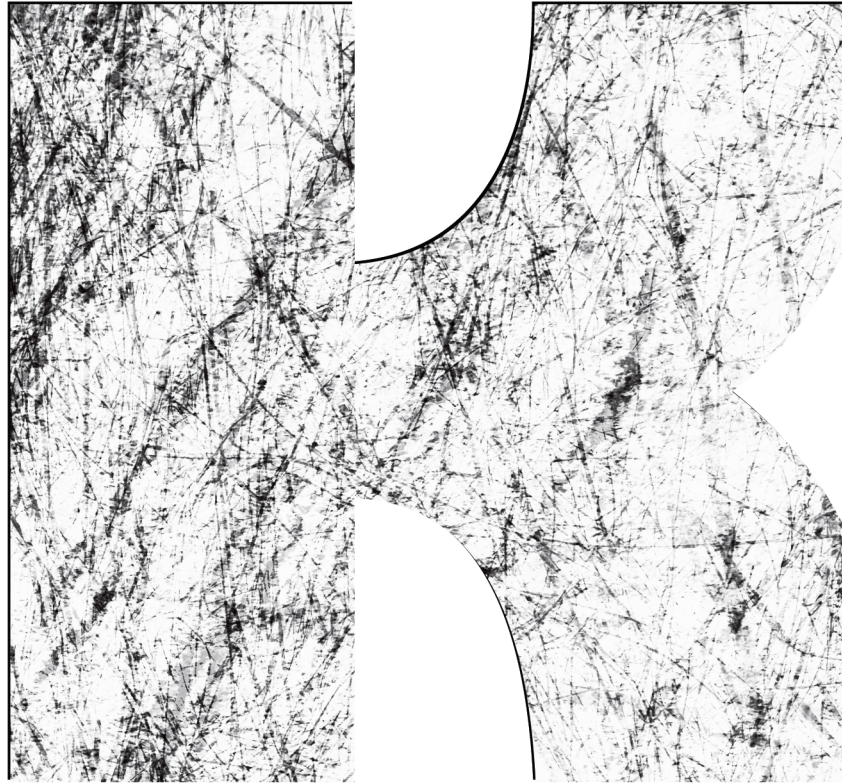


SCRATCHING THE SURFACE

What We Know — And Don't Know — About Music Education in Oklahoma



Presented by

 KIRKPATRICK FOUNDATION, INC.

**QUADRANT**
ARTS EDUCATION RESEARCH

MUSIC EDUCATION IN OKLAHOMA SCHOOLS
A Preliminary Review

*A Research Based Approach
to Determine the Status and Condition of
Music Education in Oklahoma Schools*

Kirkpatrick Foundation
Quadrant Arts Education Research

Robert B. Morrison

January 20, 2010

Music Education in Oklahoma Public Schools

• A PRELIMINARY REVIEW

Did You Know.....

51% of public schools offer Band. 55% of students in the state have access to these programs.

58% of schools offer Choir and 64% of students have access — the highest of any Music course offering.

More schools offer Jazz or Marching Band than Orchestra (16% for Jazz, 28% for Marching and 13% for Orchestra)

In Elementary Schools 48% offer a single Music course compared to 10% of middle schools and 26% of High Schools.

Elementary Band programs are more prevalent in rural parts of the state while Orchestra is mainly concentrated in urban areas.

High School Music offerings are almost universally performance based.

The larger the school enrollment the more likely there will be a diversity of Music offerings. Only 60% of small High Schools offer Band or Choir while nearly 100% of mid-sized High Schools provide these courses.

95% of Elementary Schools offer General Music while it is offered in only 11% of High Schools.

24% of Elementary Schools offer Band — 82% of High Schools Offer the course.

Band, Choir and Orchestra programs are seen with greater frequency in more affluent High Schools and occur less frequently in less affluent communities.

Rural High Schools — which account for nearly 1/3 of all public high schools — fall below the state averages for schools providing courses in every category with the exception of General Music.

Public Schools are more likely to have more Music course offerings than Private Schools.

Unless otherwise noted, the information and data used in the preparation of this report is from National Arts Education Research Center at Quadrant Arts Education Research, the Oklahoma Department of Education and the National Center for Education Statistics.

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Excerpts from this report may be used freely with acknowledgement. Suggested reference: Kirkpatrick Foundation/Quadrant Arts Education Research, 2009, *Music Education in Oklahoma Schools: A Preliminary Review*. Organizations may provide direct links to the full report at: www.artsedresearch.org/oklahoma.html

Music Education in Oklahoma Schools

• A PRELIMINARY REVIEW •

KIRKPATRICK FOUNDATION
QUADRANT ARTS EDUCATION RESEARCH

Prepared by Robert B. Morrison

Music Education in Oklahoma Schools

• A Preliminary Review •

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About the Report

The intent of this preliminary review is to *begin* to provide an understanding of the status of music education programs in the state of Oklahoma. This review illuminates some important insights regarding student access to Music courses, explores the impact of geography and considers the impact on music education of such factors as school size, free and reduced lunch, and wealth.

Music education in the state of Oklahoma cannot adequately be represented by a statistic or broad sweeping generalization. The true, nuanced story of music education in Oklahoma is to be found in the variety of conditions present in regions, districts and individual schools. This report finds a range of regional factors that influence music education. Some issues do not present themselves until examining community influence. Additional issues become evident when we look at school type, school size and/or student population. These are the insights that exist “below the surface” of state-level percentages that are often obscured by aggregated information. Some findings that may appear to be true statewide are really only true for a small portion or a specific segment of schools. There are a handful of findings that will surprise even those who are knowledgeable about music education in Oklahoma. Some conventional wisdom will be debunked. One thing is clear. This report raises many more questions than it will answer.

Organizing the Data

In the state of Oklahoma there are 1,793 public schools and 537 school districts for the 2007/2008 school year. These districts are aggregated into 77 Counties, 11 Locales, 16 District Community Groups and 6 Geographic regions. This evaluation was based on a review of course offerings in each school and broken into grade-level groups defined by the Oklahoma Department of Education as: Elementary Schools (in K-12 Independent Districts), Elementary Schools (in K-8 Districts), Middle Schools/Junior High Schools, High Schools and Charter Schools. For the purposes of this report, Elementary Schools (in both K-12 and K-8 districts) were grouped together. Middle Schools and Junior High Schools were grouped together. Because of the limited number of Charter Schools and their regional concentration they have been excluded from this report.

Quadrant Arts Education Research conducted a review of the status of music education as defined by a generally accepted listing of Music course offerings (see Appendix 2). School-level data was gathered through a phone survey of every Oklahoma school between March 3, 2008 and April 26, 2008. Each school was asked to provide building-level information regarding music courses, student access and teacher assignments in these courses. Information was acquired from 1,440 public schools (representing 578,913 students) of the 1,793 total public schools (representing 639,390 students). In addition, 80 Private Schools were examined in a separate section of this report. This report accounts for 80% of all public schools and represents 91% of the state’s student population.

The survey information was then analyzed against additional data sources including District Community Groupings created by the State of Oklahoma’s Office of Accountability, a wealth index and geographic locale codes — as established by the National Center for Education Statistics and the US Census Bureau — to help identify additional trends regarding economic status or geographic impact on music education. This information has been combined with proprietary data from the National Arts Education Research Center Database developed by Quadrant Arts Education Research. The report that follows is the result of the preliminary analysis of this information.

Author’s Note

Like any valuable research, this preliminary report raises more questions than it answers. Throughout this process it has become clear that additional information is required to provide a thorough and comprehensive review of student participation in programs at the school level. While the findings here will help identify key trends for consideration, a deeper study will provide valuable guidelines for administrators, policy makers, organizations and parents as music education continues to move into the future. The partners hope that this preliminary report is the catalyst to acquire the information needed for more complete and meaningful recommendations.

The recommendations set forth in this report should be viewed as a starting point, with the hope that they will enhance the actions others will take. In the end, the goal of all our activity — research, recommendations and policy — is to best provide the benefits of music to every child, in every school, in every community, across this state.

Statewide Overview

Some type of Music course is offered in nearly every school in Oklahoma. In Elementary Schools, Music is largely available only through a General Music class, with 48% of schools offering a single Music course. Elementary Band programs are more prevalent in rural communities, while Orchestra programs tend to be more available in urban districts. In Middle Schools, Music offerings are more diverse with the increasing presence of Choir, Band, Jazz Band, and Orchestra. However, it is at the Middle School level where we see General Music, and student participation in Music, decline significantly. In Oklahoma High Schools, performing ensembles are nearly universal. However, the lack of General Music at this level translates into a lack of opportunity for high school students to explore music for the first time.

This survey explores many factors that have an impact on aspects of music education in the state. For example, we see a direct link between the Locale of a school and the presence of Instrumental Music in Elementary Schools, with access to Orchestra programs more available to students in urban and affluent communities. This report also finds that General Music is more common in smaller and less affluent schools. Regarding school size, there is a lack of diversity in High School offerings in smaller schools. For most Music courses, the larger the school, the more likely there will be a wider variety of programs. In smaller schools, General Music tends to be the sole offering.

Wealth, as measured by an index, is not a factor (except in a few instances) in Music course offerings in Elementary and Middle School, but wealth becomes a significant factor in determining music opportunities in High Schools.

Regionally, Band has the greatest presence in the Northwest Region of the state. General Music, Choir and Orchestra have the greatest presence in the Oklahoma City Region. Jazz Band and Marching Band have the greatest presence in the Northeast Region.

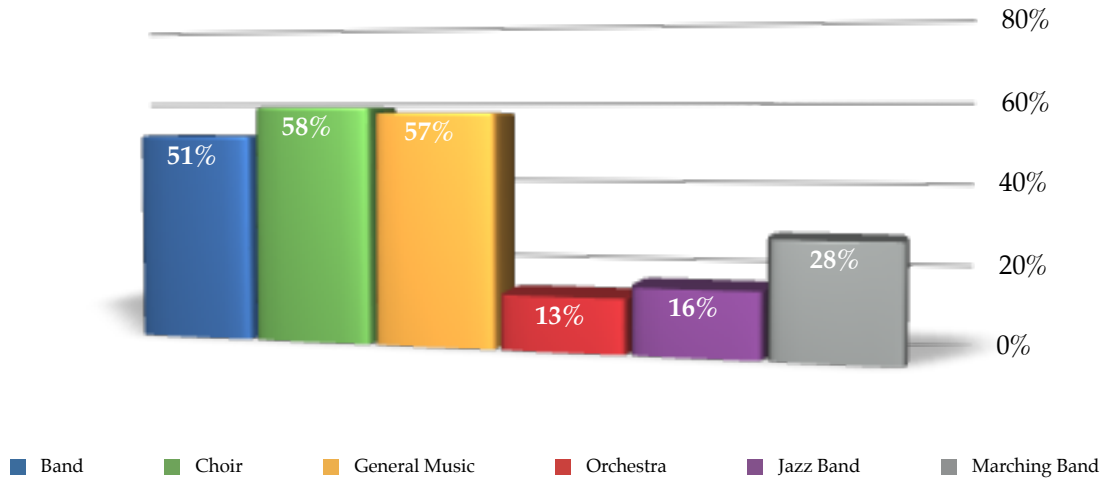
Private Schools tend to provide fewer course offerings and at fewer schools than Public Schools. Private Schools with larger enrollments tend to provide more course offerings than smaller schools. Private Schools show a broad correlation between affluence and access to course offerings. The more affluent the community, the greater the access to Music courses. This runs contrary to the finding for public schools.

Key Statewide Music Education Metrics

Percentage of Schools Offering Music Education Courses

Percent for All Public Schools

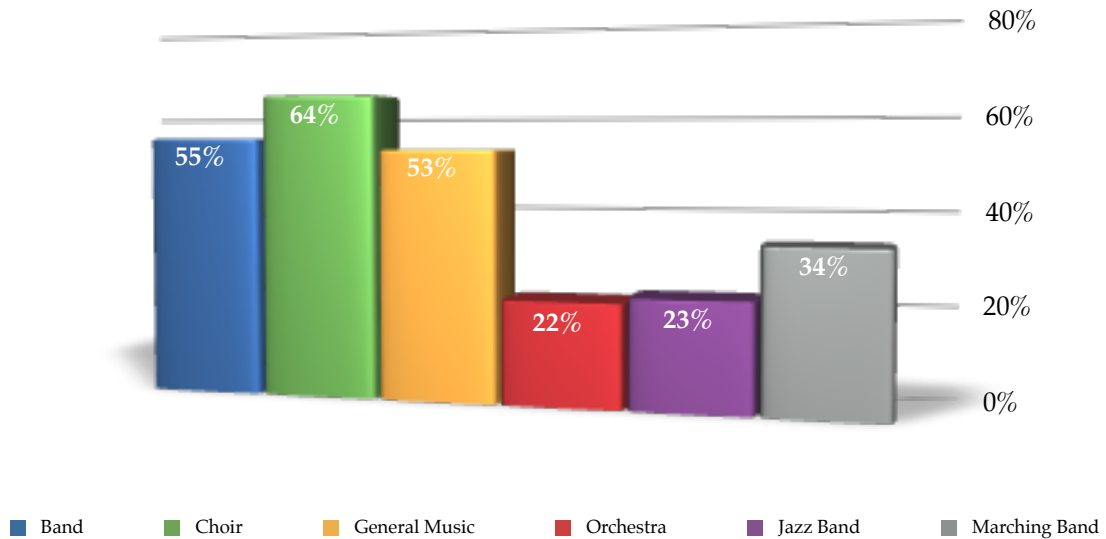
n = 1,441



Percentage of Students with Access to Music Education Courses

State Enrollment Totals for All Public Schools

n = 578,913



As noted previously, the real knowledge regarding the status of Music education in Oklahoma is gained by looking “below the surface.” The following sections will attempt to do just that.

