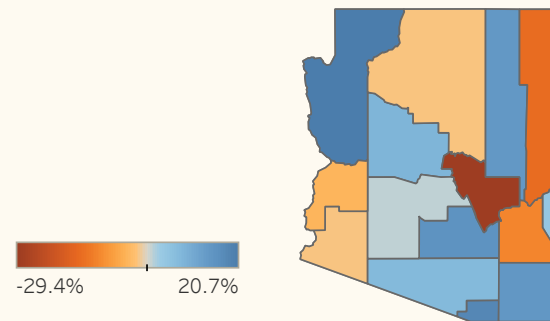
## Enrollment Trends



## Student Access to at Least Two Arts Disciplines



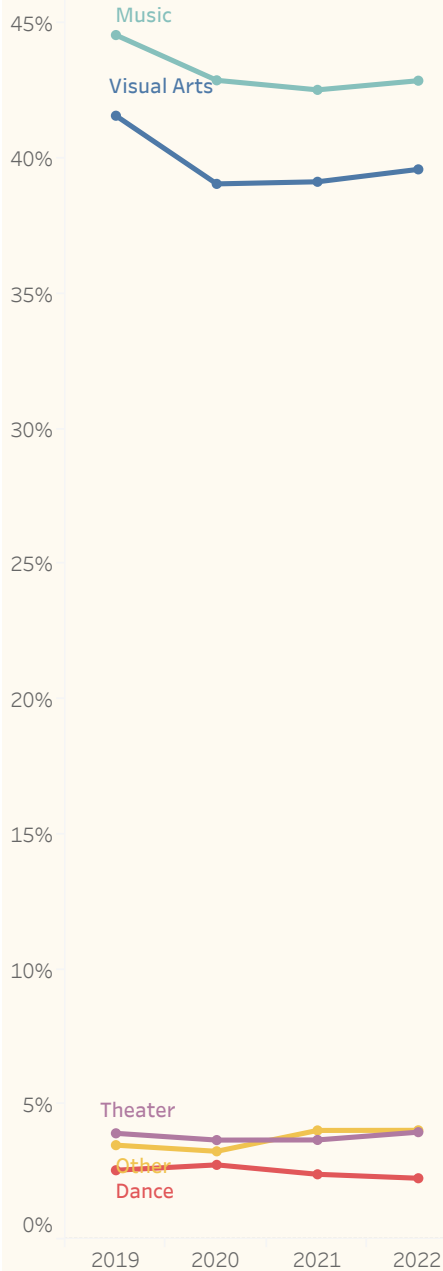
## County-Level Change in Arts Enrollment: 2021 vs. 2022



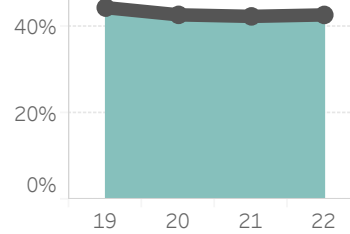
# By-Discipline Trends and Top Five Courses

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 2021 - 2022

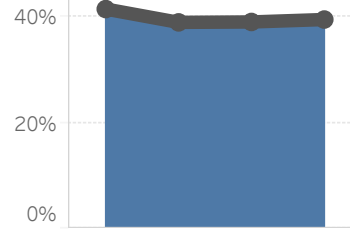


## Music



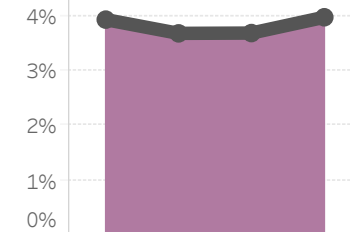
Course	%	Class Enrollments	School Count
Music	10%	51,513	316
Music (grade 6)	9%	48,755	414
Music (grade 2)	9%	47,005	651
Music (grade 3)	9%	46,699	656
Music (grade 1)	9%	45,171	647

