

Arts Education in Arizona Public Schools for the 2012/2013 School Year

An Analysis of the Arizona Highly Qualified Teachers Database

Introduction and Methodology

In 2009, Quadrant Arts Education Research, on behalf of the Arizona Arts Education Research Institute, began to study the level of arts education in Arizona public schools. Arizona K-12 public school principals were invited to participate in a survey about arts education in their schools, and supplemental data was provided by analyzing the Arizona Department of Education's Highly Qualified Teachers (HQT) database. The HQT database maintains data on all highly qualified teachers based on teacher qualifications and assignments for every school across the state.

The results of that first-ever statewide census on access to arts education in Arizona were released in the 2010 report *Engaging Students, Supporting Schools, Accessing Arts Education*. This 2014 update provides some comparison data on how arts education access has changed between 2009 and 2013, through an analysis of the arts teacher assignments in the 2012/2013 Highly Qualified Teachers database.

As with any data set, there are limitations to the HQT data tables on which this update is created. First, this data is part of a self-reporting process by Arizona's public schools on all of their teaching positions to the Arizona Department of Education. Second, in 2003, Arizona chose to define the Core Academic Area of the Arts to mean music and visual

arts for purposes of the Highly Qualified Teacher data reporting. Music and visual arts teacher records are tracked separately and are easy to find and aggregate within the data system. Theatre and dance teachers, while captured in the reporting of all teachers in the state, do not have their own tracking within the data collection system, and are therefore difficult to extract accurately from the entirety of teacher records.

To prepare this analysis, Quadrant Research was provided with the 2012/2013 Highly Qualified Teacher data for the four arts disciplines (dance, music, theatre and visual arts). In addition, Quadrant had access to the 2008/2009 HQT data for music and visual arts to allow for comparative analysis between the two periods (2009 vs. 2013). For the purposes of this report, for the 2012/2013 school year there were:

- * 1,844 Total Public Schools with 1,048,503 students
- * 1,339 District Schools with 902,064 students
- * 505 Charter Schools with 146,439 students

The data provided for this report contained 3,190 teachers with one or more assignments in an arts discipline (defined as dance, music, theatre and visual arts) for a total of 3,980 teacher assignments.

Key Findings



89% of Arizona's K-12 students have access to arts education (up from 87% in 2009).



A greater percentage of schools and students have access to both music AND visual arts compared to 2009.



The number of students without access to any arts education has declined, but 115,487 students still attend school without access to arts instruction provided by highly qualified arts teachers.



There has been significant increase in arts education in Charter Schools with the percentage of students with access to either music or visual arts growing from 42% to 60%. Charter Schools, however, still lag District Schools in most measures.



The majority of students without access to arts education tend to be at the elementary level for District schools and spread across Elementary, High and K-8 levels for Charter Schools.



Smaller schools, regardless of school configuration, are less likely to offer arts education.

Student Access to each Arts Discipline in the 2012/2013 School Year

Dance:

90 schools (4.8%) offer dance, providing access to 168,251 students (16%)

Music:

1,153 schools (62.5%) offer music, providing access to 877,560 students (83.7%)

Theatre:

91 schools (4.9%) offer theatre, providing access to 156,954 students (15%)

Visual Arts:

999 schools (54.2%) offer visual arts, providing access to 776,053 students (74%)

All Arts:

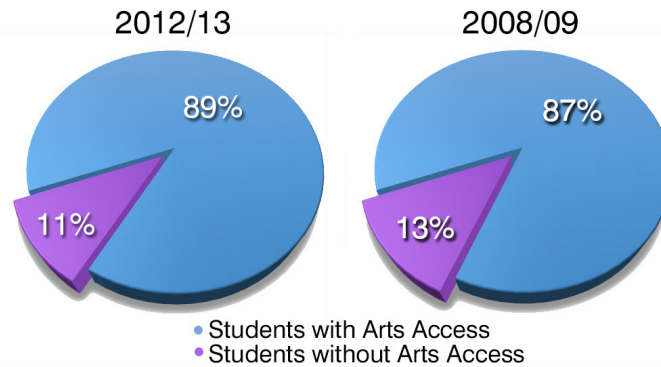
52 schools (2.8%) offer all four arts disciplines (dance, music, theatre, visual arts), providing access to 108,653 students (10.4%)

Access & Policy

Arizona has strong policies in place to support arts education within our schools. Current Arizona Administrative Code states common schools, grades K-8, must offer music and visual arts; other performing arts may be voluntarily offered (R7-2-301). High school graduation requirements must include a shared credit requirement – fine arts or vocational arts (R7-2-302). While student access, as it relates to policy, is improving, a gap between policy and practice still exists in our state.