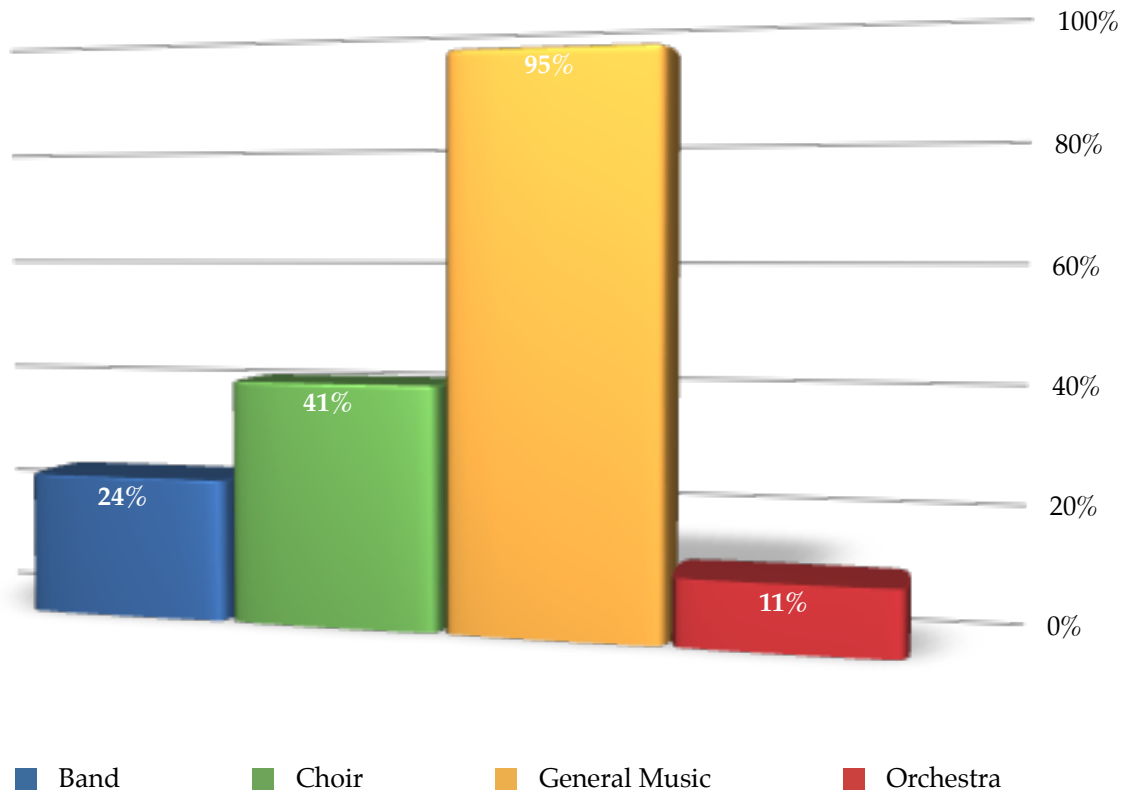
Music in Elementary Schools

There is good news and bad news. General Music courses are available to 94% of students in Oklahoma Elementary Schools. While General Music access is high, only 40% of schools offer Choir, 24% offer Band and just 11% offer Orchestra. Oklahoma's regional and district disparities are influential. For example, schools that offer Band tend to be in rural parts of the state. Orchestra programs tend to be present mainly in affluent communities.

Percentage of Elementary Schools Offering Music Education Courses

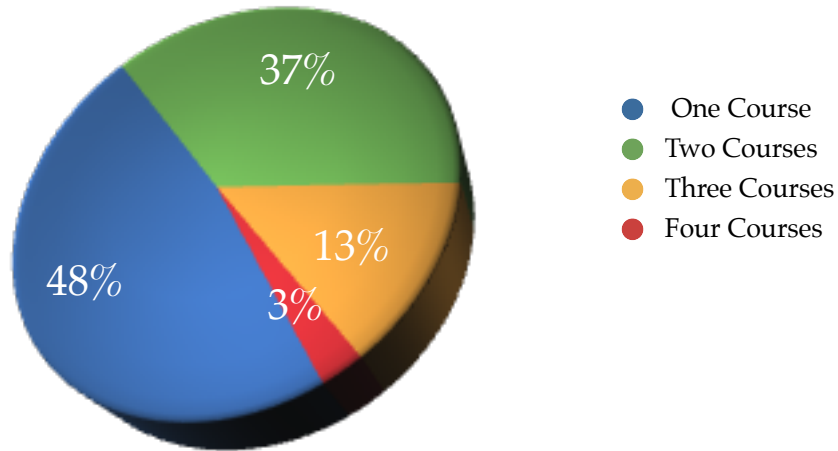
(percent of schools offerings course)

n = 805



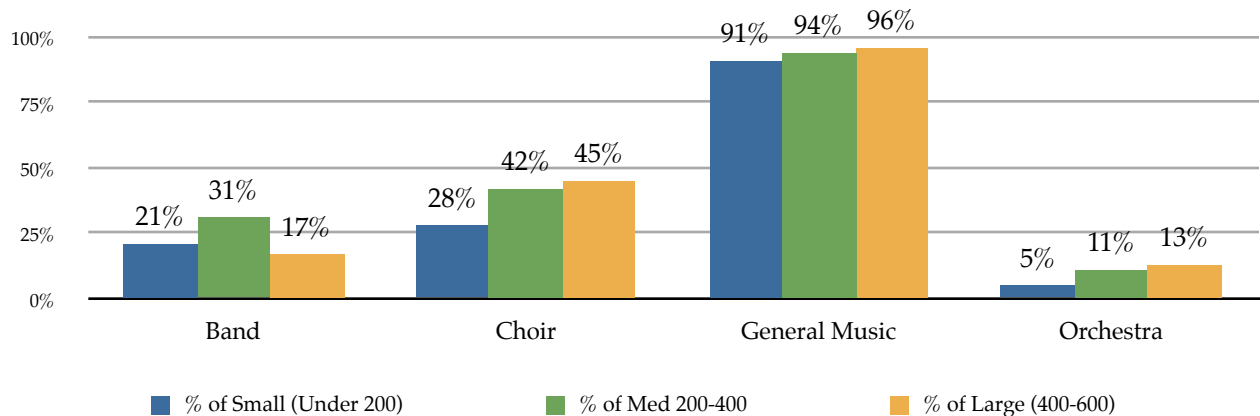
Diversity of Course Offerings

Just under half (48%) of Elementary Schools provide access to only one music course — usually General Music. A third (32%) of Elementary Schools offer two courses — mostly General Music and Choir. Only 16% of Elementary Schools offer three or more courses and only a very few schools offer four.



Impact of School Size

School size at the Elementary level has a moderate impact on the presence of specific music courses. Of the Elementary Schools included in this report, 32% are considered large schools (400-600 enrollment) and 43% are medium (200-400). Only 14% have fewer than 200 students. As expected, there is little difference in General Music access among all schools. Larger schools are much better at providing access to Choir and Orchestra, although the overall access is still low. There is an anomaly in that large schools provide less access to Band programs than both small and medium-sized schools.

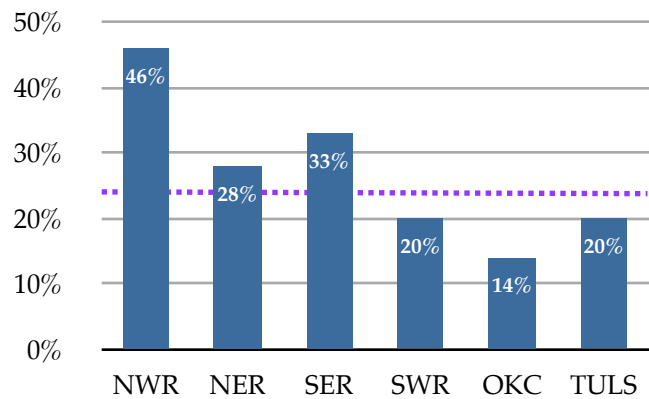


Regional Variance

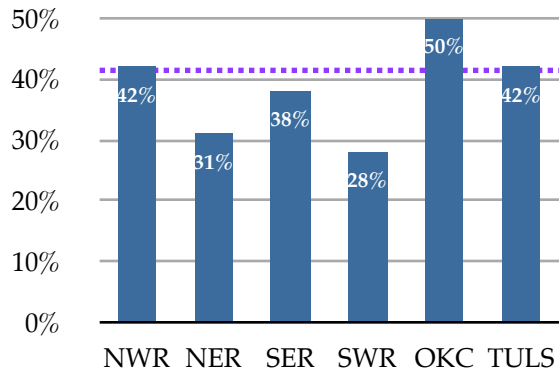
There are six educational regions defined in the state of Oklahoma. While General Music is almost universally available at the Elementary level, there are regional variances in access to other Music courses. These regional differences may be the result of other typical factors such wealth and school size, but may also include other cultural, political and historical factors. Regional impact is difficult to qualify because of the presence of so many factors. The charts below show the regional variances in the availability of Band, Choir and Orchestra programs.

Percentage of Schools with Band

The percentage of schools with Band in the Northwest Region (NWR) is nearly double the state average (46% to 24%) and is 3 times greater than the Oklahoma City Region (OKC) at 14%. The Southeast (SER) and the Northeast Regions (NER) both exceed the state average (33% and 28% respectively), while the Southwest Region (SWR) and the the Tulsa Region (TULS) are just below the state average at 20% each.



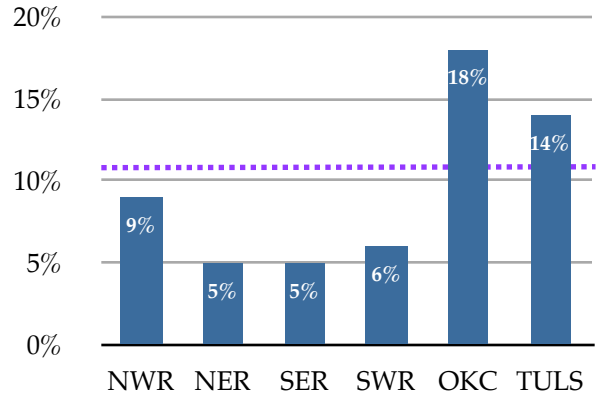
Percentage of Schools with Choir



The statewide average for access to Choir programs is 41%. OKC has the greatest percentage of Elementary Schools reporting Choir programs with 50%. TULS and NWR both exceed the state average by a narrow margin with 42% of Elementary Schools with Choir programs. SER (38%), NER (31%) follow, with SWR as lowest region at 28%.

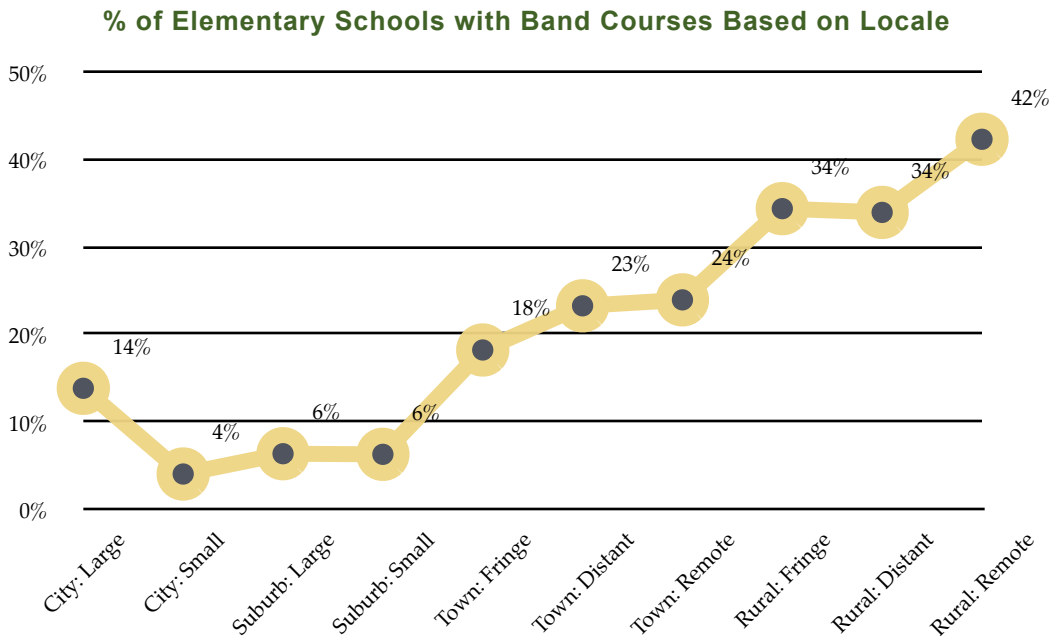
Percentage of Schools with Orchestra

Only 11% of Elementary Schools statewide offer Orchestra. Both OKC and TULS exceed the state average with 18% and 14%, respectively. NWR follows with 9%. SWR (6%), NER (5%), and SER (5%), are less than 50% of the state average. These findings highlight the fact that Orchestra programs are found primarily in the state’s major population centers.



