



The Status of Arts Education in Ohio's Public Schools

2013

Ohio Alliance for Arts Education
Ohio Arts Council
Ohio Department of Education



COVER PHOTOS

(CLOCKWISE FROM TOP LEFT)

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BALLETMET

The Status of Arts Education in Ohio's Public Schools

Findings and Recommendations

*Based on a 2009-2010 Study
by Quadrant Education Research*

Analysis and Report by:

The Ohio Alliance for Arts Education

The Ohio Arts Council

The Ohio Department Of Education

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**We are grateful to the Ohio school leaders
who participated in the Status Survey.**

All of our team members and partners are listed at the end of the report.

To learn more about arts education in Ohio, please visit our websites.

www.oaae.net

www.oac.state.oh.us

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FOREWORD

The Ohio Alliance for Arts Education (OAAE), the Ohio Arts Council (OAC) and the Ohio Department of Education (ODE) are pleased to present *The Status of Arts Education in Ohio's Public Schools*.

This report builds on Ohio's continued interest in the strength of arts learning and its role in school academic programs. It provides baseline data for anyone seeking a "big picture" understanding of what the level of support for high-quality arts education has been among Ohio's public schools and districts, how available resources are being used, and where additional resources and efforts may be needed. It addresses key elements of Ohio's arts education infrastructure, particularly people, resources and policies at the local level that affect delivery of arts instruction and allocation of resources to arts education. Anyone who makes decisions that could affect K-12 students' access to arts education and their continued progress in learning in, about and through the arts should read this report. That includes teachers—those who provide arts instruction and their colleagues who work with them to improve educational quality. It includes individuals and organizations that advocate for access and quality in arts education, support the arts, conduct educational research and provide staff development to schools. Finally, it includes those who shape policy and legislation, fund programs and lead initiatives.

New Jersey-based Quadrant Arts Education Research (Quadrant)—a national leader in arts education research, analysis and market intelligence—led the data collection and analysis. Leaders from the OAAE, OAC and ODE discussed the results at length and worked as a team to guide the development of this report.

Quadrant began the study in January 2010 by analyzing ODE data on all Ohio public schools to reveal common characteristics and differences across the landscape of arts education in Ohio. **Quadrant analyzed ODE data on 3,327 schools, including 2,969 traditional public schools in 612 school districts and 246 community schools.**

The second phase was the online Status Survey, which was open to all of Ohio's public schools from April through August 2010. **Sixteen percent of Ohio's public schools—542 schools serving approximately 295,000 of Ohio's 1.8 million students—responded to the Status Survey.**

Traditional public schools are part of local school systems that are governed by local boards of education.

Community schools in Ohio are publicly funded and publicly accountable schools run by nonprofit educational organizations. Also known as "public charter schools," community schools are authorized under ORC §3314.

This report presents findings based on analysis of both the ODE data and the responses to the Status Survey. The two data sources told the same general story. Responses to the survey added more depth to some of the ODE data and produced additional information about arts education programs in Ohio's public schools. (*Additional details on methodology appear on page 66.*)



Courtesy: Yellow Springs Kids Playhouse



Courtesy: Kate Kern, Arts Learning Residency



Courtesy: Contemporary Youth Orchestra



Courtesy: Dancing Wheels

VISION AND CONTEXT

WHY DO WE STUDY THE STATUS OF ARTS EDUCATION?



Courtesy: Yellow Springs Kids Playhouse

The vision of Ohio’s State Board of Education is “for all students to graduate from the pre-K-12 education system with the knowledge, skills and behaviors necessary to be well prepared for success.”

We—the Ohio Alliance for Arts Education, the Ohio Arts Council and the Ohio Department of Education—believe that arts education plays a vital and often overlooked role in realizing that bold vision. Regularly assessing the status of arts education in Ohio’s public schools statewide is part of our shared commitment to maintaining an arts education infrastructure that supports the success of Ohio’s students.

We believe that high-quality arts education develops habits of mind that prepare students for successful postsecondary studies and the world of work. Our belief is congruent with evidence from research, expert recommendations, and the expectations within Ohio’s legal codes, standards and requirements for public education.

Our arts education vision for Ohio’s students includes:

- Frequent, standards-based arts learning experiences delivered by qualified arts educators and designed to produce high-quality results.
- Opportunities to explore and excel in dance, music, drama/theatre and the visual arts.
- Integration of arts education with the challenges of learning, sharing a school culture and improving school outcomes.

One way to assess progress toward this vision is to examine the extent and equity of students’ access to arts education, the presence of school conditions that support high-quality arts instruction and the influences of districts and communities on arts education programs. **Findings in those three areas, which are presented in this report, will help us take more informed action to prevent the erosion of Ohio’s arts education infrastructure and make the most of arts learning resources and opportunities.**

The Ohio Alliance for Arts Education (OAAE) works to promote, develop, support and improve the quality of arts education in Ohio’s schools.