## Visual Arts



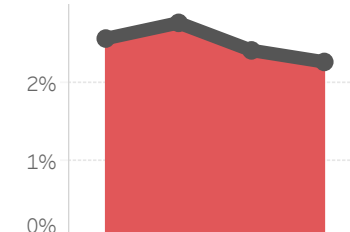
Course	%	Class Enrollments	School Count
Art	13%	61,746	387
Art (grade 3)	9%	41,769	600
Art (grade 4)	9%	41,684	596
Art (grade 5)	9%	41,147	573
Art (grade 1)	9%	40,783	596

## Theater



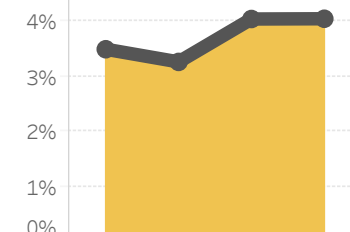
Course	%	Class Enrollments	School Count
Theatre Arts	16%	7,559	158
Introduction to the Th..	13%	5,991	102
Drama-Comprehensive	12%	5,396	134
Drama	8%	3,853	44
Stagecraft I	7%	3,328	102

## Dance



Course	%	Class Enrollments	School Count
Dance Technique	42%	10,901	137
Dance Repertory	12%	3,025	88
Dance	8%	2,158	28
Dance-Other	7%	1,844	51
Dance (grade 8)	5%	1,214	18

## Other

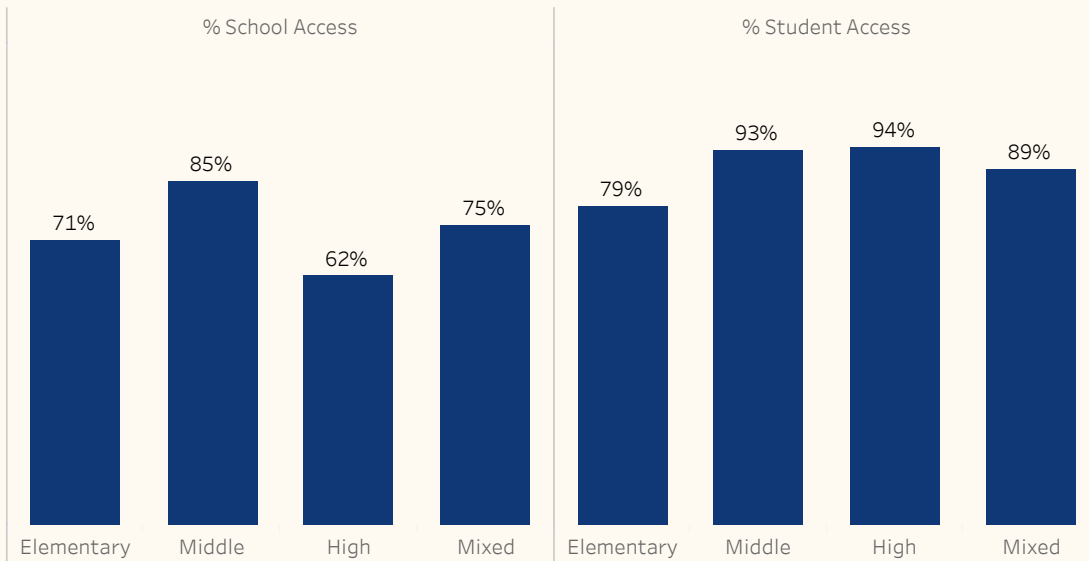


Course	%	Class Enrollments	School Count
Film and TV Productio..	12%	5,570	116
Digital Photography I	11%	5,388	93
Graphic Design I	10%	4,941	98
Publication Production	6%	2,738	113
Digital Media Technol..	6%	2,705	30