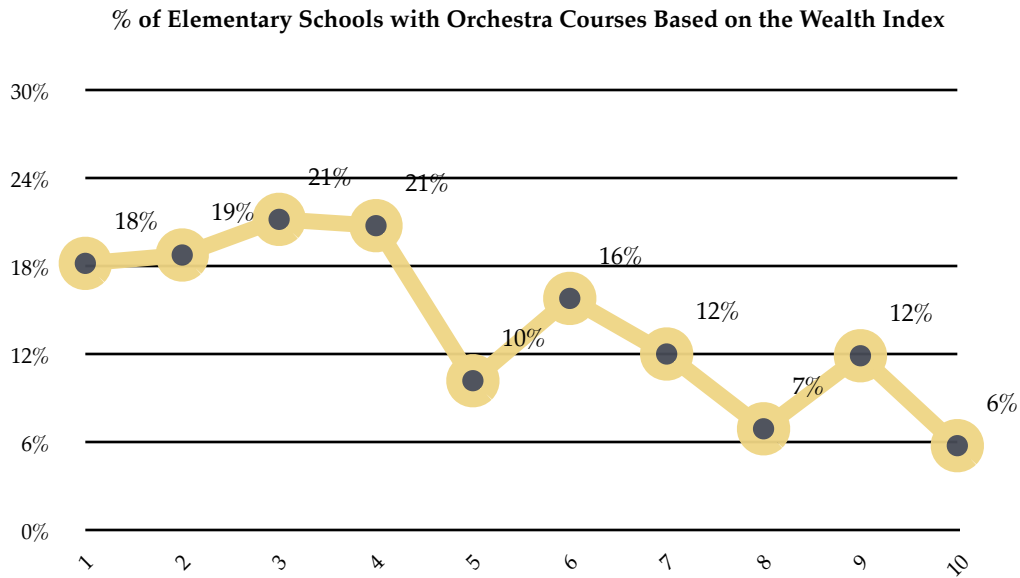
Impact of Locale

There are ten locale “types” defined in Oklahoma, ranging from “City: Large” to “Rural: Remote.” When examining the presence of Band programs in Elementary Schools based on these locales, it’s found that the more rural a community, the more likely that Band will be offered. The most rural grouping of schools (Rural:Remote) has the highest percentage of schools with band at 42%.



Impact of Wealth

Communities in the state are classified by wealth in 10 categories, with Category 1 being the most wealthy. When examining the presence of Music course offerings at the Elementary School level based on the wealth index of a community, there is only one course that shows any correlation to this index: Orchestra. The more affluent a community, the more likely there will be Orchestra courses available.

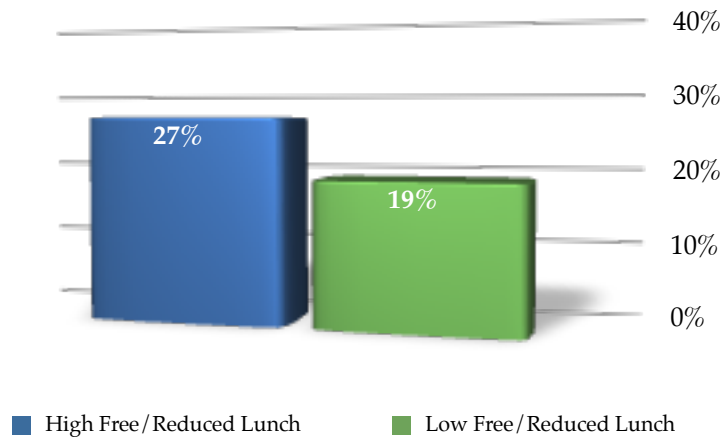


Impact of Free/Reduced Lunch

STATEWIDE: The Oklahoma Department of Education's Office of Accountability employs a "Community Grouping Model" that utilizes a district's Average Daily Membership (ADM) and the percentage of students that are eligible to participate in the federally funded Free and Reduced Payment Lunch Program. Communities with a higher-than-average participation in free/reduced lunch are given a "2" designation (what we will refer to as the negative index). Those with lower-than-average participation are given a "1" designation (what we will refer to as the positive index). The Free and Reduced Payment Lunch Program is based on the income of the student's parents and serves as a good measure of poverty within a district.

When looking at Elementary Schools based on this index, we see no significant impact of the subjects with the exception of Band. In a surprise finding, 27% of the schools with a negative index have Band programs versus 19% for those schools with a positive index. The state average is 24%.

% of Elementary Schools Offering Band



MAJOR REGIONS: There are wide regional differences in Music course offerings when the District Community Group Index is applied. In the NER, 13% of schools with a positive index report Orchestra courses compared to just 1% for those with a negative index. Band programs are present in 21% of the positive index schools and in 31% for negative index schools. In the SER, none of the positive index schools report Choir while 42% of the negative index schools do. In TULS the only 5% of the positive index schools report Orchestra while 21% of the negative index schools do.

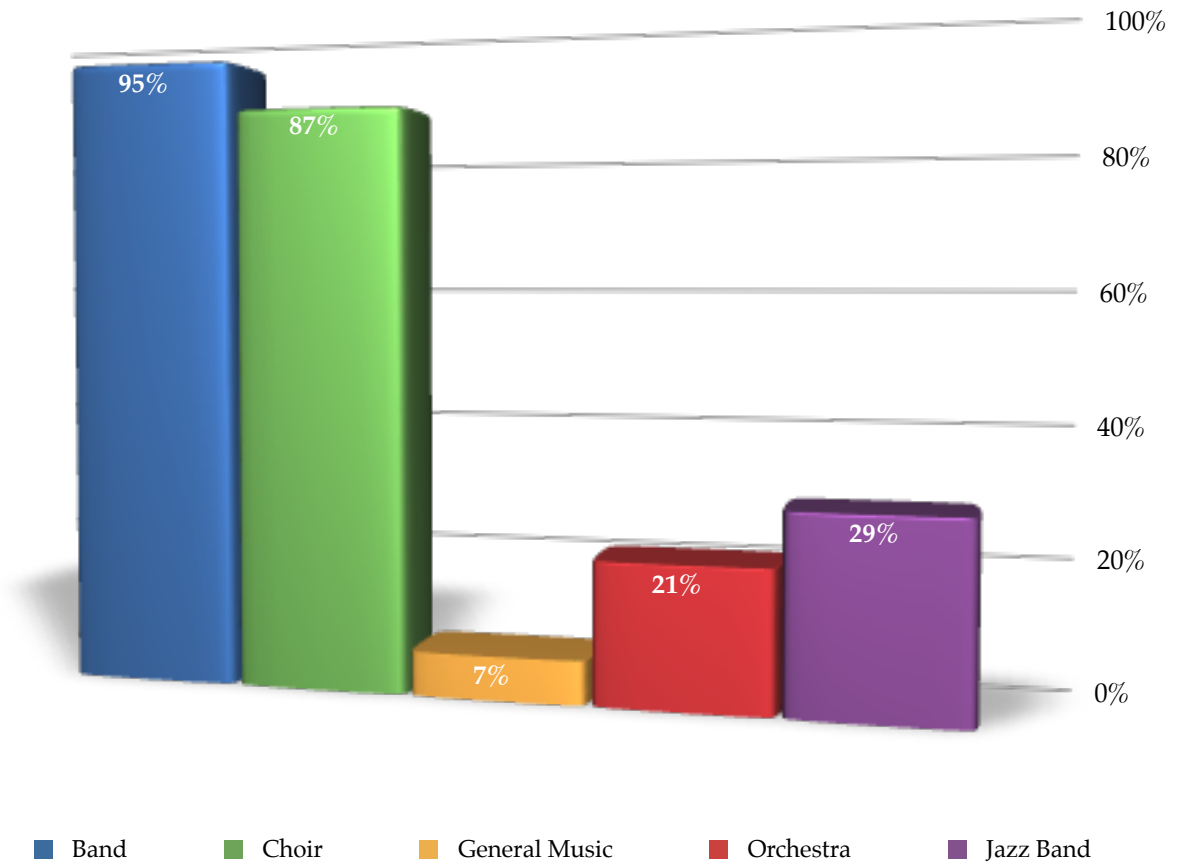
Music in Middle Schools

Most Middle Schools in Oklahoma provide access to multiple course offerings in Music. In contrast to Elementary Schools, 95% of Middle Schools offer Band, 87% offer Choir, 29% offer Jazz Band and 21% offer Orchestra. General Music, the primary offering in Elementary Schools, drops to just 7%.

Percentage of Middle Schools Offering Music Education Courses

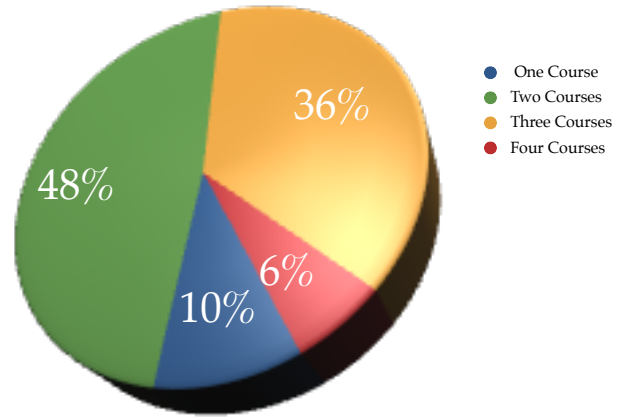
(percent of schools offerings course)

n = 245



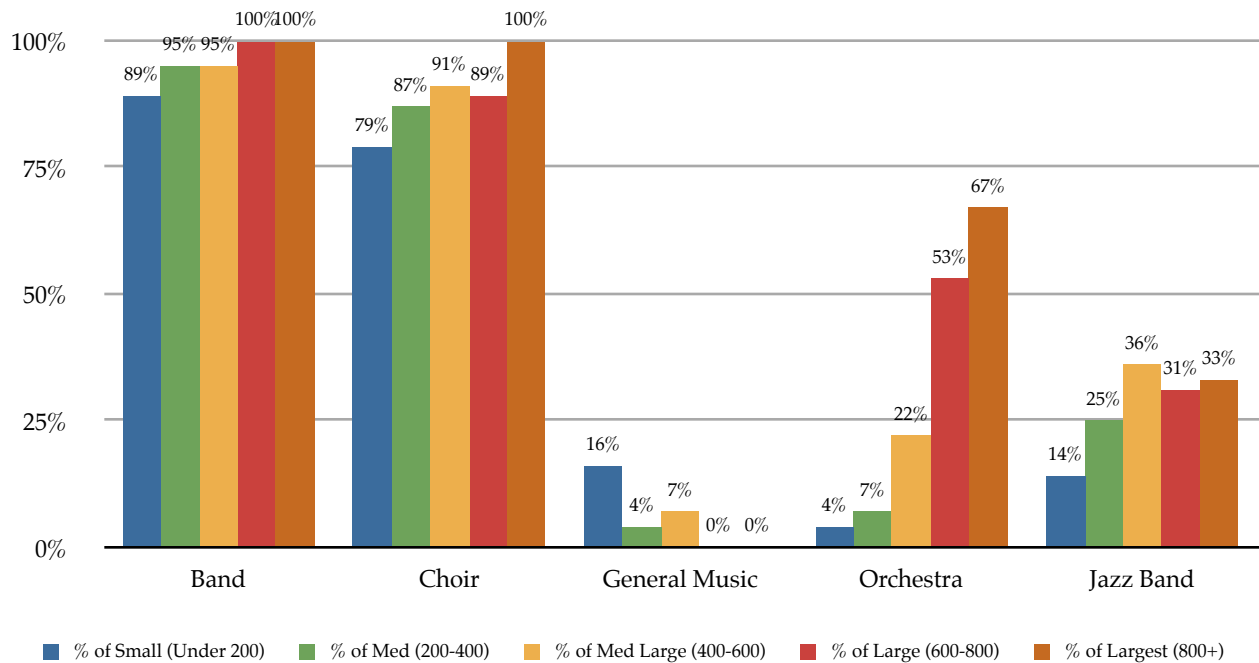
Diversity of Course Offerings

90% of Middle Schools provide access to two or more course offerings (41% offering Band and Choir) and 42% of Middle Schools offer three or more courses reaching more than 55% of the Middle School student population.



Impact of School Size

Middle School size has an impact on the presence of specific Music courses. Of the Middle Schools included in this report, 22% are small, with fewer than 200 students; 33% are considered medium (200-400 enrollment); 18% are medium large schools (400-600); 15% are large (600-800) and 11% are very large (800+). Orchestra and Jazz Band courses have the greatest increases as the school size increases while General Music courses decline.

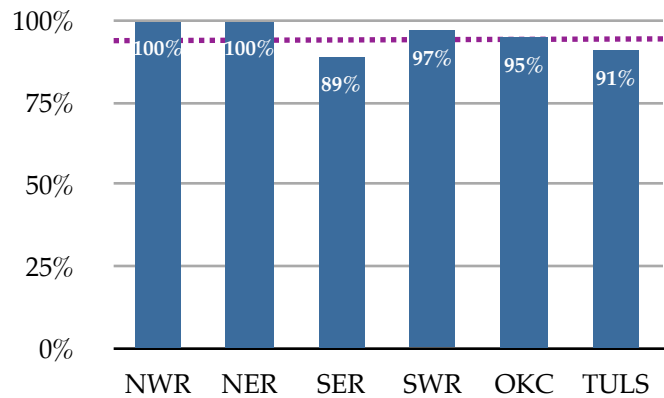


Regional Variance

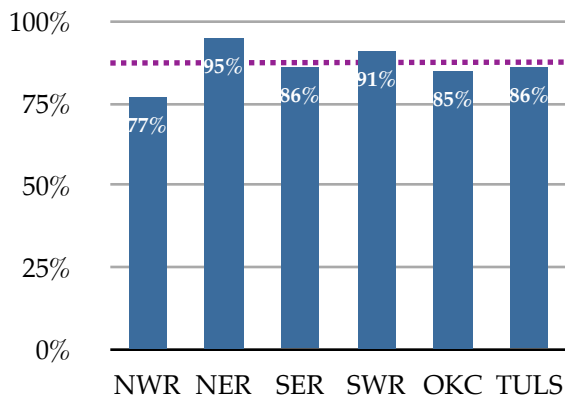
Variations are seen when viewing course offerings based on regions of the state. Because there is high access to both Band and Choir courses in Middle Schools across the state, there are only minor variations in these courses between the regions. There are pronounced differences in the other courses.