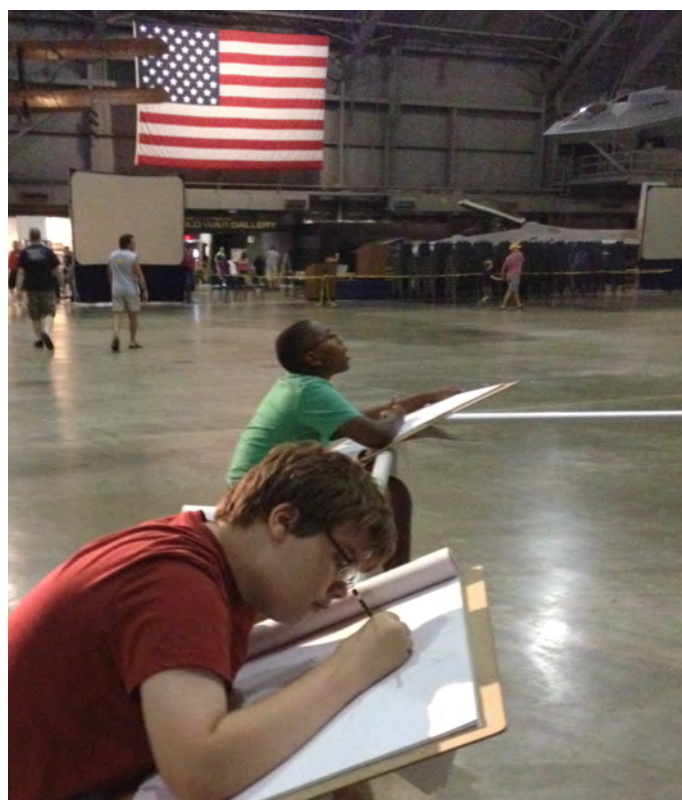
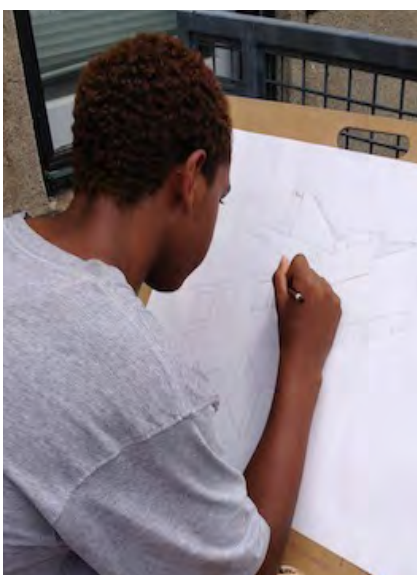
The Ohio Arts Council (OAC) is a state agency that funds and supports quality arts experiences to strengthen Ohio communities culturally, educationally and economically.

The Ohio Department of Education (ODE) is the government agency that oversees and supports primary and secondary education for Ohio’s 1.8 million public school students. ODE works with the State Board of Education, Governor and Ohio General Assembly to shape educational policy and law and provide support to Ohio’s public schools.

We believe the findings provide a broad picture of what schools, districts, communities and the education system as a whole are doing to improve access and equity, create the school and classroom conditions most necessary for high-quality arts instruction, and provide system support to sustain and strengthen arts education.

That broad picture can be a useful framework both for examining the status of arts education in more depth and addressing the challenges ahead. This report will inform our individual and joint efforts to train teachers and guide school leaders, spotlight the benefits of arts education, support and celebrate arts learning projects throughout the state, and contribute to state and national education initiatives.

We hope this report will start a fruitful dialogue about public policies and local decisions that will strengthen support for arts education in Ohio—a dialogue that leads to committed action and measurable improvements in the educational experiences of all Ohio students.



Courtesy: K12 Gallery for Young People

RESEARCH EVIDENCE: THE BENEFITS OF ARTS LEARNING

High-quality arts education engages students in the work of learning, thinking, communicating, creating and collaborating. It also fosters the 21st century skills needed for advanced learning and career success. Moreover, arts education helps meet the increasing demand for imagination and creativity that enrich culture, drive economic progress and help solve the problems of a complex, global society.

THE ARTS AND DEVELOPMENT OF COGNITIVE FUNCTIONS

Studies link arts instruction to development of skills needed for learning, such as the spatial-temporal reasoning used in mathematics and the phonological awareness needed for learning to read (Weinberger, 1998; Hetland, 2000; National Institute of Child Health and Human Development, 2000). The Dana Foundation (Asbury & Rich, 2008) has shown that learning in the arts strengthens neural networks used in other types of learning.

THE ARTS AND EDUCATIONAL OUTCOMES

Large-scale studies have shown that at-risk students with high levels of arts engagement achieved better outcomes in academics, college enrollment, civic engagement and participation in professional careers than did their peers with low levels of engagement (Catterall, Dumais & Hampden-Thompson, 2012; Catterall, 2009).