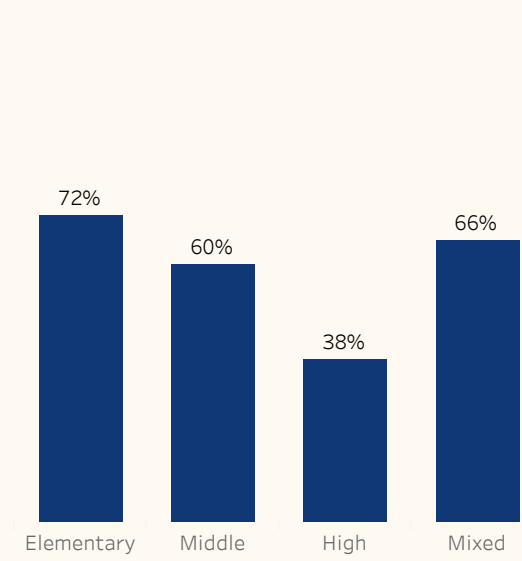
# Arts Enrollments by Grade Level

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

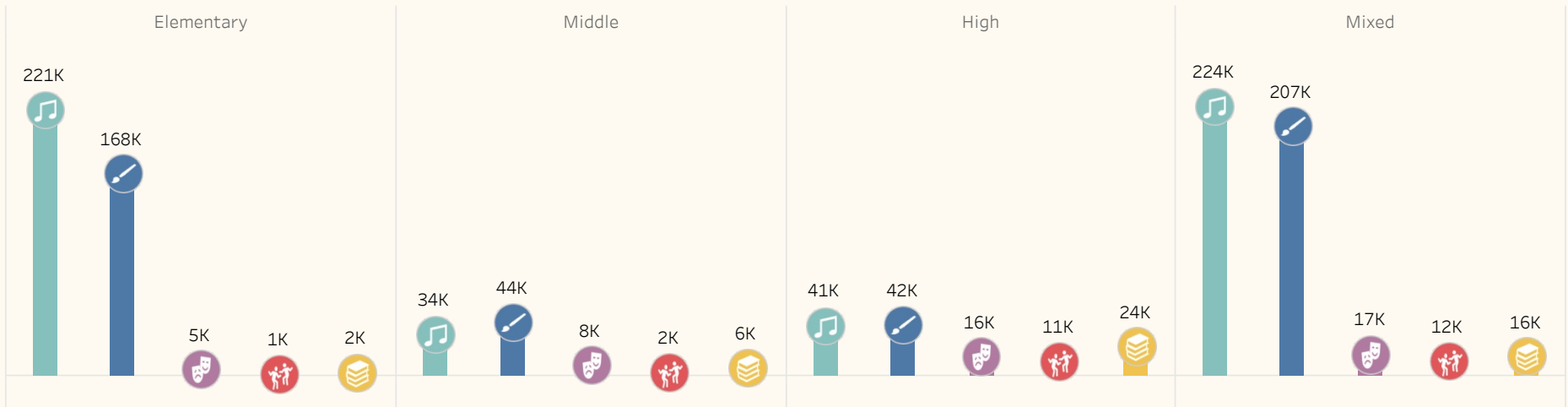
## Student and School Access to the Arts