Percentage of Schools with Band

With 95% of Middle Schools reporting Band programs, the difference between regions are small. The percentage of schools in the Northwest Region (NWR) and the Northeast Region (NER) report 100% of Middle Schools with Band. The Southwest Region (SWR) and the Oklahoma City Region (OKC) exceed the state average of 95% (97% and 95% respectively). The Southeast Region (SER) and the Tulsa Region (TULS) are both below the state average (89% and 91% respectively).



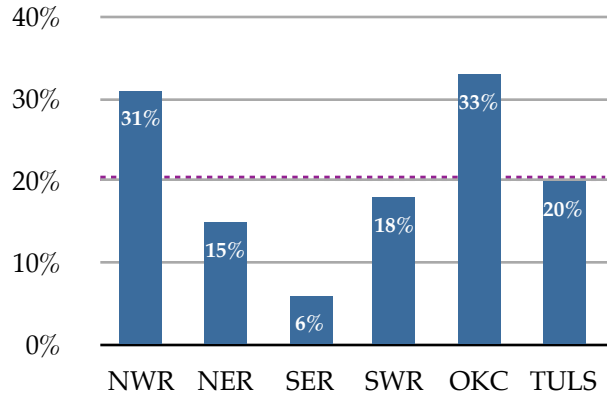
Percentage of Schools with Choir



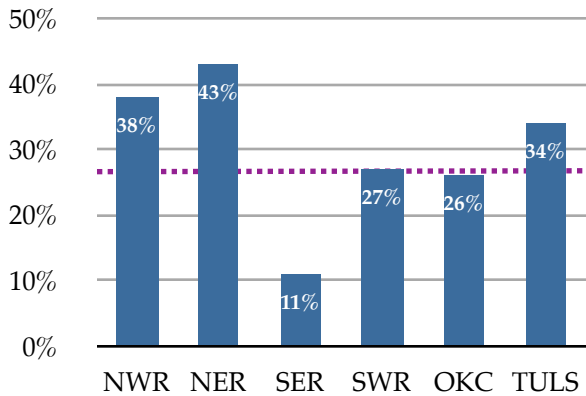
The NER has the greatest percentage of schools with 95% of Middle Schools reporting Choir programs. SWR exceeds the state average of 87% with 91%. TULS (86%), SER (86%) and OKC (85%) are just below the state average. NWR is lowest at 77%.

Percentage of Schools with Orchestra

Because of the influence of both wealth and locale, regional disparities exist for Orchestra programs. Both OKC (33%) and NWR (31%) significantly exceed the state average of schools with Orchestra. TULS (20%) SWR (18%), NER (15%), are below the state average with SER reporting just 6% of middle schools with Orchestra programs.



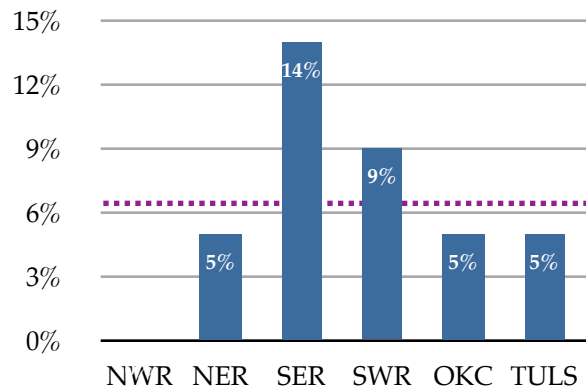
Percentage of Schools with Jazz Band



Similar regional disparities also appear when we explore Jazz Band program availability. The NER (43%), NWR (38%) and TULS (34%) exceed the state average of 29%. The SWR (27%) and OKC (26%) are near the state average. The SER lags at 11%.

Percentage of Schools with General Music

Regional disparities appear in General Music. The SER, which is below the state average in every other category, has the highest average for General Music at 14% — more than twice the state average of 7%. The only other region to exceed the state average is SWR at 9%. TULS, NER, and OKC all are at 5%. There are no General Music programs reported for the NWR.

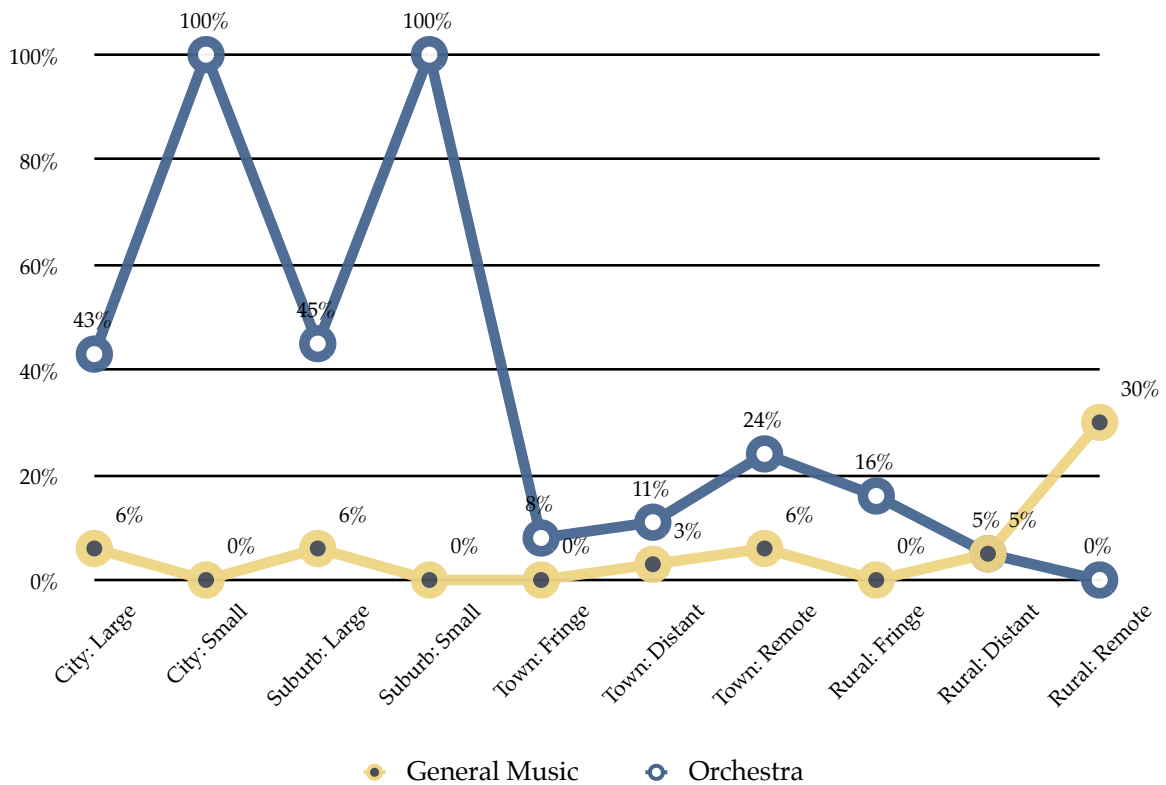


Marching Band programs begin to appear at the Middle School level. 70% of the NER and 62% of NWR report marching band programs in Middle Schools.

Impact of Locale

Choir and Band are nearly universally available at the Middle School level. As a result, the Locale of a school has no meaningful impact on the presence of these programs. For General Music the story is very different. While the state average for General Music in Middle Schools is 7%, the average for the most rural schools in the state is 30%. For Orchestra the converse is true. Schools in the more urban areas have a higher percentage of Orchestra programs than schools in the most rural areas (43% to 0%). The state average for Orchestra in Middle Schools is 21%

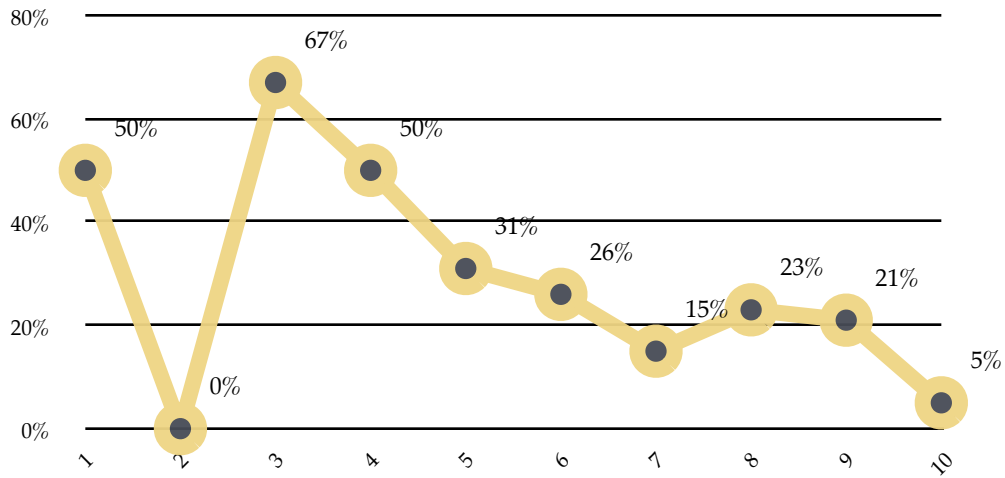
Availability of General Music and Orchestra by Locale



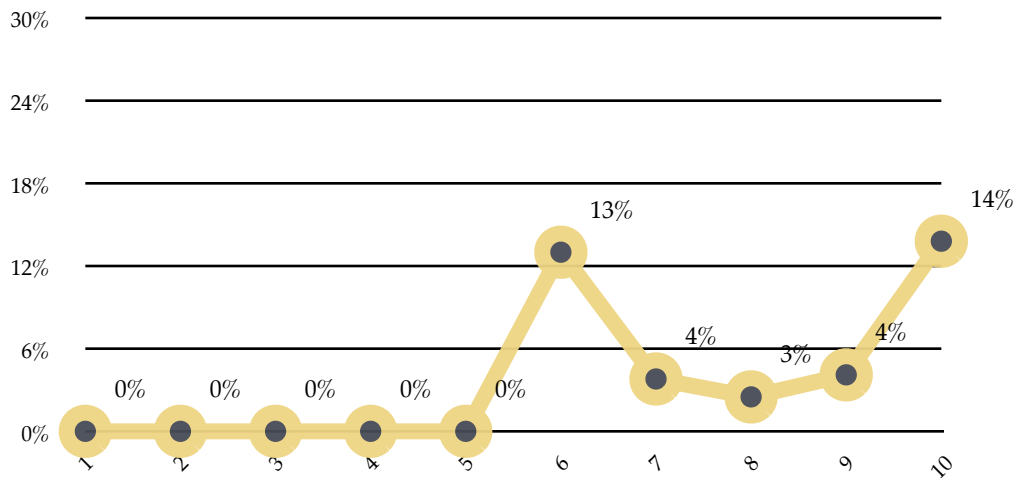
Impact of Wealth

Communities in the state are classified by wealth in 10 categories, with Category 1 being the most wealthy. General Music and Orchestra are the only courses influenced by the wealth index in Middle Schools. The more affluent the community, the more likely Orchestra courses will be available. For General Music, the less affluent the community, the more likely this course will be offered.

Availability of Orchestra based on Wealth Index



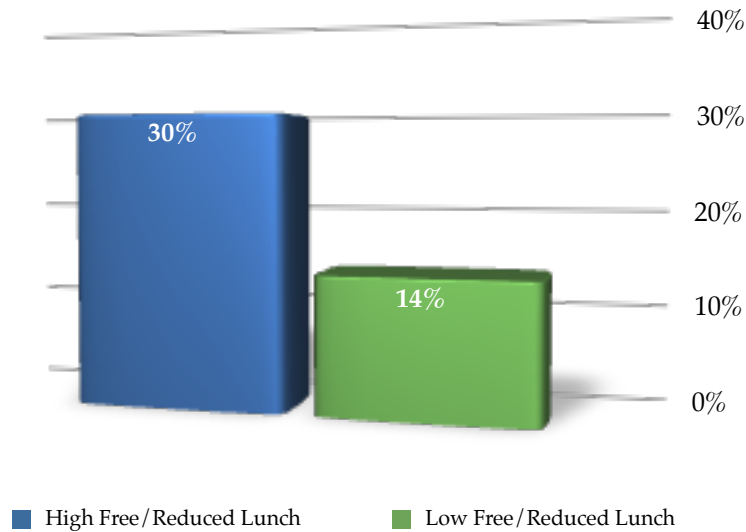
Availability of General Music based on Wealth Index



Impact of Free/Reduced Lunch

STATEWIDE: When looking at the Free/Reduced Lunch Index for Middle Schools at the state level the major variance appears for Orchestra. Schools with a negative index have a higher percentage of Orchestra programs (30%) than those schools with a positive index (14%).