THE ARTS AND CAREER READINESS

The range of careers in the arts is widening and creative industries that require artistic ideas and skills are emerging and growing. Artistic thinking now infuses technological innovation and the design of everyday products (National Center on Education and the Economy, 2007; Carroll, 2007; National Governors Association Center for Best Practices, 2012). Moreover, in-depth learning experiences in the arts are opportunities to practice dealing with ambiguity, making novel connections, thinking across disciplines and cultures, working in teams and managing time and resources—skills and habits of mind needed in all types of careers (Greene, 1995; Ruppert, 2006; Winner, Hetland, Veenema & Sheridan, 2007; Lichtenberg, Woock & Wright, 2008; Partnership for 21st Century Skills, 2012; National Research Council, 2012). Leading creative visionaries, innovators, thought leaders and economic experts have mentioned the role of artistic thinking in driving economic growth. (Wagner, 2012, 2010; Florida, 2002; Noppe-Brandon, Deasy, & Gitter, 2011; Eger, 2011).

This growing body of studies and reports on the benefits of high-quality arts learning experiences underscores the need to monitor the status of arts education in Ohio’s public schools.

Research Resources

[ArtsEdSearch](#): The Arts Education Partnership (AEP) offers an online clearinghouse that collects and summarizes arts education studies and analyzes their implications for policy and practice.

Online publications that report on research-based arts education in Ohio include [Arts On Line Update](#), published by OAAE, [Links & Threads](#), published jointly by OAC and ODE, and [Arts Update](#), published by ODE. See the Additional Readings section (page 64) for details on those resources.

[The Dana Foundation](#) publishes a Web page that highlights the relationship between arts learning and cognitive development.

OHIO'S CODES, STANDARDS AND REQUIREMENTS: EXPECTATIONS FOR ARTS LEARNING

Embedded in Ohio's framework of educational codes, standards and requirements is the belief that strong arts instruction is an essential component of excellence in education. That policy framework guides and strengthens efforts to improve arts education in Ohio's public schools.

OHIO'S PRESCRIBED CURRICULUM

The Ohio Revised Code includes the fine arts in the state's prescribed curriculum for traditional public schools (ORC §3313.60). The *Operating Standards for Ohio Schools* (Chapter 3301.35 of the Ohio Administrative Code) require each traditional public school and school district to implement a district-wide curriculum and instructional program in the fine arts, including music. ODE provides a [PDF](#) version of the operating standards.

Community schools are exempt from implementing the prescribed curriculum and from following the *Operating Standards for Ohio Schools*.

The Ohio Revised Code (ORC) contains all acts passed by the Ohio General Assembly and signed by the governor. [ORC §3301](#) presents acts relevant to schools.

Operating Standards for Ohio Schools are part of the Ohio Administrative Code (OAC). The operating standards ([OAC §3301.35](#)) "establish specific expectations and provide additional guidelines for school districts and schools to use in creating the best learning conditions for meeting the personalized and individualized needs of each student and achieving state and local educational goals and objectives."

LEARNING STANDARDS

The Ohio Revised Code requires that the State Board of Education adopt and periodically revisit the state's learning standards (ORC §3301.079). In June 2012, Ohio's State Board of Education (SBE) adopted updated the learning standards for dance, drama/theatre, music and the visual arts. The updated standards provide a new framework that reflects the learning goals of the future while retaining the content most valued from the arts standards Ohio adopted in 2003. The revised framework:

- Includes reorganized grade clusters—K-2, 3-5, 6-8—and high school achievement levels.
- Highlights how learning in the arts contributes to enduring understandings, such as critical thinking, collaboration and literacy.
- Guides integration of cognitive and creative learning processes—perceiving/knowing/creating; producing/performing; and responding/reflecting.

[Ohio's arts learning standards](#) are available at the ODE website for downloading.

ASSESSMENT REQUIREMENTS

Ohio's operating standards require districts to provide for an assessment system that aligns with each of their courses of study. The operating standards establish that teachers should assess student work regularly according to accepted standards of practice in the selection, administration, interpretation and use of assessments (OAC §3301.35.04.G).

GIFTED EDUCATION REQUIREMENTS

The Ohio Revised Code (ORC §3324.04) requires each district to adopt a plan for identifying students who are gifted. The *Operating Standards for Identifying and Serving Gifted Students* define gifted students as “those who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience or environment.” The standards include criteria for identifying students as exhibiting superior cognitive ability, specific academic ability superior to that of children of similar age in a specific academic ability field (including the arts) or creative thinking ability superior to children of a similar age (OAC §3301-51-15).

The standards for gifted education also include guidelines for selecting and administering assessments and informing parents about policies and assessment results.

ODE has published fact sheets that answer questions about identifying gifted students and serving gifted students through the use of educational options and virtual learning.

Go to the [ODE website](#) to download the standards and fact sheets.

Traditional public school districts are required by law to identify students who are gifted in grades K-12 based on specific criteria in law (ORC § 3324.03) and to report annually on the number of students screened, assessed and identified as gifted (ORC §3324.05). Community schools are not required by law to identify students who are gifted.