## Arts Enrollments



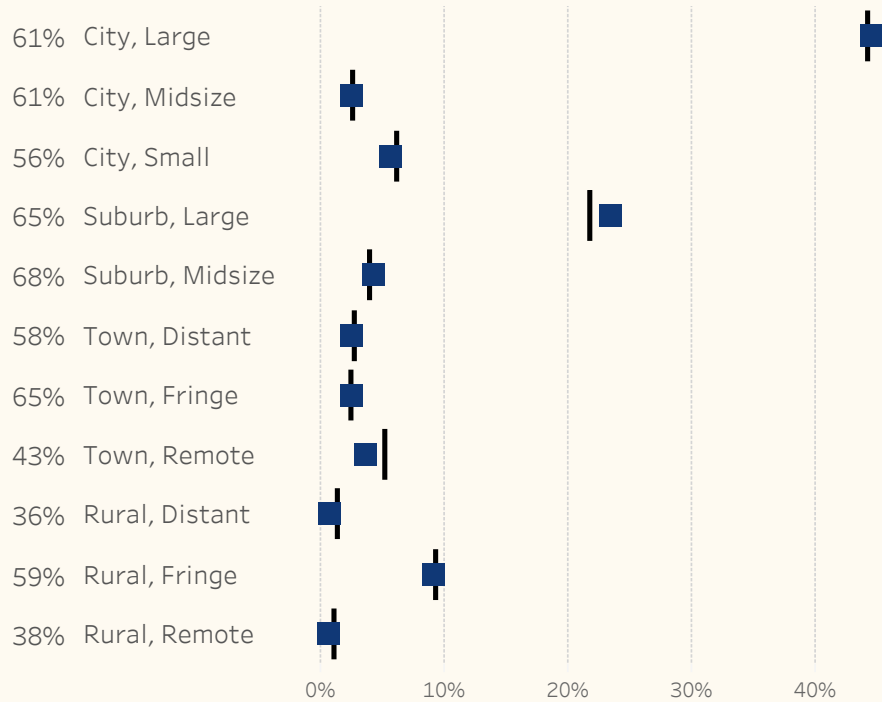
## Arts Enrollments by Discipline



# Arts Enrollments by School and Student Characteristics

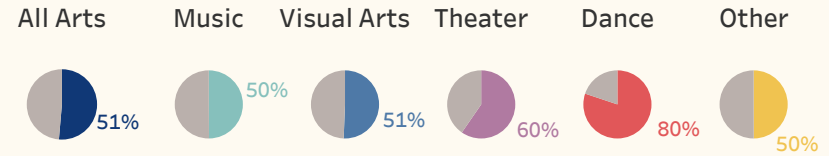
## Student Enrollment vs. Arts Enrollment by Locale

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.

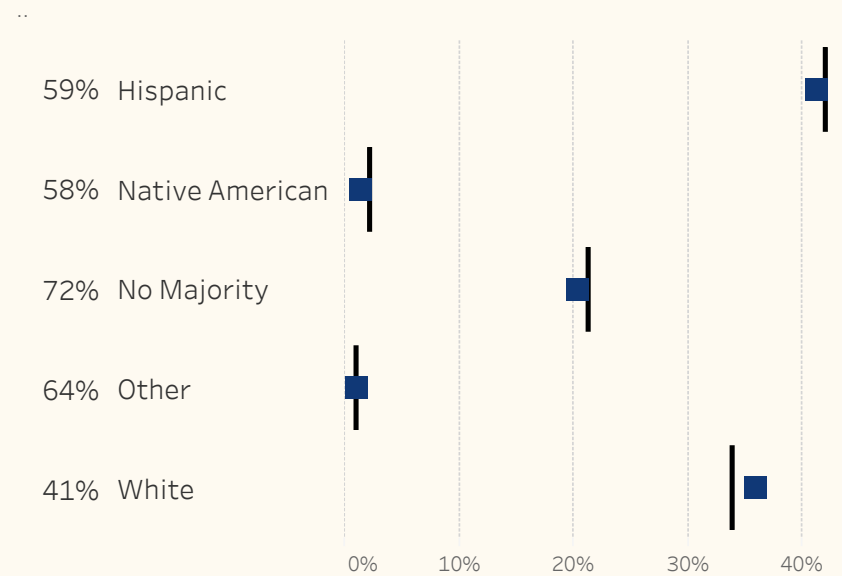


## Discipline Enrollment by Student Gender

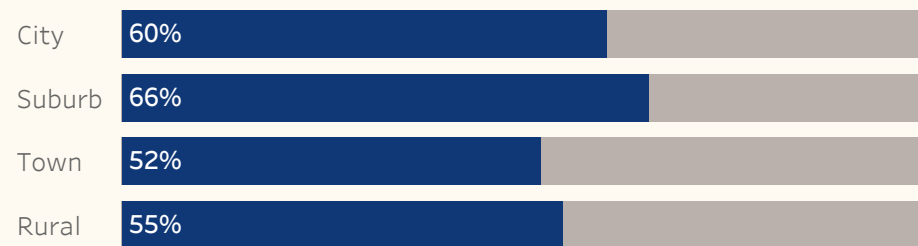
The colored portion of each pie represents the % of students who are female