% of Middle Schools Offering Orchestra



MAJOR REGIONS: Contrary to the statewide finding, 38% of schools in NER with a positive index have Orchestra programs while 0% of the schools with a negative index report courses. No positive index schools report General Music. 8% report General Music in the negative index group. In the NWR no positive index schools report Orchestra while 50% of the negative index schools do. In OKC, no positive index schools report General Music while 13% of the negative index schools do. In SER, no positive index schools report General Music while 16% of negative index do. In the SWR, 24% of positive index schools have Orchestra compared to 13% for negative index schools. In contrast, only 6% of positive index schools report General Music as compared to 13% for the negative index schools.

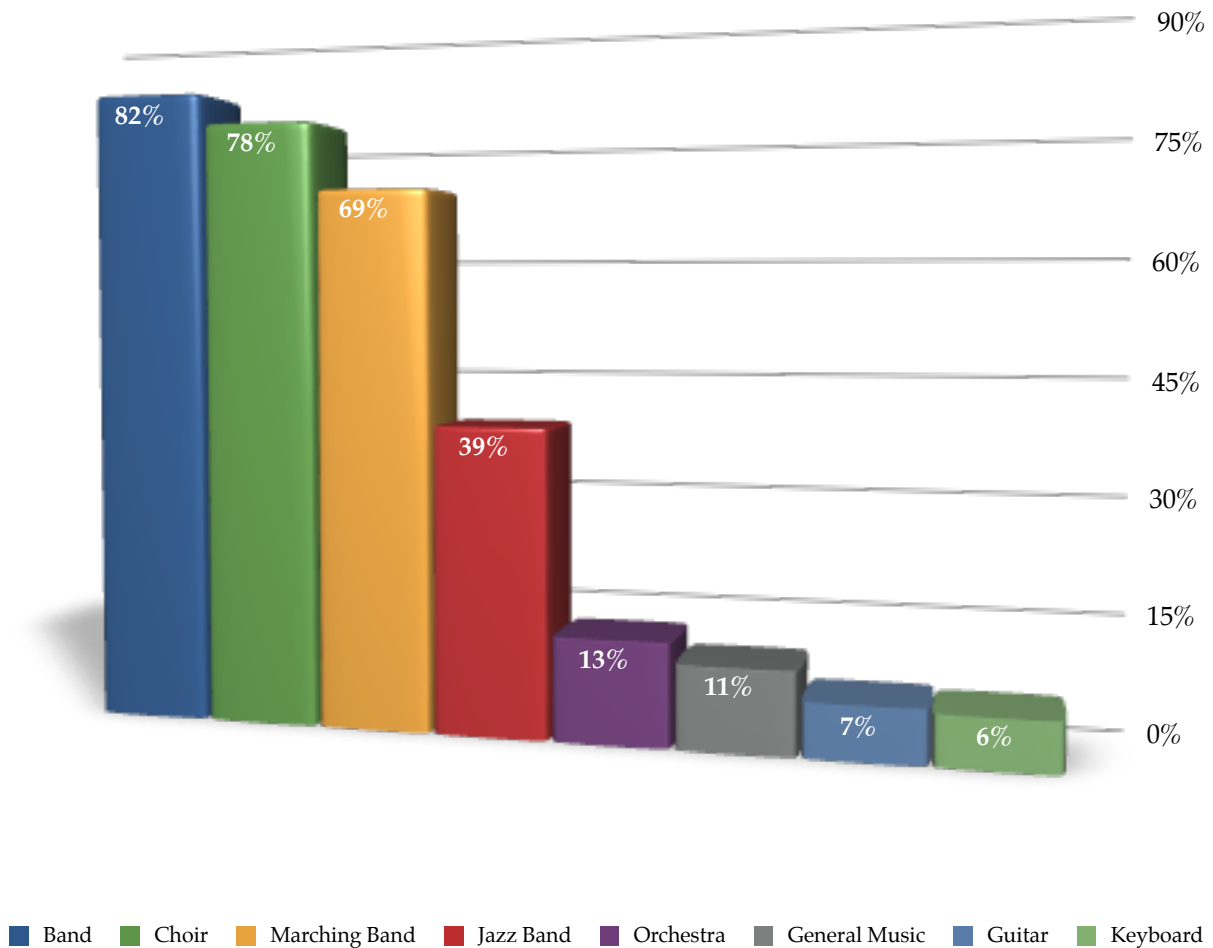
Music in High Schools

Most High Schools in the state provide access to multiple course offerings in Music, although the percentages tend to be lower than for Middle Schools. In contrast to Middle Schools, 82% of High Schools offer Band, 78% offer Choir, 69% offer Marching Band, 39% offer Jazz Band and 13% offer Orchestra. General Music is available in only 10% of the schools. Guitar (7%) and Keyboard (6%) become available at the High School level.

Percentage of High Schools Offering Music Education Courses

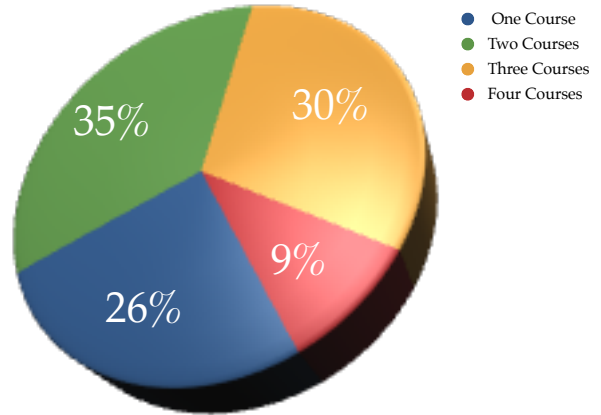
(percent of schools offerings course)

n = 382



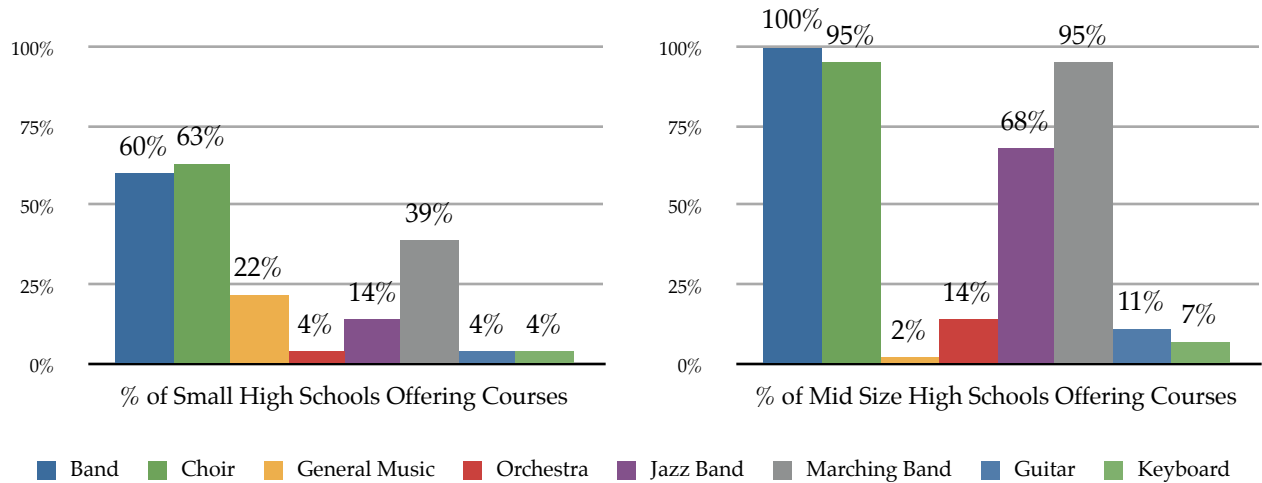
Diversity of Course Offerings

74% of High Schools provide access to two or more course offerings (26% offering only Band and Choir) and 39% of High Schools offer three or more courses reaching more than 57% of the student population. Marching band is not included in these numbers since it is largely an after school activity.



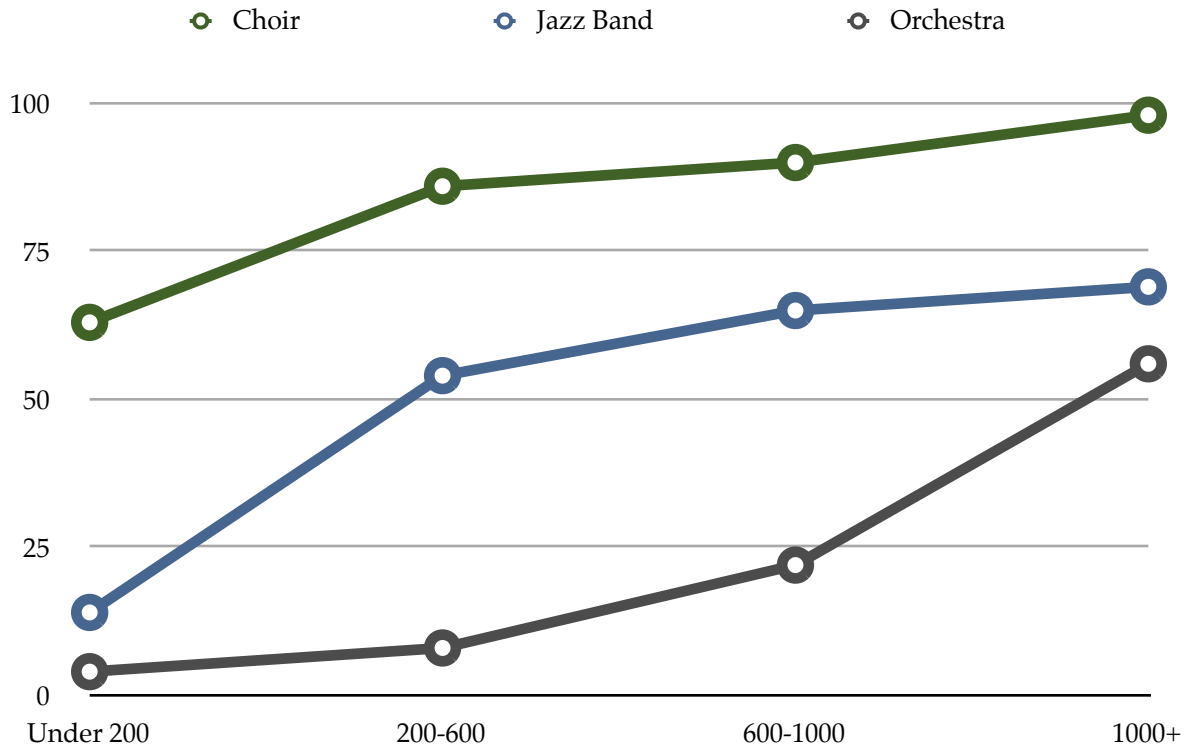
Impact of School Size

School size is a significant factor on the presence of various Music courses. This is largely due to the fact that 43% (166) of the schools included in this report have LESS than 200 students enrolled and are located in the most remote parts of the state. Below is a comparison of the percentage of schools offering courses for schools with student enrollment of 200 students or less versus schools with student enrollments between 400 and 600 students.



There are significant increases in the availability of all courses as school size grows with the exception of General Music, which drops dramatically. There is a direct relationship between the presence of Choir, Orchestra, and Jazz Band programs and higher enrollment levels.

By grouping schools into four enrollment categories —under 200 students, 200-600 students, 600-1000 students and 1000+ students — the trend described above becomes clear:



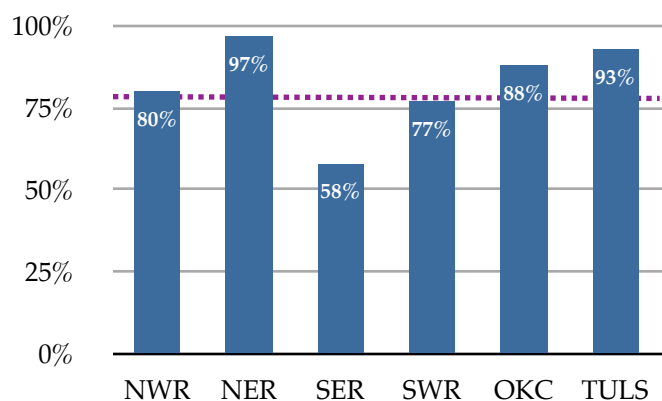
The influence of school enrollment on course offerings at the High School level is a significant finding.

Regional Variance

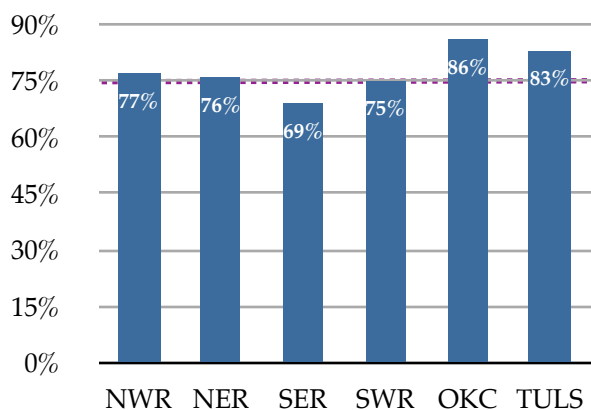
Regional differences exist at the High School level. Unlike the Elementary or Middle School Level, no course exceeds 90% of the state average. Because there is no universally available course at the High School level we see regional variances for all courses.

Percentage of Schools with Band

Statewide, 81% of High Schools report Band programs. Continuing its high Band participation, the NER reports 97% of High Schools with Band. The TULS and OKC regions exceed the state average with 93% and 88% respectively. The NWR and SWR regions are below the state average at 80% and 77% respectively. The SER is significantly lower at only 58%.