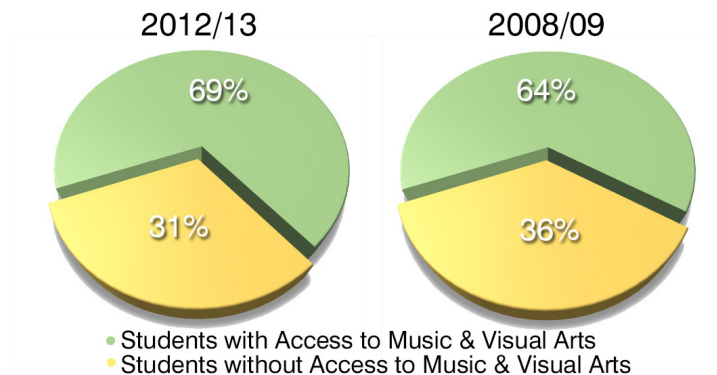
Access to Arts Education

In 2012/2013, 89% of all Arizona students (representing 933,016 students) have access to at least one art form in 71% of schools (representing 1,308 schools), as compared to 87% of students and 65% of schools in 2008/2009.



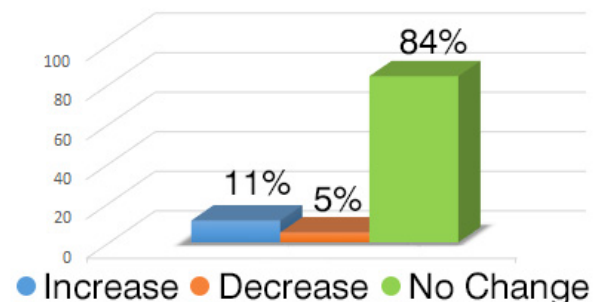
Students With Access to Music AND Visual Arts

In 2008/2009 678,665 students attended schools offering both music AND visual arts, representing 64% of all students. In 2012/2013, 721,525 students attend schools that provide access to both music AND visual arts. This represents 68.8% of students.



Change in Arts Offerings

An increase in arts offerings was reported by 197 Schools (138 District, 59 Charter) or 11% of all schools. A decrease in arts offerings was reported by 98 Schools (84 District, 14 Charter) or 5% of all schools. There was no change in the number of arts offerings for 1,549 schools (1,117 District, 432 Charter) or 84% of all schools. Between 2009 and 2013 there was a net gain of 99 arts teachers.

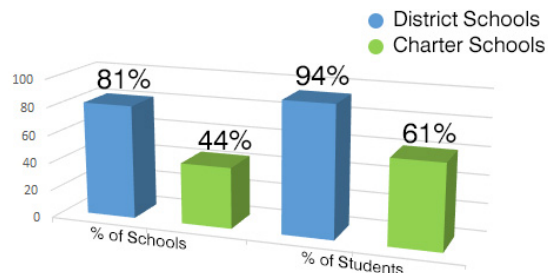


District/Charter Schools Comparisons

At Least One Arts Discipline Taught in 2012/2013

There were 1,308 schools in Arizona with at least one arts discipline taught. This represents 933,016 students, and breaks down between district and charter schools as follows:

District: 1,088 schools (81.2%) representing 844,066 students (93.6%)
 Charter: 220 schools (43.5%) representing 88,950 students (60.7%)

