

Access to the

Arts



in Oregon Schools III

Findings Based on 2011-12 Department of Education Data



OREGON ARTS
COMMISSION

Introduction



Arts education plays a vital role in developing students who become innovators and engaged citizens. Solid, sequential arts education for every child in every Oregon public school should be as integral to a quality education as reading, writing and math.

Considerable research documents the many benefits arts education provides to all students – improved academic achievement, greater leadership and social skills, enhanced critical thinking and sharper problem solving skills.

This report synthesizes Oregon Department of Education data and allows us to see detailed information about Oregon students' access to learning in, through and about the arts. After three years of tracking courses taught by certified arts teachers, we can conclusively identify a slow decline in the amount of this type of access available to students in Oregon.

If we view the arts education community as an eco-system, we can point to arts specialists as an indicator species. When they are in decline, as they are in Oregon, it is a warning sign for the overall health of all arts education, including residencies, arts integration efforts and community arts experiences.

This is a clear call to action. In response, the Oregon Arts Commission is in the process of creating an Oregon Arts Education Partnership to strategically address this issue. Knowing definitively that nearly 65,000 students attend a public school in Oregon without access to any arts coursework taught by a licensed arts teacher, there is an opportunity for a targeted investment to make an impact on schools with a demonstrated need.

One of the added components in this year's report is a county map, highlighting access levels around the state. This, in addition to the interactive database already housed on the Oregon Arts Commission website, provides a valuable way to learn from schools that have demonstrated a commitment to maintaining strong arts education access and discover how they made that possible.

Another exciting development is the decision of the Nevada Arts Council to embark on an identical research project with their Department of Education, presenting a unique opportunity to compare results and learn from each other.

Despite these new developments, we can't forget the need for additional data collection, recognizing that in-school delivery by certified specialists is just one component of the robust arts education we envision for Oregon students.

Students' creativity is increasingly valued by Oregon employers in the global economy. But arts education is not all about skills for the new economy, research or assessment. It's also about the thrill of creation, the wonder of a new question and the confidence of accomplishment.



Christine D'Arcy, Executive Director, Oregon Arts Commission

Key Findings

64,790 students attend a public school in Oregon without access to any arts coursework taught by a licensed arts teacher. Nearly 10,000 students have lost access to instruction in the arts over the last three years.

Public Schools

77%

of K-12 Oregon public schools provided access to instruction in at least one discipline, a **3%** decrease over the last three years. **88%** of students attended a school with access arts instruction, a **2%** decrease since the 2009-10 academic year.

Rural and Urban Schools

71%

of rural schools and **84%** urban schools provided access to arts instruction. Access to the arts decreased in both rural and urban schools by **2%** since 2009-2010.

Middle Schools

95%

of middle schools provided some form of arts instruction, and **98%** of students attended a middle school where the arts were taught. At the school level, access to the arts in the middle grades has fallen **3%** over the last three years.

Methodology: Measuring Access

Each year, the Oregon Department of Education collects data on staff assignment: which teachers taught which classes. This brings Oregon into compliance with federal law requiring highly qualified teacher reporting; by default it provides an exhaustive list of every course that is taught in every public school every year. This analysis mined the state's 2011-12 staff assignment data collection to isolate the provision of discipline-specific instruction in music, theater, dance, media, and visual arts. Individual arts courses were aggregated up to the building level and matched with other school information such as location and school type.

The level of information afforded by Oregon Department of Education data does not include all the modes and methods of a comprehensive arts education. Standalone coursework in the arts operates alongside arts integration with other subjects, teaching artist residencies, in-school workshops and performances, field trips, and out-of-school arts learning programs. While this data does not indicate actual enrollment in an arts course or total instructional time, it does provide a standardized (and elegant) answer to the question of access: Are the arts taught, and in what disciplines?

Comparing data from the Oregon Arts Commission's reports on academic years 2009-10 and 2010-11, these findings start to reveal a longitudinal picture of how access to arts education changes from year to year.

Charter Schools

56%

of Oregon's charter schools provided access to arts instruction, compared to **81%** of regular public schools. Since 2009-2010, arts access in charter schools increased by **6%** while access in regular public schools decreased by **3%**.