Ohio law does not require public school districts or community schools to provide gifted education services to students who have been identified as gifted. The state standards for gifted education list examples of instructional settings and services for gifted students (OAC §3301.51.15.D).

STATE GRADUATION REQUIREMENTS

Each traditional public school and community school student entering ninth grade after July 2010 must complete two semesters or the equivalent of fine arts to graduate from high school (ORC §3313.603 K). Arts courses completed in grades seven and eight can count toward the graduation requirements and can earn high school credit if taught by a teacher with a certificate or license that is valid for teaching high school and approved by the local board of education or community school governing authority (ORC §3313.603.G).

The ODE website includes [frequently asked questions](#) about the fine arts graduation requirements.

Although two semesters of arts courses completed in grades 7 and 8 will count toward the graduation requirement, students will receive high school credit only for high school level courses (ORC §3313.603.K). High school students also can meet the requirement for five units of electives (ORC §3313.603.8) by completing courses in the fine arts.

CREDIT FLEXIBILITY

Ohio has adopted a policy of credit flexibility to increase the number of students who are ready to meet the demands of our global and technological age. This opens new possibilities for arts learning.

According to the Ohio Revised Code (ORC §3313.603J) students can earn units of high school credit based on a demonstration of subject area competency, instead of or in combination with completing hours of classroom instruction. Ohio's operating standards include rules and guidelines for implementing this credit flexibility. Local boards of education are required to adopt credit flexibility policies and communicate the option annually to parents and students. The provision applies to both traditional public and community schools. Ohio's [plan for credit flexibility](#) and other [relevant guidance documents](#) are available through the ODE website.

Through credit flexibility, individual high school students in Ohio can propose their own plans for demonstrating subject area competency in ways other than traditional coursework.

Students can replace or combine traditional coursework with internships, independent study projects, travel, community service and other nontraditional approaches.

They also can use credit flexibility to integrate their studies. For example, a student who earns a credit for writing and producing a play could use half of that credit toward meeting the fine arts requirement and half toward meeting the English requirement.

EDUCATOR LICENSURE STANDARDS

The Ohio Teacher Education and Licensure Standards are sections of the Ohio Administrative Code (OAC §3301.24) and Ohio Revised Code (ORC §33.19.074) that establish requirements for educator licensing. The standards include requirements for obtaining and maintaining all available types of educator licenses, certificates and permits issued by the Ohio Department of Education.

The standards define appropriate licensure for a certified arts specialist:

- A Multi-Age license in dance, drama/theatre, music or the visual arts valid for teaching in grades prekindergarten through twelve (3301.24.05.D.4).
- An Adolescence to Young Adult license in one of those disciplines valid for teaching grades 7-12.

Qualifications for arts specialists constitute at least an academic major or its equivalent with sufficient advanced coursework in all areas to be taught as specified by the teacher preparation institution and approved by ODE. Arts specialists also complete a minimum of three semester hours focused on the teaching of reading in the content areas they teach. Teachers with Early Childhood licensure are considered qualified to teach the arts in grades pre-K-3. Teachers with Physical Education (7-12) licenses also can teach dance. Teachers with Integrated Language Arts licenses also can teach drama/theatre.

Clearly, Ohio's standards, requirements and codes provide a supportive framework for offering high-quality arts education in Ohio's public schools.

THE FOUNDATIONS OF QUALITY: SYSTEM SUPPORT FOR ARTS LEARNING

While states provide a framework for high-quality arts education, studies of successful programs and practices establish how schools and districts create an environment that promotes excellence in arts teaching and learning.

The survey questions and examination of ODE data that informed this report reflect widely recognized national studies that define conditions and support for high-quality arts education. Those studies are presented in the following publications:

Arts Education in Public Elementary and Secondary Schools: 1999-2000 and 2009-10. This report from the National Center for Education Statistics (NCES) in the Institute of Education Sciences (IES), U.S. Department of Education, provides national data on access to arts education and the conditions and personnel that influence the quality of arts instruction (Parsad & Spiegelman, 2012).

Opportunity-to-Learn Standards for Arts Education. The Consortium of National Arts Education Associations specify the physical and educational conditions necessary to enable every student, with sufficient effort, to meet the voluntary national content and achievement standards in the arts (Consortium of National Arts Education Associations, 1995).

Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education. This 1999 report from the President’s Commission on Arts and Humanities (PCAH) cites opportunities and conditions that are “critical success factors” in high-quality arts education programs (President’s Commission on Arts and Humanities, 1999).

Reinvesting in the Arts: Winning America’s Future Through Creative Schools. The 2011 report of the PCAH reports that “opportunities are not equitably distributed among schools and the students they serve” and recommends some areas of investment that will maximize the benefits of arts education (President’s Commission on Arts and Humanities, 2011).

The Qualities of Quality: Understanding Excellence in Arts Education. Based on a study commissioned by the Wallace Foundation and conducted by Project Zero at the Harvard Graduate School of Education, this report examines “the complex factors, actors, and settings that must be aligned to achieve quality in arts education” (Seidel, Tishman, Winner, Hetland & Palmer, 2009).