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



## Arts Enrollment by School Locale Type



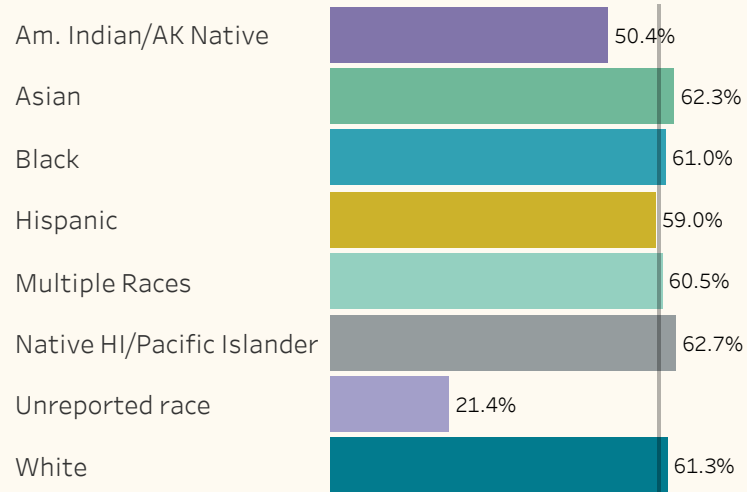
## Arts Enrollment by School Type



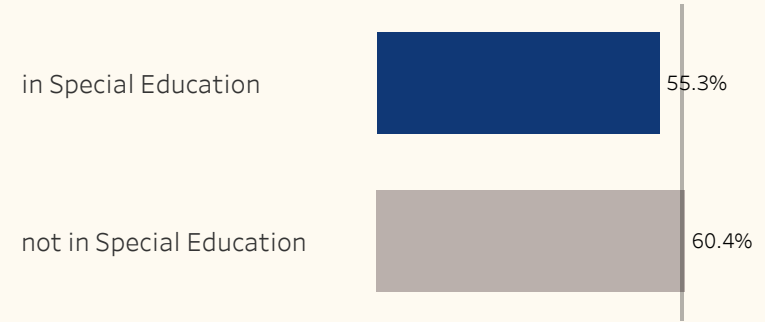
# Arts Enrollment Rate by Student Characteristics

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

## Arts Enrollment Rate by Race/Ethnicity



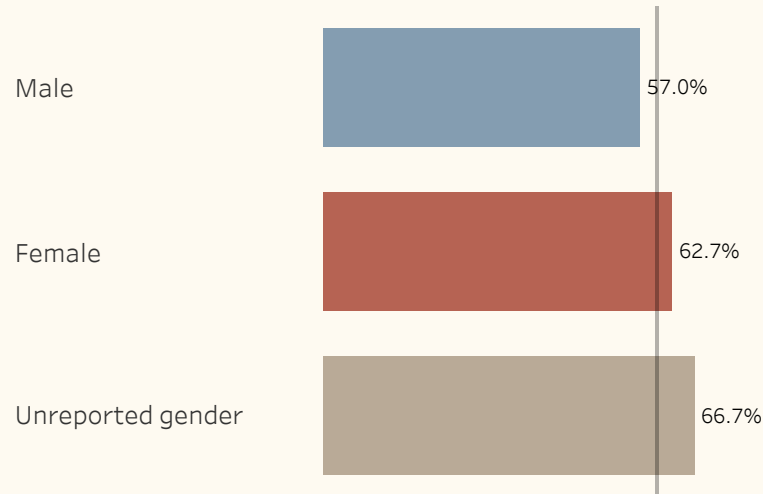
## Arts Enrollment Rate by Special Education