Elementary Schools

69%

of elementary schools provided arts instruction as part of the regular curriculum, a **9%** decrease since 2009-2010. **1 in 5 students** attended an elementary school with no access to arts coursework.

High Schools

86%

of high schools provided access to instruction in at least one arts discipline, a figure that has held steady over the last three years.

Findings: All Schools

In the 2012-12 academic year, 525,000 students attended 1,253 public schools in Oregon.

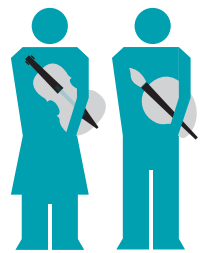
23%

of all schools did not offer any arts instruction as stand-alone courses.



12%

of students attended a school with no access to instruction in the arts.



45%

of schools offered coursework in one artistic discipline. Just **2%** of schools offered instruction in all five disciplines—music, visual, theater, dance, and media arts.



Comparing the ratio of students served at schools within each of these categories, a significant (and perhaps intuitive) trend emerges: as the number of disciplines increases, so too does the average size of the student body. Stated plainly, size matters. Larger schools tend to offer a greater diversity of arts education. Yet bundled alongside this issue of school size exists another set of school characteristics: geography, school type, and grades served.

Access to Arts Instruction in at Least One Discipline

Urban schools

84%

Rural schools

71%

Regular public schools

81%

Charter schools

56%

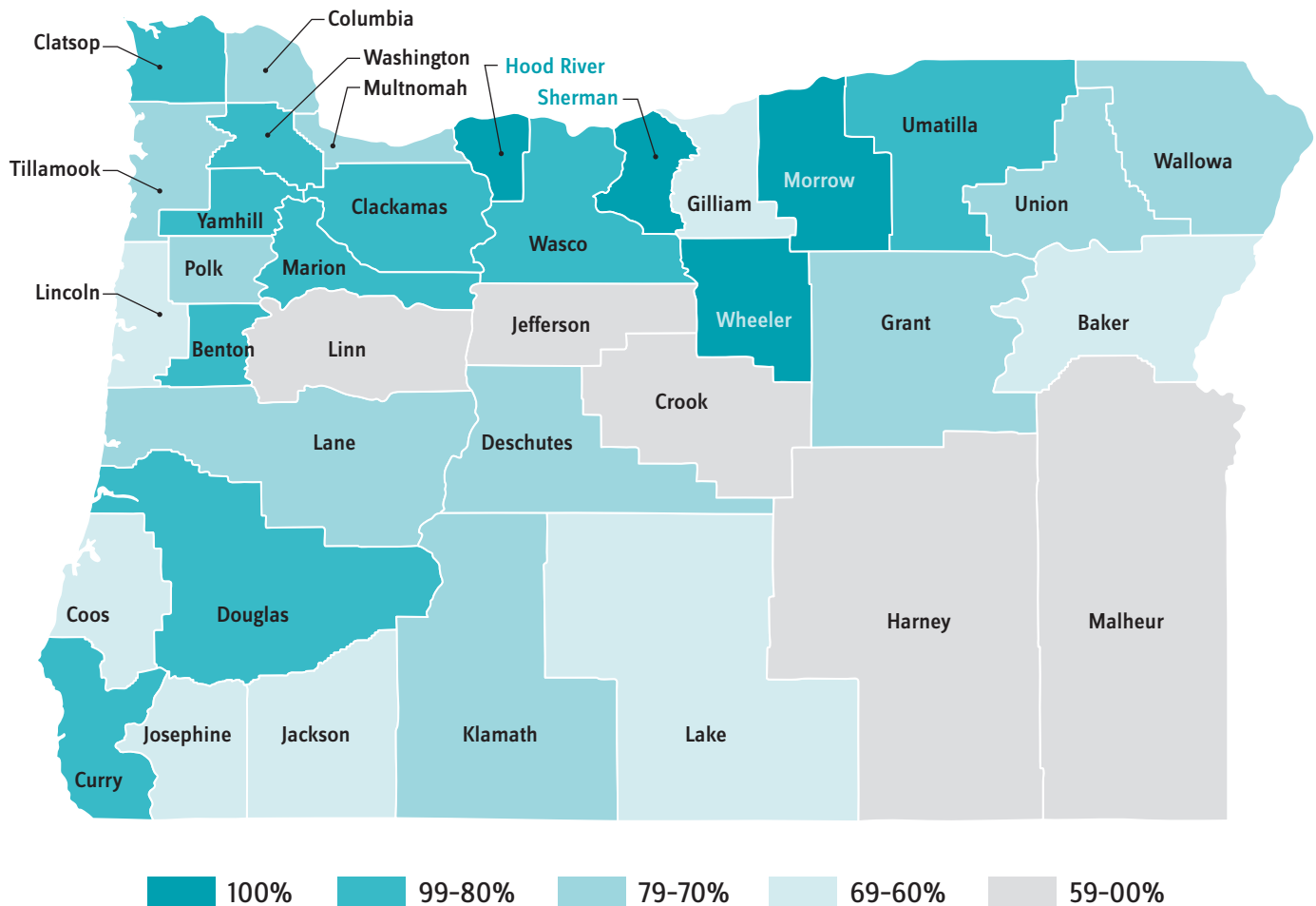
Arts courses included in this study, based on National Center for Education Statistics (NCES) course codes