Improving the Assessment of Student Learning in the Arts: State of the Field and Recommendations. Based on a study commissioned by the National Endowment for the Arts and conducted by WestEd, this report highlights the need for greater attention to arts assessment and discusses conditions vital for success in that area (Herpin, Washington & Li, 2012).

In other words, this report presents data on conditions and supports in Ohio’s public schools that are commonly thought to be contributing factors to the quality of arts education programs.

Table 1 shows how the areas assessed in Ohio’s study of ODE data and its Status Survey reflect those cited in the publications cited on page 9.

Table 1: Quality Conditions and Supports Assessed in Ohio's Status Survey Reflect National Studies						
Assessed in Ohio's Status of Arts Education Report	NCES (2012)	Opportunity to Learn Standards (1995)	PCAH (1999)	PCAH (2011)	Project Zero (2009)	WestEd (2012)
Equitable Access to Arts Education	√	√		√		
Teacher Qualifications	√	√			√	
District Arts Coordinator	√	√	√			
Variety/Sequential Program of Study	√	√				
Use of Standards	√	√				√
Arts Assessment	√	√		√	√	√
Professional Development		√		√		√
Dedicated Space for Arts Learning	√	√			√	
Instructional Time	√	√			√	
Services for Gifted Students	√	√				
Specialized and AP Arts Courses	√		√			
Use of Community Assets	√	√	√	√		√
Use of Teaching Artists	√		√	√	√	
A Vision and/or Plan	√	√			√	
Adequate Financial Resources	√	√	√		√	

REPORT SUMMARY

Findings based on ODE data and the Status Survey are presented in three subsections:

Ensuring Access and Equity: The extent to which arts instruction is available in and distributed among Ohio’s public schools and districts.

Creating Conditions for High Quality: The extent to which schools and districts understand and foster the conditions that support high-quality arts instruction.

Sustaining Arts Education: The extent to which Ohio’s public school students, districts, arts educators, parents and communities engage in actions that sustain arts education.



Courtesy: OAC Poetry Out Loud

Based on ODE and Status Survey data, the key findings presented in this report are as follows:

1. Ninety-three percent of all Ohio public schools provided access to some arts instruction in 2009-2010.
 - Of that 93 percent, students in 97 percent of traditional public schools and 61 percent of the 246 community schools had arts instruction.
 - Ten percent of major urban public schools provided no access to the arts.
 - Approximately 54,700 students in Ohio’s public schools did not have access to arts instruction in school during 2009-2010.
2. Access to dance and drama/theatre was limited in Ohio’s K-12 public schools:
 - Four percent of elementary, 1 percent of middle and 7 percent of high schools offered instruction in dance.
 - Two percent of elementary, 6 percent of middle and 39 percent of high schools offered instruction in drama/theatre.



Courtesy: Mary Sheridan, Pickerington Local Schools



Courtesy: Holly Pratt, Arts Learning Residency

3. Access to gifted education services in the arts also was limited:
 - Forty-two percent of schools reported that they identified students gifted in the visual and performing arts.
 - Of the 19,771 students identified as gifted, 1,048 received gifted education services.
4. Many of the conditions that facilitate high-quality arts instruction were widely present in Ohio's schools in 2009-2010
 - Eighty-three percent of Ohio arts educators were licensed in the disciplines they taught.
 - Ninety percent of public schools reported implementing Ohio's arts learning standards and 94 percent reported assessing their students in the arts.
 - Sixty-four percent of schools provided teacher professional development in the arts.
5. Use of dedicated facilities and equipment for arts instruction varied by arts discipline and increased in both the middle school and high school levels.
6. Seventy-eight percent of schools reported that no one at the district level was responsible for implementing and evaluating arts programs.
7. Student enrollment in the arts dropped sharply in high school. Median high school arts enrollment was below 30 percent in 2009-2010.
8. Student enrollment in the arts varied across district types. Students in high-income districts participated at lower rates than those in high-poverty districts.

Each subsection concludes with a comparison of the Ohio results with those presented in *Arts Education in Public Elementary and Secondary Schools: 1999-2000 and 2009-10*, a report from the National Center for Education Statistics (NCES).



Courtesy (clockwise from top left): Jazz Arts Group of Columbus, Arts Learning Residency; Michelle Pajak-Reynolds, Arts Learning Residency; Cleveland Municipal School District

ENSURING ACCESS AND EQUITY

Measuring the status of arts education begins with access—how available arts instruction is overall—and equity—how the availability of arts learning opportunities differs when schools are grouped by geographical, demographic and income characteristics.

Most Ohio students had access to arts instruction in 2009-2010, yet only a small percentage of Ohio’s public schools offered more than two arts disciplines.

- As stated earlier, 93 percent of Ohio’s public schools provided arts instruction in the 2009-2010 school year. When broken down by school type, 97 percent of traditional public schools and 61 percent of community schools provided arts instruction.
- About 54,700 of Ohio’s 1.8 million students did not have access to arts courses.
- One percent of Ohio’s public schools offered instruction in all four disciplines.