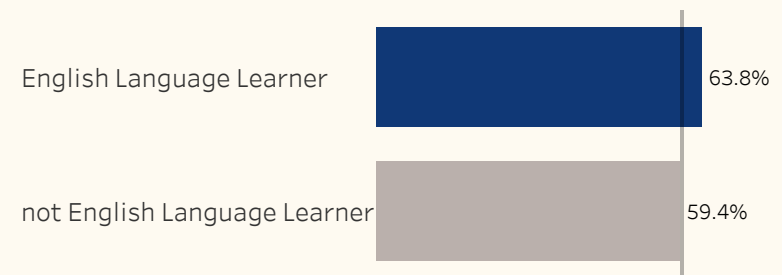
## Arts Enrollment Rate by Free or Reduced-Price Lunch Program Eligibility



## 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

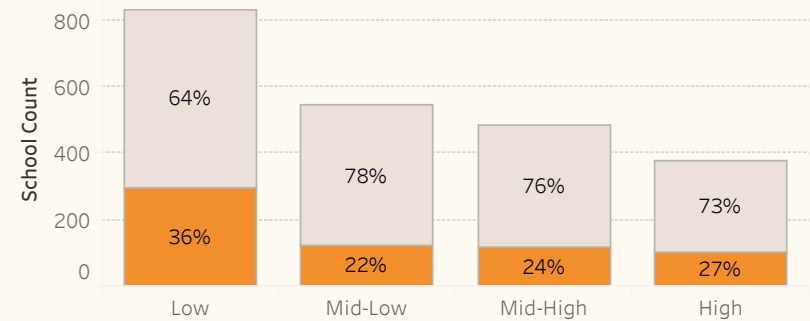
## Access to Arts Education and Enrollment

► access to the Arts enrollment is **lowest** in schools where few students are eligible for the FRPL program

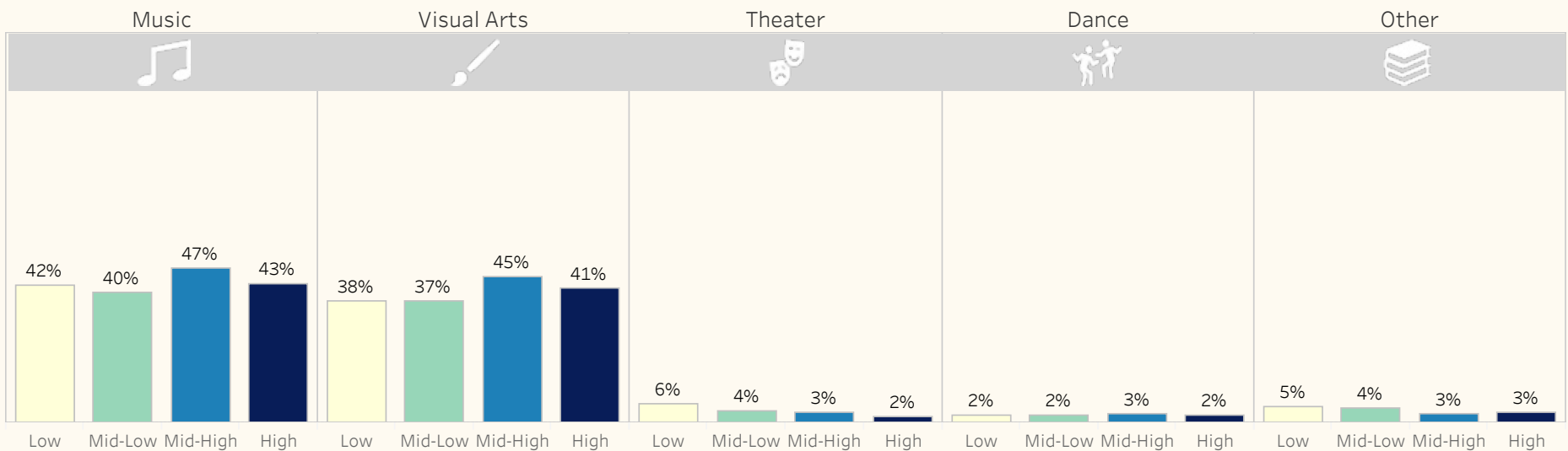
	% Arts Enrollment	% School Access	% Student Access
Low	61%	64%	88%
Mid-Low	59%	78%	89%
Mid-High	62%	76%	88%
High	59%	73%	85%