Advertising Design; AP Art - History of Art; AP Music Theory; AP Studio Art - Drawing Portfolio; AP Studio Art - General Portfolio; Art Appreciation; Art History; Art Portfolio; Audio/Video Technology and Film-Independent Study; Audio/Video Technology and Film-Other; Audio/Video Technology and Film - Workplace Experience; Audio/Visual Production; Ceramics/Pottery; Choreography; Chorus; Commercial Graphic Design; Commercial Photography; Composition/songwriting; Computer Assisted Art; Computer Graphics; Concert Band; Contemporary Band; Crafts; Creative Art - Comprehensive; Creative Art - Drawing; Creative Art - Drawing/Painting; Creative Art - Painting; Creative Art - Sculpture; Dance - Independent Study; Dance - Other; Dance - Workplace Experience; Dance Appreciation; Dance Repertory; Dance Technique; Digital Media Design and Production; Directing; Drama - Acting/Performance; Drama - Comprehensive; Drama - Stagecraft; Drama - Workplace Experience; Drama/Stagecraft - Independent Study; Drama/Stagecraft - Other; Elementary Art; Elementary Drama; Elementary Music; Exploration in Drama; Expressive Movement; Film/Videotape; Fine

and Performing Art - Aide; Fine and Performing Art - Independent Study; Fine and Performing Art - Other; Fine and Performing Art - Workplace Experience; General Band; Graphic Design; Graphic Technology; Guitar; History and Literature of; Theater; IB Art/Design; IB Music; Individual Technique - Instrumental Music; Individual Technique - Vocal Music; Instrumental Ensembles; Integrated Fine Arts; Interactive Media; Intro to Theater; Jewelry; Marching Band; Music - Independent Study; Music - Other; Music - Workplace Experience; Music Appreciation; Music History; Music History/Appreciation; Music Theory; Orchestra; Particular Topics in Audio/ Video Technology and; Film; Photo Imaging; Photoengraving; Photographic Laboratory and; Darkroom; Photography; Photography and Printing; Technology; Photojournalism; Piano; Playwriting; Printmaking; Printmaking/Graphics; Textiles; Theatre Arts; Topics in Printing Technology and Production; Video; Visual Arts - Independent; Study; Visual Arts - Other; Visual Arts - Workplace; Experience; Vocal Ensembles; Web Page Design.

Findings: Access Across the State

77% of Oregon public schools offer access to arts education. But access varies widely: from 21 districts in which no arts are taught to 81 districts where every public school offers access to arts instruction in at least one discipline. This map shows rates of access by county, where four counties – **Hood River, Morrow, Sherman, and Wheeler** – have 100% access rates. Every school in each of these four counties provides some form of arts instruction.