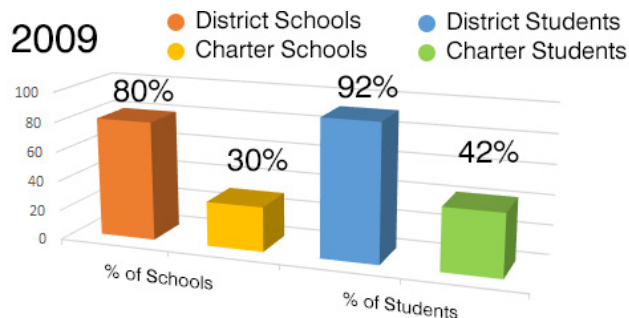
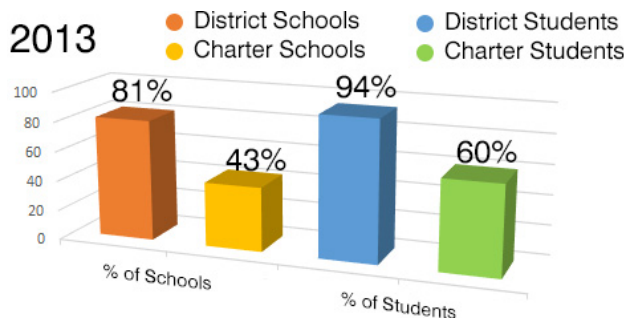


In 2008/2009, the HQT database in Arizona only tracked music and visual arts teachers. When comparing district and charter schools, the 2010 report found that there was a significant discrepancy in the percentage of schools with highly qualified teacher assignments in the arts. The following graphs provide a comparison between the 2009 and 2013 HQT data for music and visual arts.

Percentage of Schools and Students with HQT Music OR Visual Arts

The percentage of schools with highly qualified teachers in music OR visual arts increased from 80% in 2009 to 81% in 2013 for District Schools and from 30% to 43% for Charter Schools.

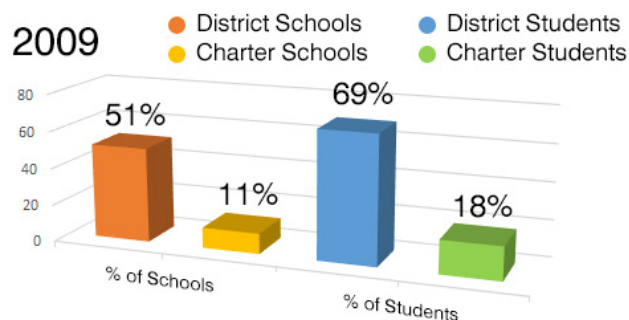
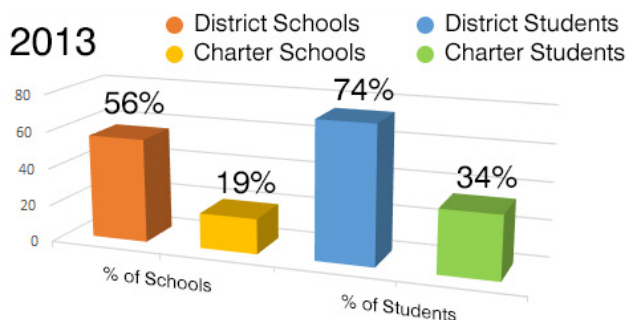
The percentage of students with highly qualified teachers in music OR visual arts increased from 92% in 2009 to 94% in 2013 for District Schools and from 42% to 60% for Charter Schools.



Percentage of Schools and Students with HQT Music AND Visual Arts

The percentage of schools with highly qualified teachers for both music AND visual arts increased from 51% in 2009 to 56% in 2013 for District Schools and from 11% to 19% for Charter Schools.

The percentage of students with highly qualified teachers for both music AND visual arts increased from 69% in 2009 to 74% in 2013 for District Schools and from 18% to 34% for Charter Schools.



Dance & Theatre

Data for dance and theatre teachers was only available for the 2012/2013 school year, and found that:

- * There are 113 dance teachers covering 114 school assignments in 90 schools; only 2 charter schools reported having a dance teacher.
- * There are 96 theatre teachers covering 97 school assignments in 91 schools; only 4 charter schools reported having theatre teacher.