## 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

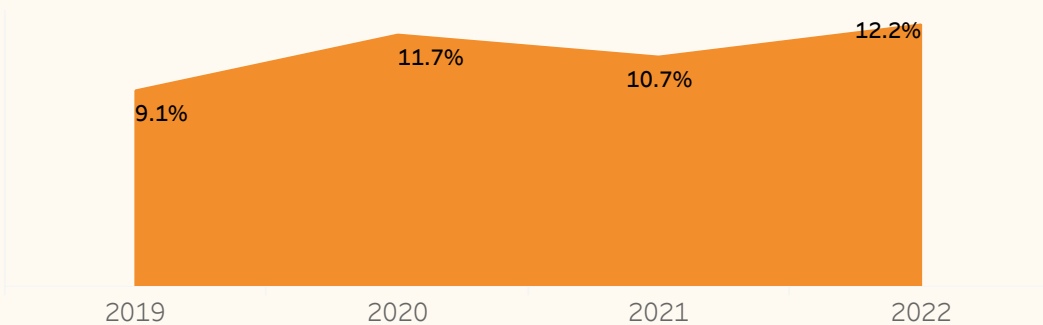


# Schools Without Arts Programs and the Students Affected

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.

No Arts Schools: **634**  
 % of Schools Without Arts: **28.4%**  
 Enrollment in Schools Without Arts: **138,071**  
 % of Students Without Arts Access: **12.2%**

## 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.

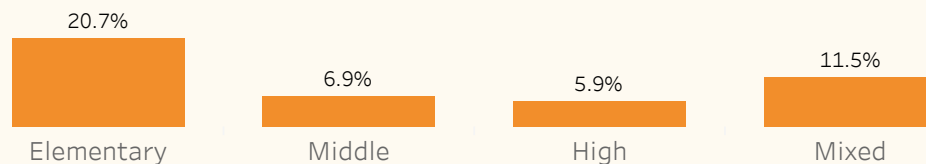


More students without access to the arts attend a traditional school than attend a charter school.