Arts Access by County

Access Rate (%)		Access Rate (%)		Access Rate (%)	
Hood River	100	Clatsop	80	Lincoln	69
Morrow	100	Wasco	80	Baker	67
Sherman	100	Deschutes	79	Gilliam	67
Wheeler	100	Union	79	Jackson	67
Washington	95	Tillamook	75	Coos	65
Marion	88	Klamath	74	Lake	63
Benton	87	Lane	74	Josephine	60
Clackamas	87	Polk	74	Linn	56
Curry	86	Multnomah	74	Malheur	50
Douglas	85	Columbia	73	Jefferson	42
Umatilla	81	Grant	71	Harney	33
Yamhill	81	Wallowa	71	Crook	25

Your Community

Curious about access to arts education in your community? Search for access by district or school using the online database at the Oregon Arts Commission's website:

www.oregonartscommission.org/resources/access-to-arts-education

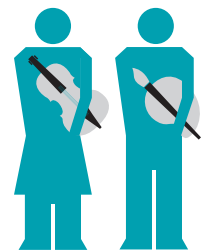
Findings: Elementary Schools

In the 2011-12 academic year, 244,400 students attended 730 elementary schools in Oregon. Of all the grade levels, elementary schools displayed the greatest gaps in access to arts education.

31% of elementary schools did not offer any arts instruction as stand-alone courses.



22% of students attended an elementary school with no access to the arts.



65% of elementary schools offered instruction in one arts discipline; **4%** offered two arts disciplines; and only 2 elementary schools in the state offered three disciplines of music, theater and visual arts.



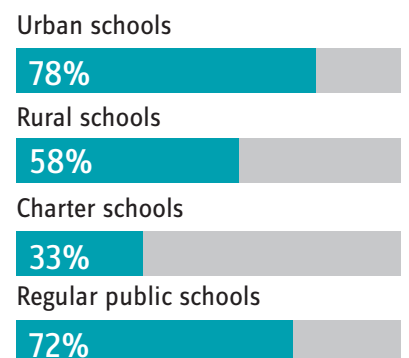
A City Takes Action: Portland Votes for Arts Education and Access

On November 6, 2012, Portland residents approved a citywide \$35 income tax to restore arts education to every elementary school in the city's six school districts and increase arts access citywide. The success of the Arts Education and Access Income Tax was a result of four years of advocacy and community organizing by the Creative Advocacy Network (CAN), the CAN Action Fund, and the Schools and Arts Together Campaign. Funds raised by the annual income tax will go to schools within the six Portland school districts to pay for certified arts teachers for every Kindergarten through 5th grade (K-5) student, taking the percentage of elementary schools with no certified arts instructors on staff from 19% to 0. Remaining funds will be distributed to the Regional Arts & Culture Council (RACC) to support grant programs to further improve access to the arts in Portland's underserved classrooms and communities through arts integration programming and other arts access opportunities provided by nonprofit arts organizations.

<http://theartscan.org>

Categorical inequities between rural/urban and charter/regular schools become even more pronounced at the elementary level.

Access to Arts Instruction in at Least One Discipline



Findings: Middle Schools

In the 2011-12 academic year, 101,400 students attended 191 middle schools. As was found in previous years' data, the wide disparities in access to arts education at the elementary school level are remarkably absent in Oregon's middle schools.

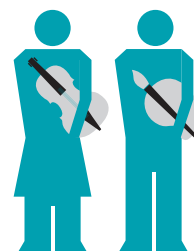
95%

of middle schools provided instruction in at least one arts discipline.



98%

of students attended a middle school where the arts were taught.



24%

of middle schools offered instruction in one arts discipline, **51%** offered two disciplines, and **30%** offered instruction in music, theater, and visual arts. One school, Yamhill Carlton Intermediate School, also offered instruction in media arts.