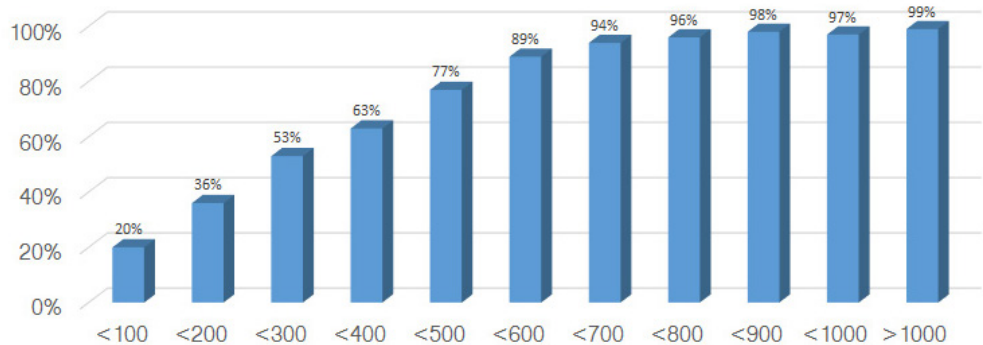
Key Findings by Size and Location

Dance, music, theatre and visual arts teachers represent the heart of a school arts program. Arts programs do exist in schools that do not have certified arts specialists – with the help of general classroom teachers and community partnerships. The 2010 report found that, when reviewing the presence of highly qualified teachers in relation to the size of a school and geographic profile of a community, the smaller the school or the more rural the community, the less likely there is a highly qualified teacher providing arts instruction. This updated data indicates a continuation of that trend and the need to continue thinking about how to support student access to the arts in rural and small schools.

School Size

When schools are grouped based on their enrollment levels a clear trend appears. Schools with smaller enrollments are much more likely to lack any arts instruction provided by a highly qualified arts teacher when compared to schools with larger enrollments.

% of Schools with Arts offerings, based on enrollment.



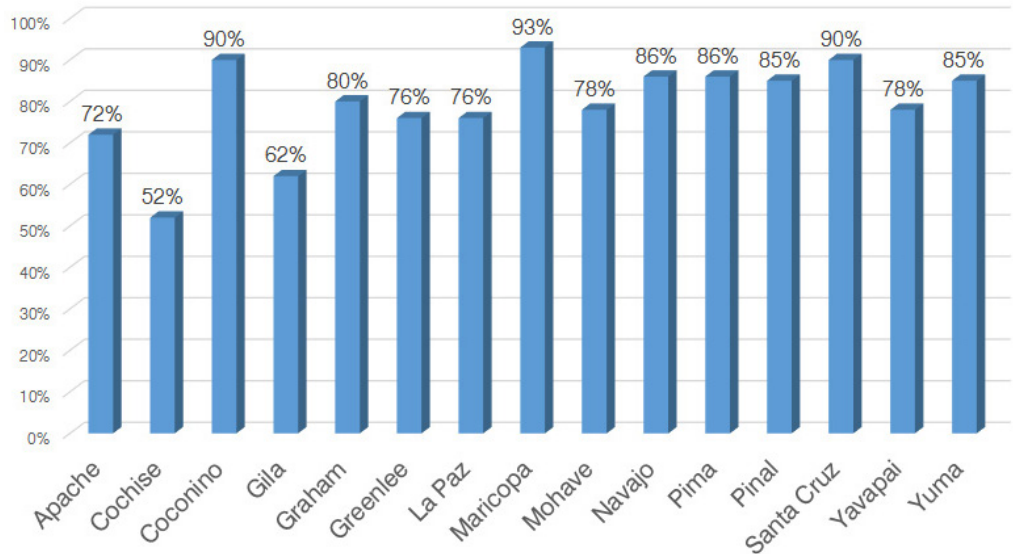
County Comparison

The percentage of students with access to the arts provided by a highly qualified arts teacher is highest in Maricopa County (93%) and lowest in Cochise County (52%).

As noted in the 2010 report, rural Arizona schools were more likely to lack arts access due to their size and locale. This is borne out as we look at county comparisons for Arizona.

Our most populous county, Maricopa, has the highest percentage of access. The 8 counties where students have the least access to a highly qualified arts teacher (80% or less) are rural.

% of Students with Arts access, by county



Acknowledgments

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Advisors: Arizona Department of Education Arts & Culture Advisory Group

This 2014 update was released October 20, 2014 at the Joint Arts Education Conference, presented by the Arizona Commission on the Arts and the Arizona Department of Education. The results of the 2010 Arizona Arts Education Census report, supported by AAERI, and the full report for this update, are available at <http://www.azarts.gov/artsedcensus>.

To request this or any other agency publication in an alternate format, contact the Arizona Commission on the Arts at 602-771-6502 or info@azarts.gov.

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