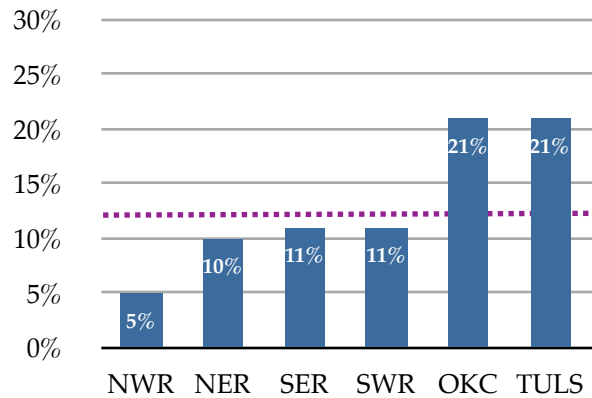
Percentage of Schools with Choir



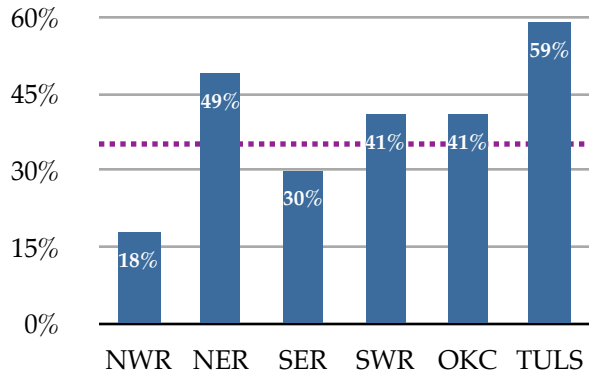
The OKC region has the greatest percentage of High Schools reporting choir programs at 86%, followed by TULS at 83%. All other regions were below the state average of 78%, with NWR at 77%, NER at 76%, SWR at 75% and SER at 69%.

Percentage of Schools with Orchestra

Regional disparities for Orchestra programs are pronounced. Both OKC and TULS, with 21% of schools with Orchestra courses, significantly exceed the state average of 13%. OKC and TULS are nearly double any other region and four times greater than the NWR. SWR (11%), SER (11%), NER (10%) and NWR (5%) are all below the state average.



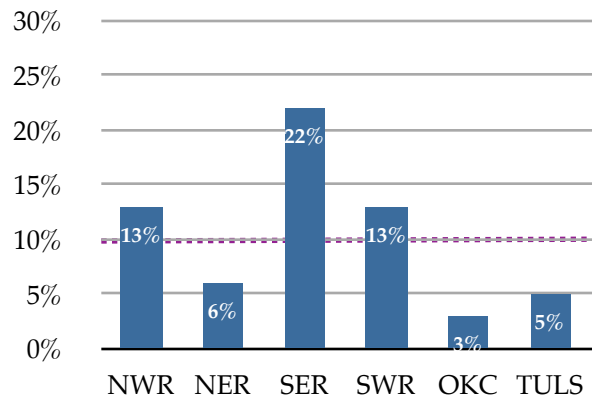
Percentage of Schools with Jazz Band



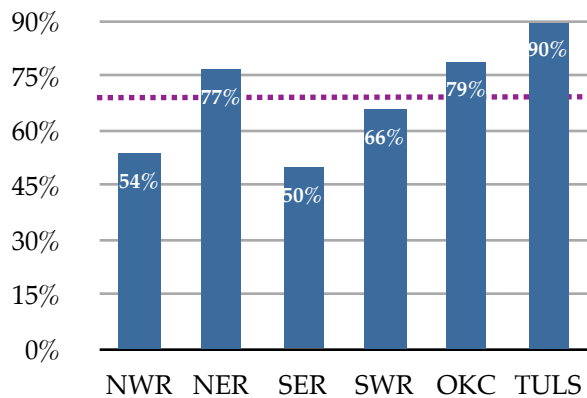
Regional disparities for Jazz Band as a course offering exists. TULS (59%) and NER (49%) significantly exceed the state average of 39%. SWR (41%) and OKC (41%) are near the state average. SER (30%) lags and NWR (18%) is significantly below the state average.

Percentage of Schools with General Music

The SER, which is below the state average in most other categories, has the highest average for General Music at 22%. This is twice the state average of 11%. The only other regions to exceed the state average are SWR and NWR at 13% each. NER (6%), TULS (5%) and OKC (3%) are below the state average.



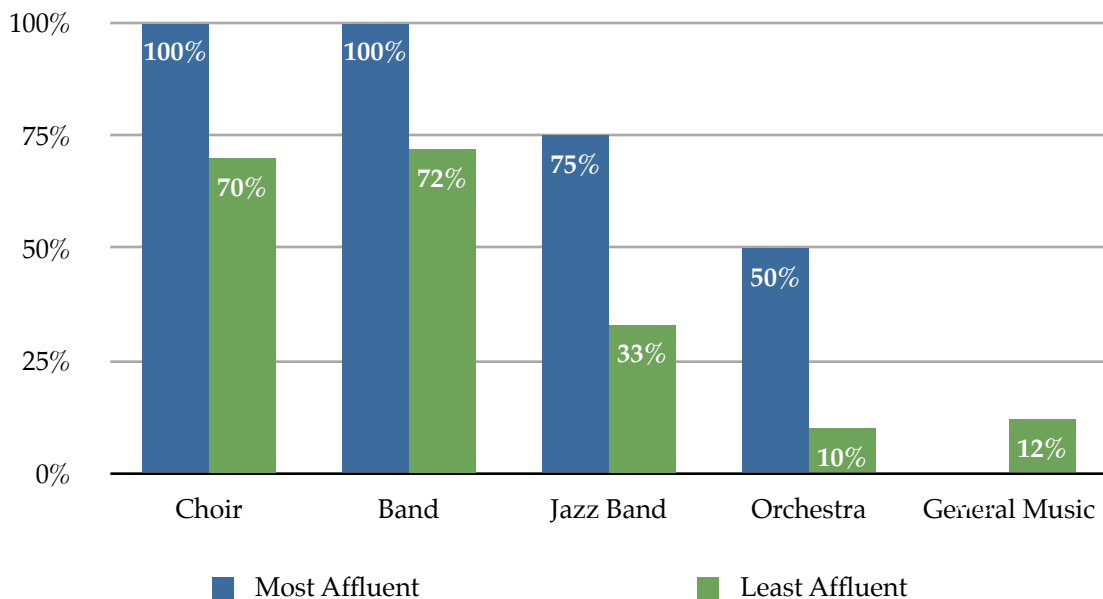
Percentage of Schools with Marching Band



Marching Band programs, which begin to appear in Middle Schools, are widely available in High School. In the TULS region, 90% of High Schools have Marching Band programs. OKC (79%) and NER (77%) follow and exceed the state average of 69%. SWR (66%), NWR (54%) and SER (50%) are all below state average.

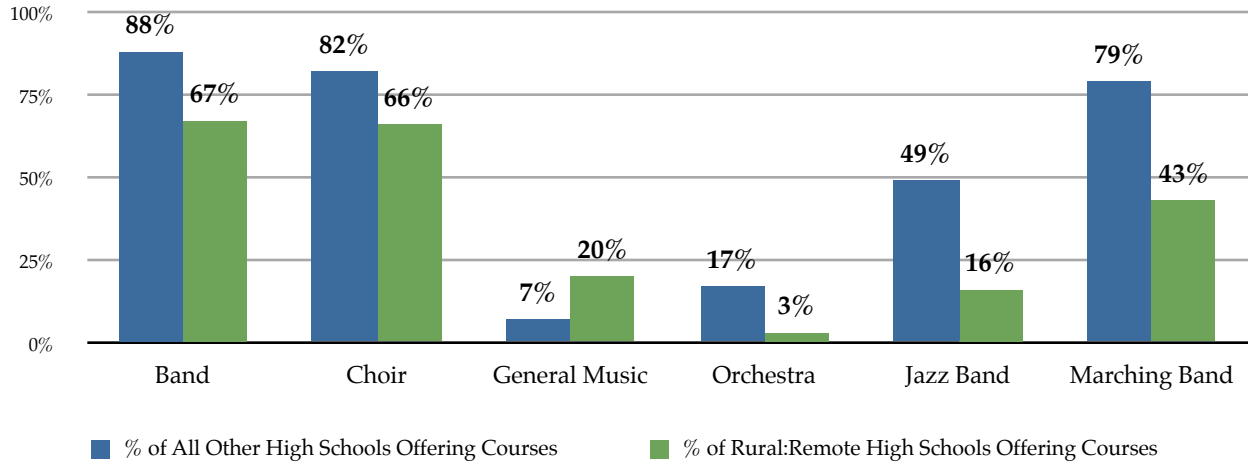
Impact of Wealth

High Schools are the only schools that show any broad correlation between affluence and access to course offerings. This is a key finding. The variety of courses available at the High School level is significantly influenced by wealth index. Affluent schools are more likely to provide a wider variety of courses. Band, Choir and Orchestra programs are seen with greater frequency in more affluent areas and occur less frequently in less affluent communities. Conversely, the availability of General Music increases as the affluence of a community decreases.

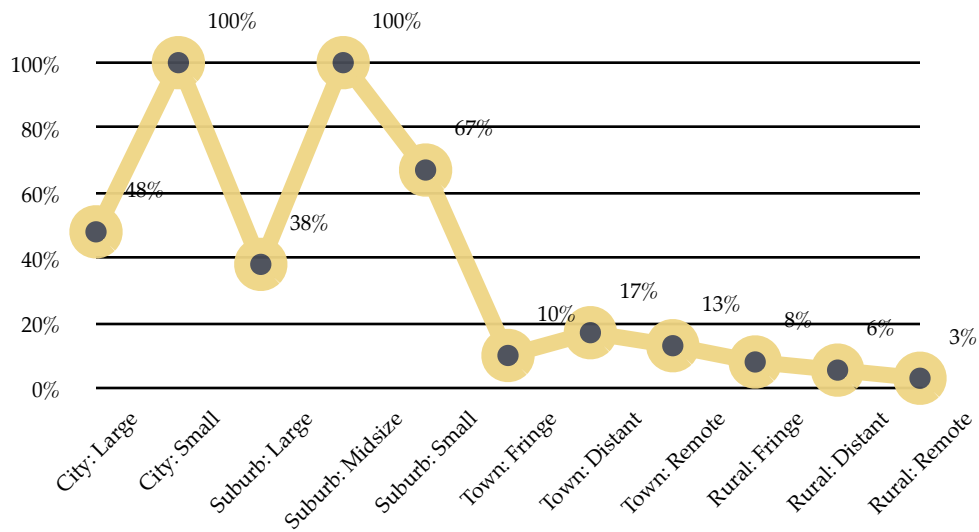


Impact of Locale

The Rural: Remote Locale — which is comprised of schools in the most rural part of the state and accounts for nearly 1/3 of all public high schools — **falls below the state averages in every course category** with the exception of General Music. The majority of Rural: Remote High Schools have enrollments of less than 200 students. The impact of school size with the availability of offerings for rural High Schools is a significant finding.



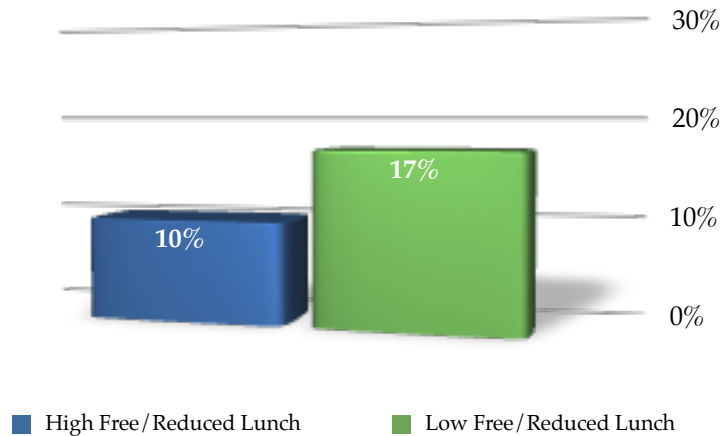
Other than the finding regarding the Rural: Remote Locale discussed above, Locale has limited impact on specific course offerings at the High School level. As with Middle Schools, only Orchestra programs show a relationship between locale and the presence of courses.



Impact of Free/Reduced Lunch

STATEWIDE: A higher percentage of schools with a positive index (fewer students receiving free and reduced lunch) offer courses than those that have a negative index. The course that appears to be most impacted by this is Orchestra, with 17% of schools with a positive index offering Orchestra compared to 10% for schools with a negative index.