See page 19 for detailed information on access and equity.

Ohio’s traditional public schools offered arts instruction at every grade level with arts offerings clustered around music and visual arts.

- Among Ohio’s traditional public schools, 84 percent offered arts instruction in music and visual arts.
- Among Ohio’s 612 school districts, 87 percent offered instruction at every grade level in at least one discipline.

According to 2009-2010 ODE data, some significant arts education interests and needs were not widely met in Ohio.

- Less than 2 percent of the Ohio public schools with arts courses offered dance courses. Nine percent of those schools offered drama/theatre courses.
- Enrollment in dance and drama/theatre courses was less than 2 percent of students.
- Fifty-eight percent of Ohio’s public schools did not identify students gifted in the arts as required by Ohio law. Ohio’s public schools identified 19,771 students as gifted in the arts. Schools provided gifted education services in the arts to 1,048 of those students.

Comparing 2009-2010 results from the Ohio and the National Center for Education Statistics (NCES) studies shows only slight differences in access and equity.

- Access to music and visual arts was slightly better in Ohio than it was nationally.
- Access to dance and drama/theatre was less common in Ohio than it was nationally.
- The gap in access between poor and wealthy districts was somewhat narrower in Ohio than it was nationally.

Note: NCES did not collect data on gifted education in the arts.

CREATING CONDITIONS FOR HIGH-QUALITY ARTS INSTRUCTION

Schools can create conditions that facilitate high-quality arts instruction.

Most teachers providing arts instruction in Ohio’s public schools were appropriately licensed.

- ODE data and Status Survey data indicate that all arts courses in 83 percent of Ohio’s public schools were taught by educators licensed to teach one or more arts disciplines.
- Use of visiting artists and teachers from other subject areas was more common for courses in dance and drama/theatre than for music and visual arts courses.

See page 31 for detailed information on the prevalence of some key conditions that support quality arts instruction.

Most schools follow Ohio’s arts learning standards and assess student learning in the arts.

- Ninety percent of Status Survey respondents reported that their arts curricula were aligned with Ohio’s arts learning standards and 94 percent reported using arts assessments.
- Survey results show that teacher-developed arts assessments were the norm in 84 percent of schools. Less than 10 percent of schools reported using district- or vendor-developed assessments.

Many Ohio public schools provided teacher professional development in the arts and recognized the need to provide arts educators with dedicated arts classrooms. According to Status Survey results:

- Teachers participated in professional development in the arts in nearly two-thirds of Ohio’s public schools.
- Seventy percent of K-8 schools and 80 percent of high schools had dedicated arts classrooms.
- A district arts coordinator was available to 22 percent of the schools surveyed.

Comparing 2009-2010 results from the Ohio and NCES studies shows three notable differences in quality conditions.

- Alignment with arts learning standards was more prevalent in Ohio than it was nationally.
- District-level arts coordinators were less prevalent in Ohio than they were nationally.
- In all but high school music, the use of technology in arts classrooms was less prevalent in Ohio than it was nationally.

SUSTAINING ARTS EDUCATION

Student participation, school and district policies, arts educator roles and the resources schools, districts, parents and community groups provide help maintain strong arts education programs.

Elementary and middle schools had high participation rates in music and visual arts in 2009-2010. The high school participation rate for those subjects was less than a third of students.

- Median enrollment in music among Ohio’s public schools was 61 percent in 2009-2010. It was 48 percent for the visual arts.
- Median enrollment in music and the visual arts exceeded 95 percent in elementary school and 85 percent in middle school.
- Median enrollment at the high school level was 21 percent for music and 28 percent for the visual arts.

See page 49 for detailed information on student arts enrollment and the systemic factors that may affect participation.

In most schools, graduation requirements, the weights assigned to arts courses and the role of arts educators in school improvement support strong arts programs.

- Seventy-nine percent of high schools responding to the Status Survey said they required students to complete at least one credit in the arts in order to graduate.
- Eighty-four percent of high schools surveyed said they assigned the same weight to grades earned in arts courses as they did to grades earned in other academic courses.
- Seventy-four percent of schools reported that their school improvement teams included arts educators.

School budget allocations for arts education in 2009-2010 varied widely.

- Excluding teacher salaries, the median per-student budget by school type was \$3.00 for elementary schools; \$4.67 for middle schools; and \$9.16 for high schools. The study did not obtain comparative data for other subjects.
- Among high schools, 57 percent budgeted over \$5,000 for arts education, while 22 percent of middle schools and 11 percent of elementary schools budgeted at that level.

NCES did not provide data on high school arts enrollment or budgets. The 2009-2010 NCES data showed some differences in policies and roles affecting arts education.

- Ohio had a higher percentage of high schools with graduation requirements that included at least one credit in the arts than did the national sample.
- Only 18 Ohio schools assigned a lower weight to arts courses than to other courses of similar length, but the practice was even less prevalent nationally.
- Including arts specialists on school improvement teams was less prevalent in Ohio’s public high schools than in high schools nationally (74% vs. 88%).