A District Takes Action:

The Arts Matter in Springfield Public Schools

During a time of limited financial resources, Springfield School District recognized it was more difficult than ever for schools to offer a comprehensive arts program to their students. In Fall of 2012, it convened the Arts Matter Council, a group of educators, nonprofit arts partners, and community members charged with developing a systemic approach to ensure students in all schools and all classrooms may participate in the arts. The Council met monthly to review existing research on the benefits of arts learning, explore best practices, review data from a district-wide survey of school resources, and share information on local art organizations' education programs. In June 2013, the Council presented its final report to the School Board. The comprehensive document included 8 key recommendations and an overarching framework for effective arts learning in Springfield schools, outlining roles and action steps for School Board members, District office leadership, principals, teachers, students, and arts organizations. While the Council's report is complete, the School Board knows its work has just begun to make the framework and recommendations a reality.

<http://www.sps.lane.edu/page/6>

Findings: High Schools

In the 2011-12 academic year, 179,000 students attended 322 public high schools. While the diversity of course offerings increases from middle to high school, overall access to arts education decreased.

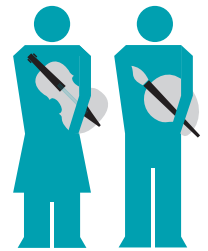
86%

of high schools provided arts instruction as stand-alone courses.



96%

of students attended a high school where the arts were taught.



15%

of high schools offered instruction in just one discipline, **18%** offered two, **25%** offered three, **21%** offered four, and **7%** offered instruction in five disciplines - music, theater, dance, media and visual arts.



The State Takes Action: Core Arts Standards

Following close on the heels of the work of the National Coalition for Core Arts Standards, a team of Oregon educators and arts professionals are moving ahead with a full revision of the Oregon Arts Standards. At the national level, a discipline-specific framework includes the artistic processes of creating, performing/presenting/producing, responding, and connecting. The final matrix will include listings of grade-level performance standards together with assessment models. Public review of the national K-8 standards for dance, media arts, music, theatre and visual arts has been completed (with over 3,000 individuals participating and all 50 states and four territories represented). The national high school standards will be available for public review in September, 2013. Meanwhile, Oregon Writing Teams are beginning their work on the creation of K-8 standards for the five arts disciplines, using the national framework as their model. An October, 2013 deadline is set for the creation of a first draft. The Oregon high school standards will be drafted by January, 2014 followed by a public review of the full Oregon K-12 standards in February-March, 2014.

<http://www.nccas.wikispaces.com>

Access to Arts Instruction in at Least One Discipline in Specific Types of High Schools

Regular public high schools

94%

Charter high schools

73%

Alternative high schools

47%

Oregon Takes Action: Now It's Your Turn

Everyone

- Advocate for robust arts education in your school/district

School Boards/ Superintendents

- Create strategic plans with supporting budgets that acknowledge arts as core curriculum
- Prioritize creation/retention of a district-level arts curriculum coordinator
- Make a public commitment to arts learning by including it in your state achievement compact

Principals

- Provide collaborative release time for arts teachers and other staff
- Implement effective teacher evaluation systems that include arts educators, with attention to marks of quality that are unique to arts educators
- Develop and support arts partnerships with parents, community and cultural resources

Credentialed Arts Teachers

- Collaborate with other teachers to develop an arts-rich school culture and identify cross-disciplinary learning opportunities
- Share successes with school and district leaders
- Seek out professional development that expands your ability to provide best practice arts instruction

Classroom Teachers

- Collaborate with other teachers to develop an arts-rich school culture and identify cross-disciplinary learning opportunities
- Seek out opportunities for your students to learn in, and through, the arts

Students

- Share successes with school and district leaders

Higher Education Institutions

- Include discipline-specific arts courses and arts integrated practices in general teacher education and administrative certificate programs
- Seek opportunities for your arts faculty to connect with high schools to create more seamless transitions for students seeking post-secondary training in the arts
- Cultivate partnerships with community arts resources to provide professional development for educators and administrators

Arts and Cultural Organizations

- Work with schools you serve to assure your programs are aligned with arts standards and school curriculum
- Provide professional learning opportunities for teachers and administrators
- Cultivate partnerships with higher education institutions to provide professional development for teachers, teaching artists and administrators

Teaching Artists

- Seek out professional development for effective school partnerships and classroom practice
- Plan collaboratively with school staff and arts organizations to implement effective programs