% of High Schools Offering Orchestra



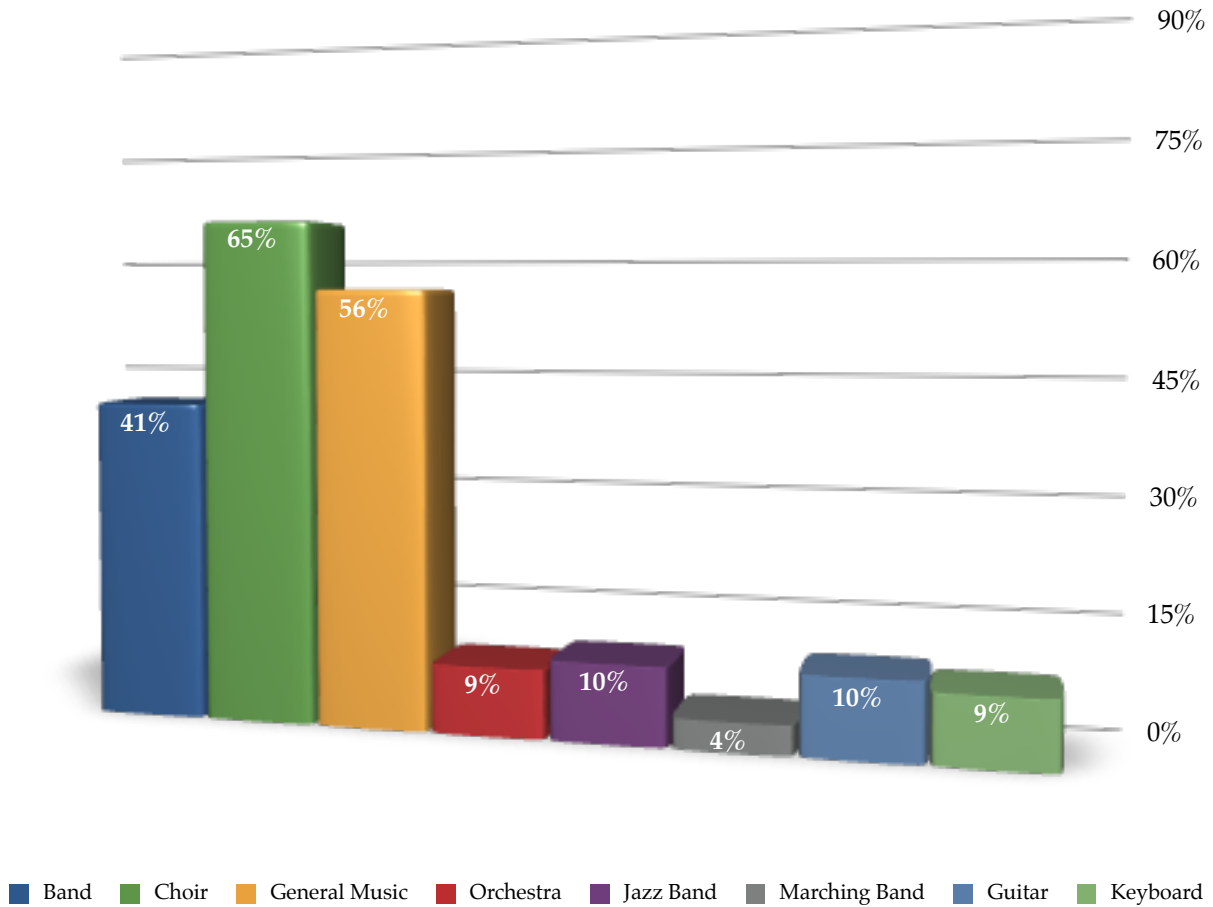
REGIONS: In the NER only 2% of High Schools with a negative index have Orchestra programs versus 29% for positive index schools. In OKC region the variances in the negative vs. positive index are: Band (79% vs. 95%), Orchestra (17% vs. 24%), Jazz (31% vs. 49%) and Marching Band (66% vs. 89%). In the SER region the variances in the negative vs. positive index are: Band (55% vs. 86%), Choir (72% vs. 43%), Orchestra (12% vs. 0%) and Marching Band (48% vs. 71%). In the SWR region the variances in the negative vs. positive index are: Choir (67% vs. 88%), Orchestra (8% vs. 16%) and Jazz Band (36% vs. 48%). There were no significant variances between course offerings at the High School level in the TULS and NWR regions based on this index.

Music in Private Schools

Most Private Schools in the state provide access to multiple course offerings in Music — although the percentages tend to be lower than for Public Schools. Among Private Schools, 41% offer Band (Public = 51%), 65% offer Choir (Public = 58%), 56% offer General Music (Public = 57%) and 10% offer Jazz Band (Public = 16%). Orchestra is available in only 9% of the schools (Public = 13%).

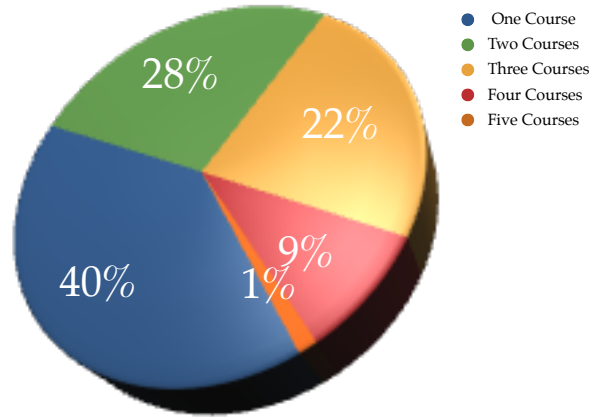
Percentage of Private Schools Offering Music Education Courses
(percent of schools offerings course)

n = 80



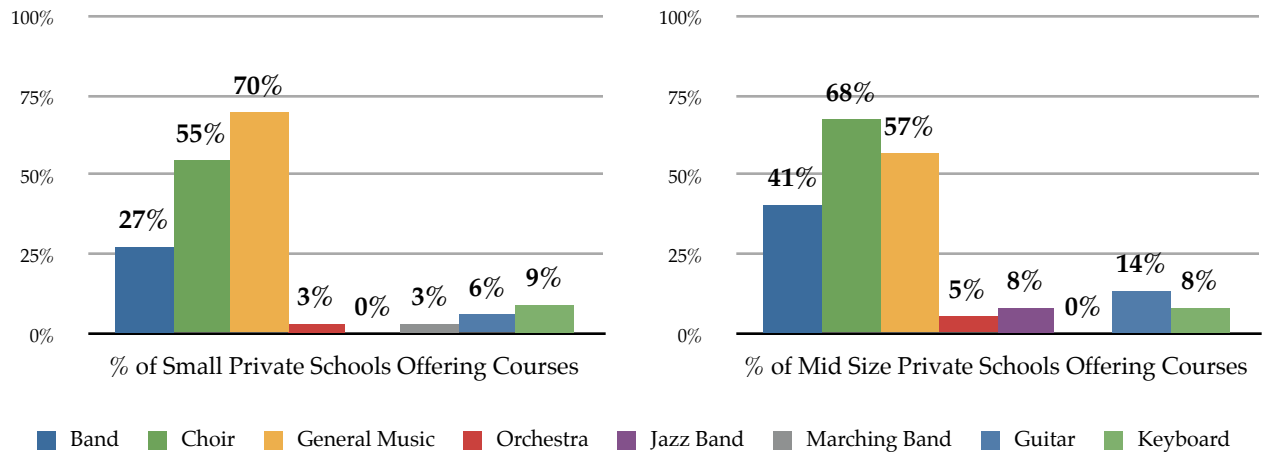
Diversity of Course Offerings

Two-thirds (68%) of Private Schools provide access to only one or two course offerings (35% offering only Band and Choir) and 33% of Private Schools offer three or more courses reaching more than 48% of the student population.



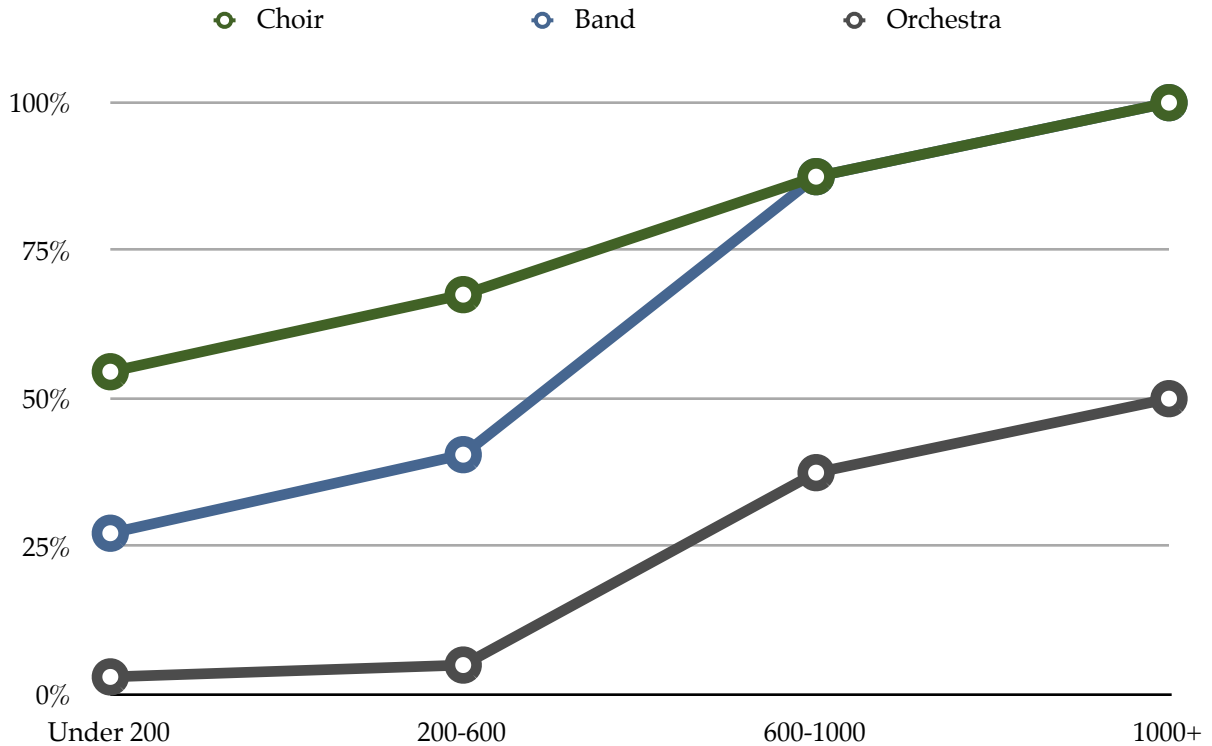
Impact of School Size

School size is a significant factor in the presence of Music courses at the Private School level. Of the 80 Private Schools included in this report, 41% (33 schools) have LESS than 200 students enrolled. Below is a comparison of the percentage of schools offering courses for schools with student enrollment of 200 students or less versus schools with student enrollments between 200 and 600 students.



As noted with Public High Schools, the availability of all courses increases with school size, with the exception of General Music, which drops dramatically. There is a direct relationship between higher school enrollment and the presence of Band, Choir and Orchestra in Private Schools.

By grouping schools into four enrollment categories, Under 200 students, 200-600 students, 600-1000 students and 1000+ students, the trend described above becomes very clear:



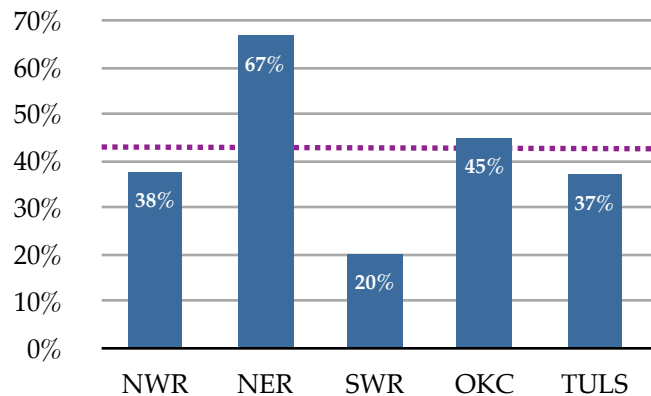
The influence of school enrollment on course offerings at the Private School level is a significant finding.

Impact of Region

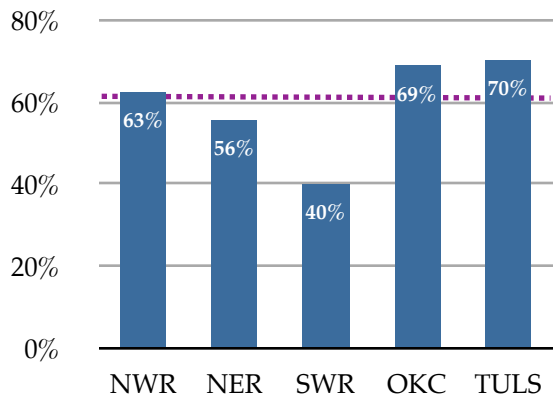
Regional differences exist at the Private School level. However, it is important to keep in mind that the Oklahoma City and Tulsa Regions account for 37% and 34% of all Private Schools respectively and 39% and 46% of Private School enrollment. The Southeast Region has only one Private School in this report and has been omitted from this section of the analysis.

Percentage of Schools with Band

In total, 41% of Private Schools report Band programs. The Northeast Region (NER) reports 67% of Private Schools with Band. The Oklahoma City Region (OKC) exceeds the state average with 45%. The Northwest (NWR) and the Tulsa (TULS) regions were below the state average at 38% and 37% respectively. The Southwest Region (SWR) was significantly lower at only 20%.