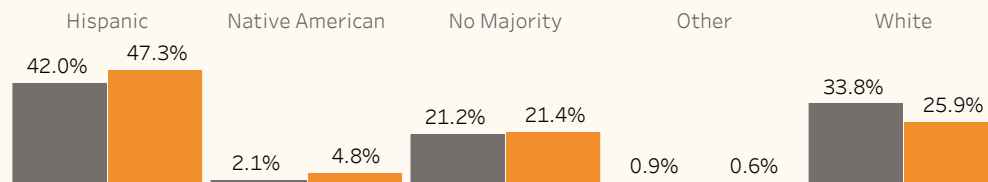


## Students Without Arts Access, By Grade Level

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

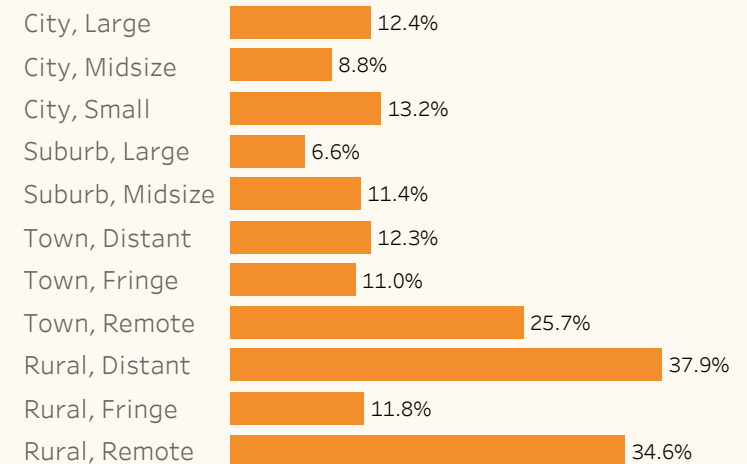


## All Students vs. Students Without Arts Access by School-Majority Race/Ethnicity



## 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	2022
Hispanic		830 41%	828 40%	871 41%	945 43%
Native American		92 5%	88 4%	96 4%	99 4%
No Majority		371 18%	406 20%	451 21%	471 21%
Other	Other	13 100%	10 100%	15 100%	20 100%
White		746 37%	739 36%	731 34%	694 31%
<b>Grand Total</b>		<b>2,052</b> 100%	<b>2,071</b> 100%	<b>2,164</b> 100%	<b>2,229</b> 100%

### Locale Type

		2019	2020	2021	2022
City, Large		767 37%	862 42%	884 41%	920 41%
City, Midsize		87 4%	48 2%	49 2%	49 2%
City, Small		113 6%	152 7%	149 7%	156 7%
Suburb, Large		412 20%	351 17%	376 17%	380 17%
Suburb, Midsize		53 3%	57 3%	62 3%	67 3%
Suburb, Small		35 2%			
Town, Distant		67 3%	65 3%	69 3%	73 3%
Town, Fringe		47 2%	47 2%	51 2%	54 2%
Town, Remote		146 7%	148 7%	162 7%	159 7%
Rural, Distant		66 3%	69 3%	73 3%	72 3%
Rural, Fringe		171 8%	182 9%	193 9%	202 9%
Rural, Remote		88 4%	90 4%	96 4%	97 4%
<b>Grand Total</b>		<b>2,052</b> 100%	<b>2,071</b> 100%	<b>2,164</b> 100%	<b>2,229</b> 100%

### Free or Reduced Price Lunch

		2019	2020	2021	2022
Low		842 41%	753 36%	903 42%	827 37%
Mid-Low		321 16%	393 19%	505 23%	542 24%
Mid-High		362 18%	467 23%	414 19%	485 22%
High		527 26%	458 22%	342 16%	375 17%
<b>Grand Total</b>		<b>2,052</b> 100%	<b>2,071</b> 100%	<b>2,164</b> 100%	<b>2,229</b> 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.

<b>City, Large</b>	Territory inside an urbanized area and inside a principal city with population of 250,000 or more
<b>City, Midsize</b>	Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000
<b>City, Small</b>	Territory inside an urbanized area and inside a principal city with population less than 100,000
<b>Suburb, Large</b>	Territory outside a principal city and inside an urbanized area with population of 250,000 or more
<b>Suburb, Midsize</b>	Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000
<b>Suburb, Small</b>	Territory outside a principal city and inside an urbanized area with population less than 100,000
<b>Town, Distant</b>	Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area
<b>Town, Fringe</b>	Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area
<b>Town, Remote</b>	Territory inside an urban cluster that is more than 35 miles from an urbanized area
<b>Rural, Distant</b>	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
<b>Rural, Fringe</b>	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
<b>Rural, Remote</b>	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

# Acknowledgements

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# About the Data Project

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The Music Man Foundation

The William and Flora Hewlett Foundation

NAMM Foundation

Ohio Arts Council



The Music Man  
Foundation



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Foundation

Ohio Arts  
COUNCIL 

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