Courtesy: OAC Poetry Out Loud



Courtesy: Toddler Rock, Rock and Roll Hall of Fame



Courtesy: Greater Columbus Arts Council



Courtesy: Youngstown SMARTS Program



Courtesy: Columbus Asian Festival

FINDINGS AND ANALYSIS

WHAT DO THE DATA SAY? HOW DOES OHIO COMPARE?

Results from the Status Survey and analysis of ODE data provide a general picture of the status of arts education in Ohio's public schools and the challenges that remain to be met. Findings are presented in three main subsections: 1) *Ensuring Access and Equity*, 2) *Creating Conditions for High Quality* and 3) *Sustaining Arts Education*.

Each subsection contains the following components:

- An opening summary of results.
- The Status Survey results and information from Quadrant's analysis of ODE data with key findings highlighted.
- Charts to help visualize the data and tables to provide more detail.
- A brief comparison of Ohio's results and those presented in a 2009-2010 arts education status report for the nation issued by the National Center for Education Statistics.
- A set of priorities based on the findings.

Table 2 on the next page provides a quick guide for locating topics of specific interest.

Sources for the national data are *Arts Education in Public Elementary and Secondary Schools: 1999–2000 and 2009–10* (NCES 2012-14) and the supplemental tables to that report.

The Ohio study used three school types, classifying schools with grades 6-8 as middle schools. The NCES survey grouped schools as elementary schools (grades K-8) and secondary schools (grades 9-12). Therefore, Ohio's results for elementary and middle schools are averaged when compared to NCES results.



Courtesy: Arts Commission of Greater Toledo

Table 2: Quick Guide to Findings By Section

To make navigation easier, a different color is used to distinguish each section of the findings.

	Page		Page
Ensuring Access and Equity	19	Arts specialists on staff	35
Access to instruction in any arts discipline	19	Number of schools served by arts specialists	35
Traditional public schools	20	Average number of students per course	36
Community schools	20	Difference in number of arts educators across district types	37
Schools in each of the eight district typologies	20	Number of unique courses taught	38
Number of arts disciplines provided (traditional public and community schools)	21	Prevalence of district-level arts coordination	38
Low access to dance and drama/theatre	22	Supplemental support	38
Percentages of students without access by discipline	22	Instructional time	39
Differences in number of arts disciplines taught by district type	23	Dedicated classrooms and equipment	40
		Use of technology	41
Access to sequential arts instruction	24	Use of community assets	42
Variety of arts courses	24	Comparison with national results	43
Access to gifted education in the arts	27	Sustaining Arts Education	49
Access to extracurricular arts instruction	27	Median arts enrollment for all students	49
Comparison with national results	28	Enrollment rates by district type	50
Creating Conditions for High Quality	31	High school participation rates	51
Implementation of standards	31	Graduation requirements and course weighting	51
Assessment	32	Role of arts education in school improvement	52
Teacher licensure	32	Budgeting for arts education	52
Professional development	34	Comparison with national results	54

ENSURING ACCESS AND EQUITY

Public schools and districts committed to access and equity in arts education strive to do the following:

- Reach all students, regardless of location, socioeconomics or district size.
- Provide learning opportunities in all four arts disciplines.
- Ensure sequential instruction in the arts from kindergarten through grade 12.
- Offer courses that address students' interests and challenge them to advance and grow.



Courtesy: Cincinnati Symphony

Findings from the 2010 Status Survey, considered alongside Ohio Department of Education (ODE) data from 2009-2010, provide information about Ohio's status in each of those areas.

FINDINGS: WHAT DO THE DATA SAY?

Summary: A high percentage of Ohio's public school students have access to 13 years of instruction in two of the four fine arts disciplines addressed in Ohio's arts learning standards, namely music and visual arts. Access to instruction in the two other disciplines, dance and drama/theatre, is limited. The highest percentages of schools that did not offer access to the arts were among community schools and traditional public schools in major urban school districts with very high poverty.

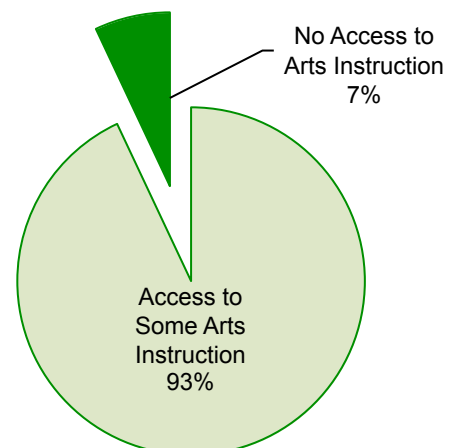
PROVIDING ARTS LEARNING OPPORTUNITIES FOR ALL STUDENTS

Access to arts education begins with ongoing arts learning opportunities during the school day for every student.

According to ODE data, 93 percent of Ohio's public schools offer access to some arts instruction.