Community Organizations/Businesses

- Develop deep partnerships, including but not limited to donations, to support schools arts-related needs
- Share needs for creativity and innovative thinking with district educators, including careers and skills that require arts knowledge

Parents/Citizens

- Hold district accountable for providing high-quality arts education
- Actively contribute to arts education efforts, individually and in organized groups

Inspired by the
Illinois Arts Alliance's
Arts at the Core
Planning Guide

<http://artsalliance.org/arts-education/resources/guidebook>

Findings: by Arts Discipline

All Schools

Elementary Schools

Music



71% of all Oregon public schools provided coursework in music, and **84%** of students attended a school where music was taught.

Music was the most common arts discipline taught at the elementary level, with **67%** of elementary schools providing music instruction and **75%** of students attending an elementary school where music was taught.

Visual Arts



33% of all Oregon public schools provided coursework in visual arts, and **49%** of students attended a school where visual arts were taught.

Only **6%** of elementary schools provided instruction in visual arts and **7%** of students attended an elementary school where visual arts were taught.

Theater



16% of all Oregon public schools provided instruction in theater, and **32%** of students attended a school where theater was taught.

Just **1%** of elementary schools provided instruction in theater, and **1%** of students attended an elementary school where theater was taught.

Dance



2% of all Oregon public schools provided coursework in dance, and **7%** of students attended a school where dance was taught.

At the elementary level, there is no National Center for Education Statistics (NCES) course code to recognize instruction in dance, though dance may be incorporated into specialized units of physical education.

Media Arts



13% of all Oregon public schools provided coursework in media arts, and **22%** of students attended a school where media arts were taught.

At the elementary level, there is no National Center for Education Statistics (NCES) course code to recognize instruction in media arts, though foundational skills may be developed in introductory computer courses and general elementary arts.

Findings: by Arts Discipline

Middle Schools

High Schools

94% of middle schools provided coursework in music and **97%** of students attended a middle school where music was taught.

65% of high schools provided coursework in music and **88%** of students attended a high school where music was taught.



Music

68% of middle schools provided coursework in visual arts and **75%** of students attended a middle school where visual arts were taught.

The visual arts were the most common discipline taught at the high school level, with **74%** of high school providing visual arts instruction and **92%** of students attending a high school where visual arts were taught.



Visual Arts

25% of middle schools provided coursework in theater and **29%** of students attended a middle school where theater was taught.

46% of high schools provided coursework in theater and **75%** of students attended a high school where theater was taught.



Theater

At the middle school level, there is no National Center for Education Statistics (NCES) course code to recognize instruction in dance, though dance may be incorporated into specialized units of physical education.

9% of high schools provided instruction in dance and **21%** of students attended a high school where dance was taught.



Dance

At the middle school level, there is no National Center for Education Statistics (NCES) course code to recognize instruction in media arts, though one school, Yamhill Carlton Intermediate School, reported instruction in Digital Media Design.

48% of high school provided instruction in media arts and **65%** of students attended a high school where media arts are taught.



Media Arts



ARTS EDUCATION IS REALLY A PART OF CREATING

a learning environment where every student will succeed. It helps engage students who need a creative outlet, offers additional means of expression, leads to more creative critical thinking, and it is truly part of educating the whole child.”

-U.S. Representative Suzanne Bonamici



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Oregon Arts Commission

775 Summer Street NE, Ste 200
Salem, Oregon 97301-1280
(503) 986-0082 Voice
(503) 986-0260 Fax
(800) 735-2900 tdd
oregon.artscomm@state.or.us
www.oregonartscommission.org

Staff

Christine D'Arcy, Executive Director
David Huff, Assistant Director
Meagan Atiyeh, Visual Arts Coordinator
Deb Vaughn, Arts Education Coordinator
Brian Wagner, Community Development Coordinator
Saralyn Hilde, Public Art Project Coordinator
Kat Bell, Executive Assistant

Access to the Arts in Oregon Schools

Writing: Sarah K. Collins
Coordination: Deb Vaughn
Design: Thomas Osborne Design
Published October 2013

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