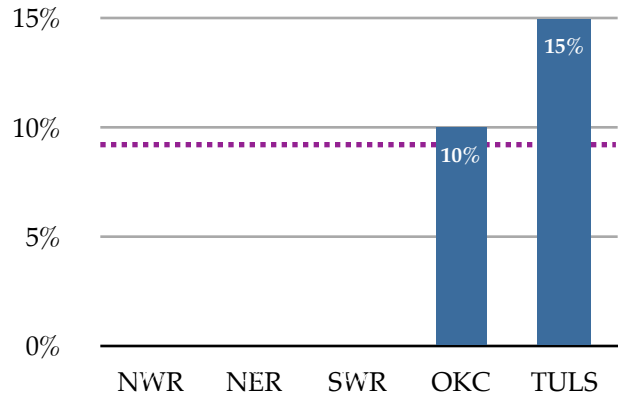
Percentage of Schools with Choir



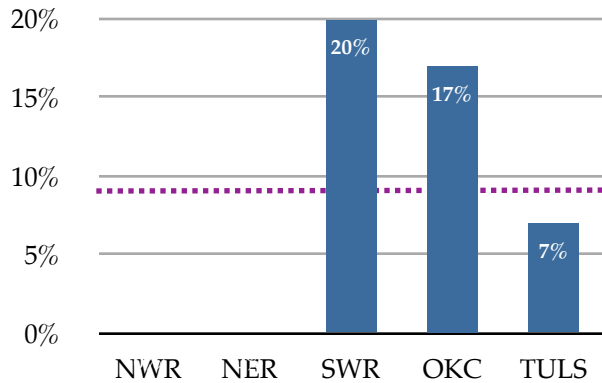
The TULS region has the greatest percentage of Private Schools reporting choir programs at 70% followed by OKC at 69%. NWR at 63% and NER at 56% were near the state average of 65%. Only SWR was significantly below the state average at 40%.

Percentage of Schools with Orchestra

Regional disparities for Orchestra programs are pronounced. Both TULS and OKC, with 15% and 10% of schools with Orchestra courses respectively, exceed the state average of 9%. No other region reported Orchestra.



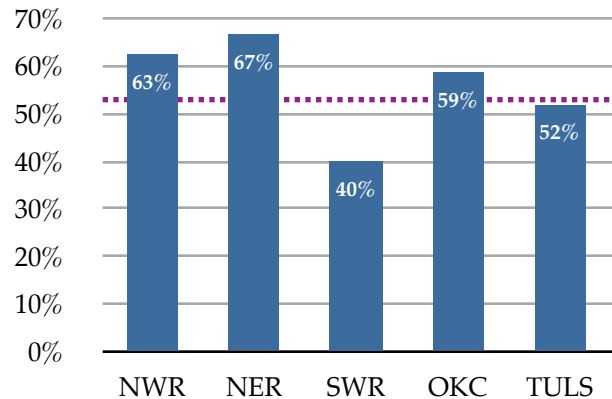
Percentage of Schools with Jazz Band



Regional disparities also appear when we look at Jazz Band as a course offering. The SWR (20%) and OKC regions (17%) significantly exceed the state average of 10%. The TULS region (7%) lags and both the NWR and NER regions report no Jazz Band Programs in Private Schools.

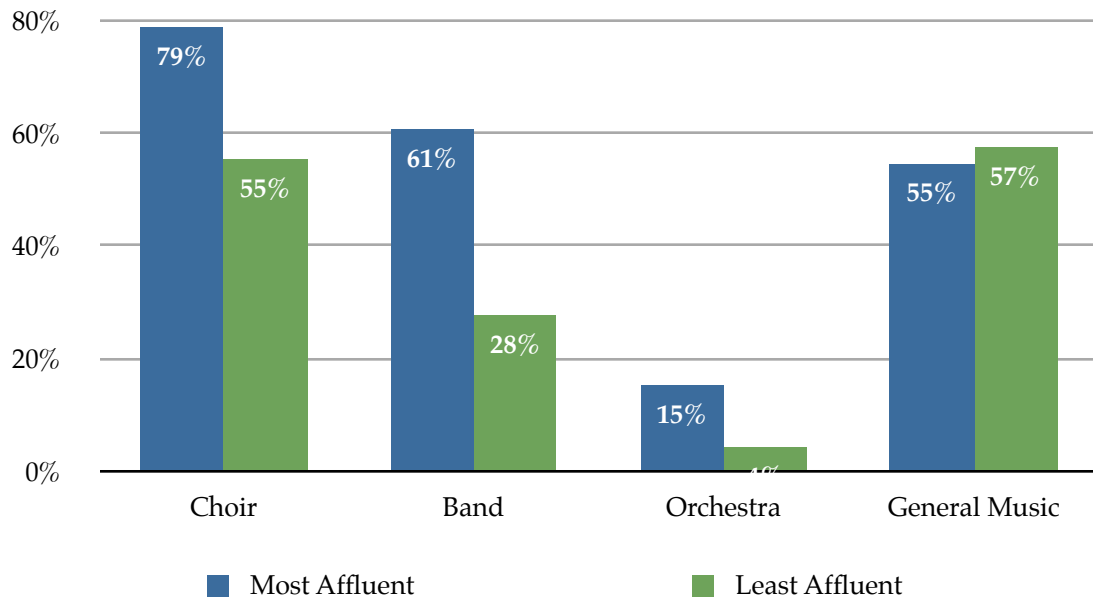
Percentage of Schools with General Music

General Music is fairly common across all regions. The NER and NWR regions, which were below the state average in most other categories, have the highest average for General Music at 67% and 63% respectively. The only other region to exceed the state average of 56% is OKC at 59%. The TULS (52%) and SWR regions (40%) are below the state average.



Impact of Wealth

The impact of wealth on the presence of Music courses at the Private School level is significant. The more affluent schools are more likely to provide a wider variety of courses. Band, Choir and Orchestra programs are seen with greater frequency in more affluent areas. General Music increases slightly in availability as the affluence of a community decreases. Private Schools show a broad correlation between affluence and access to course offerings. This is a key finding.



Impact of Locale

Unlike the other school categories examined in this report there is no correlation between the locale of a Private School and any of these course offerings.

Recommendations

- 1. Ongoing Accountability:** It is our recommendation that the state of Oklahoma and its partners in the educational and nonprofit sectors should establish an ongoing quantitative process to thoroughly understand the provision of Music experiences and opportunities in the educational system as a component of a quality education for every Oklahoma student. An ongoing accountability program examining the provision of music courses will lead to increased access and availability to more students.
- 2. Statewide Arts Education Census:** It is our recommendation that a partnership be created between the State Arts Council, Department of Education, Oklahoma Creativity Project and arts education associations to conduct a complete census of all arts education programs at the individual school level to determine more specific course information, student enrollments, time of instruction, district funding, PTO funding and engagement with community arts resources. It is only through a building-level assessment of all courses and student participation that the true picture of access and equity to music, and all of the arts, may be determined.
- 3. Elementary Instrumental Programs:** It is our recommendation that the state of Oklahoma encourage Instrumental Music courses in Elementary Schools. Studies have shown when Instrumental Music is introduced at the Elementary level, more students will stay involved with these programs throughout their scholastic years.
- 4. State Policies:** It is our recommendation that a thorough review of state policies be conducted to determine what changes may be needed to increase the level of access to Music programs and to the diversity of course offerings.
- 5. Investigate Instructional Alternatives:** It is our recommendation that new ways be explored to deliver a diversity of Music courses to schools serving smaller student populations. The large number of small High Schools creates challenges for providing access to, and diversity of, Music course offerings. One potential option is to use emerging technologies to increase student access to music programs while ensuring that appropriate educational outcomes are maintained.

Appendix 1: Oklahoma Music Education Requirements

State Education Code

Music education is mandated by Oklahoma’s Education Code. Title 70 O.S. § 11-103.6 states “All students shall gain literacy at the elementary and secondary levels through a core curriculum. Students must develop skills in reading, writing, speaking, computing and critical thinking. They also must learn about cultures and environments - their own and those of others with whom they share the earth. Students, therefore, must study social studies, literature, languages, the arts, mathematics and science. College Preparatory /Work Ready Curriculum for High School Graduation, beginning with students entering the ninth grade in 2006-2007: One unit or set of competencies of fine arts, such as music, art, or drama, or one unit of speech. Students not enrolled in the College Preparatory /Work Ready Curriculum or students who entered the ninth grade prior to the 2006-2007 school year must take 2 units or sets of competencies in The Arts, which may include, but are not limited to, courses in Visual Arts and General Music.”

Priority Academic Student Skills (PASS) in The Arts

Since 1990, The Arts have been part of the core curriculum in Oklahoma. The *Priority Academic Student Skills (PASS) in The Arts* is a basic curriculum framework established to document expectations for students in Music and Visual Arts. Music objectives are grouped into the following four standards: Language of Music, Music History and Culture, Music Expression and Music Appreciation. *PASS* expectations have been created for each grade based on these four standards. The complete *PASS* document on the Oklahoma State Department of Education Web site: www.sde.state.ok.us.

Arts Education Assessment Requirements

Oklahoma is one of the only states to have a state-mandated assessment for arts education. Oklahoma State Code 70 O.S.§1210.508 states “Beginning with the 2004-2005 school year, each school district shall administer to each student in the school district in grades three through eight an assessment designed to assess the student in the fine arts area in which the student has received instruction.”

Appendix 2: Course Descriptions for Music Education

Choir: A large vocal ensemble; may be made up of either selected or non-selected membership. For this report, Choir includes all vocal ensembles.

Band: An instrumental ensemble; includes beginning band, concert band, symphonic band, symphonic winds, wind ensemble, etc., with either selected or non-selected membership. For this report Band includes all the above variations with the exception of Jazz Band and Marching Band which are covered separately.

General Music: A Music course designed for non-performers. General Music investigates music from many perspectives. Through performance, study and creative activities, pupils develop basic musical skills and gain insights into the art of music.

Guitar: Study of fretted instruments in which performance is used to gain comprehensive musical understandings and skills.

Jazz Band: An instrumental ensemble that performs general jazz repertoire.

Keyboard: A piano/keyboard class or lab.

Marching Band: An instrumental ensemble intended to develop students' technique for playing brass, woodwind and percussion instruments and cover appropriate band literature styles, primarily for marching performances.

Orchestra: An instrumental ensemble that includes strings-only groups, beginning strings groups as well as those with winds and percussion.

Appendix 3: New Urban-Centric Locale Codes

"Locale codes" are derived from a classification system originally developed by NCES in the 1980s to describe a school's location ranging from "large city" to "rural." The codes are based on the physical location represented by an address that is matched against a geographic database maintained by the Census Bureau. This database is the Topographically Integrated and Geographically Encoded Referencing system, or TIGER.

In 2005 and 2006, NCES supported work by the Census Bureau to redesign the original locale codes in light of changes in the U.S. population and the definition of key geographic concepts.

The new locale code system includes four major categories: city, suburban, town, and rural. Cities and suburbs are further divided into categories of small, mid-size, or large. Towns and rural areas can be characterized by their proximity to an urbanized area as fringe, distant, or remote. The codes used in this report are:

11 - City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.

12 - 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.

13 - City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.

21 - Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

22 - 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.

23 - Suburb, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000.

31 - Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.

32 - 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.

33 - Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.

41 - 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.

42 - 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.

43 - 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.

Appendix 4: District Community Groupings

The great diversity in Oklahoma communities, and the school districts that serve them, causes difficulty in comparing and contrasting district educational effectiveness. One way to make meaningful comparisons is to break the communities into “peer groups.” In this way, the educational effectiveness of a school district serving its community can be compared to the educational effectiveness of districts serving similar communities.

Oklahoma’s Office of Accountability employs a “Community Grouping Model” that utilizes a district’s Average Daily Membership (ADM) and the percentage of students that are eligible to participate in the federally funded Free and Reduced Payment Lunch Program. The Free and Reduced Payment Lunch Program is based on the income of the student’s parents and serves as a good measure of poverty within a district. The larger percentage of students eligible for the program, the more impoverished the district community.

The model breaks the state’s 537 districts into “district communities” which are categorized with a letter designation of A through H based upon district ADM (Average Daily Membership) and a numeric designation of 1 or 2 based upon the percentage of students eligible to participate in the Free and Reduced Payment Lunch Program. District communities with eligibility percentages above the state average (higher poverty) are given the designation of 2 while the remaining districts (which are those with eligibility percentages below the state average) are given the designation of 1. This combination of letters and numbers yields 16 community group designations, A1 through H2.

<u>Designation</u>	<u>Size of School District</u>	<u>Socio-economics</u>
A	25,000+	The percentage of students eligible to participate in the federally funded Free and Reduced Payment Lunch Program is split based on the state average: Below state average = 1 Above state average = 2
B	10,000 – 24,999	
C	5,000 – 9,999	
D	2,000 – 4,999	
E	1,000 – 1,999	
F	500 – 999	
G	250 – 499	
H	Less than 250	

* ADM = Average Daily Membership

Free and Reduced Lunch Index - For the Free and Reduced Lunch comparisons the averages established for the District Community Group establishing a districts index based on the districts percentage of students receiving Free or Reduced Lunch were utilized. Those Districts where the percentage of students receiving free or reduced lunch is above the state average are in one group (Number 2) and those Districts where the percentage of students receiving free or reduced lunch below the state average are in one group (Number 1). For the purposes of this report we identify districts above the state average as having a “negative index” and those districts below the state average are identified as having an “positive index.”

Appendix 5: Wealth Index

For analytical purposes a Wealth Index is used to compare the economic condition of a school, district or community to other data points to look for relationships between economic status and other measures. The Wealth Index below is from the National Arts Education Research Database compiled by Quadrant Arts Education Research. The Wealth Index is comprised of the average household income for the area being measured.

INDEX NUMBER	AVERAGE HOUSEHOLD INCOME
WI 1	\$71,418
WI 2	\$51,208
WI 3	\$44,412
WI 4	\$39,821
WI 5	\$36,391
WI 6	\$33,474
WI 7	\$30,975
WI 8	\$28,509
WI 9	\$25,786
WI 10	\$20,228



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