Key Finding: Schools reporting zero access to the arts serve approximately 54,700 of Ohio's 1.8 million public school students.

Figure 1: Access to the Arts in Ohio's Traditional Public Schools

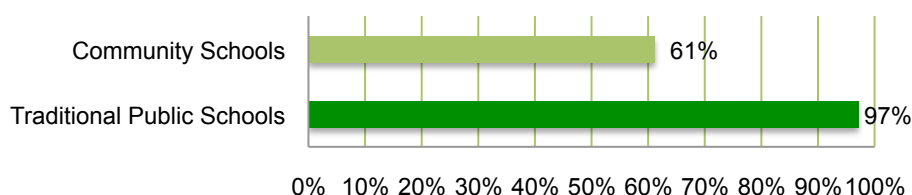


Key Finding: Complete lack of access to arts education during the school day is more prevalent among Ohio’s community schools and major urban districts.

Thirty-nine percent of the community schools that reported enrollment data to ODE in 2009-2010 had zero students enrolled in arts courses compared to 3 percent of traditional public schools (Figure 2). Moreover, 19 percent of community schools reported enrollment in only one arts discipline compared to 4 percent of traditional public schools.

Community schools are authorized to operate under a different section of law (ORC §3314) and do not have a prescribed curriculum or a requirement to provide instruction in the fine arts.

Figure 2: Percentage of Schools with at Least One Student Enrolled in an Arts Course



As Table 3 shows, most high-poverty schools provide access to arts education, but 10 percent of schools in major urban districts with very high poverty (Type 5) reported zero students enrolled in the arts.

Table 3: Access To Arts Education By School Type	
Ohio’s Public School District Types	Arts Enrollment
1. Rural/Agricultural – high poverty, low median income	98%
2. Rural/Agricultural – small student population, low poverty, low-to-moderate median income	98%
3. Rural/Small Town – moderate-to-high median income	97%
4. Urban – low median income, high poverty	97%
5. Major Urban – very high poverty	90%
6. Urban/Suburban – high median income	98%
7. Urban/Suburban – very high median income, very low poverty	92%
8. Unclassified schools	79%

PROVIDING INSTRUCTION IN ALL ARTS DISCIPLINES

Access to arts education includes opportunities for all Ohio students to study music, dance, the visual arts and drama/theatre.

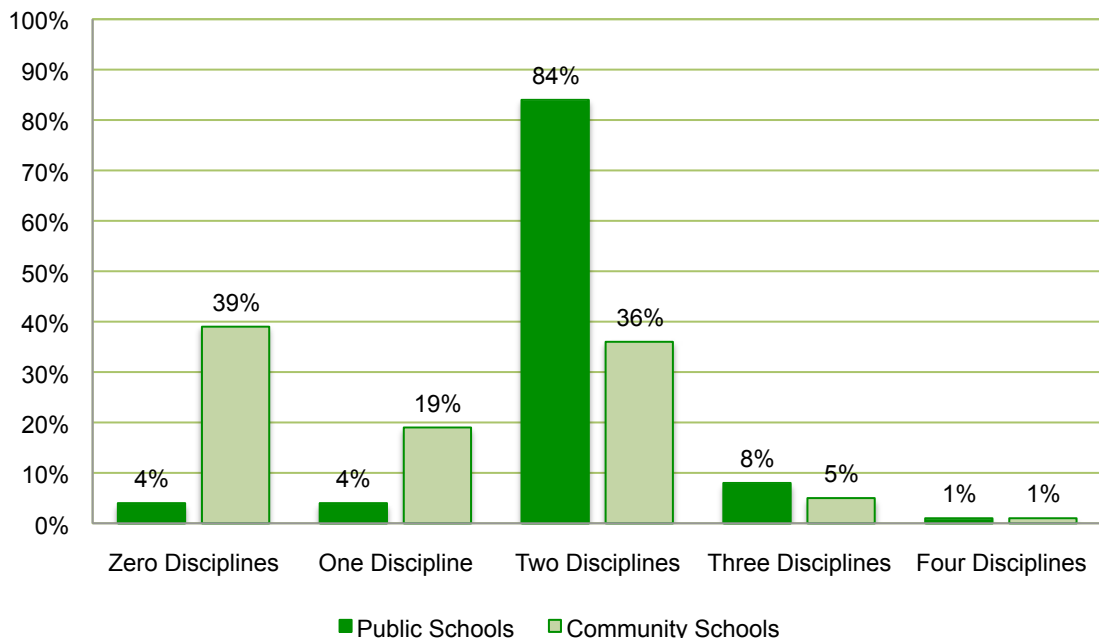
According to ODE data, 93 percent of schools reported offering instruction in two or more arts disciplines in the 2009-2010 school year (Figure 3). One percent offered instruction in all four disciplines. Less than half of the 246 community schools included in the analysis provided two or more disciplines. Music and visual arts are the offerings among 99 percent of the schools with two arts disciplines.

According to the Status Survey:

- Ninety-seven percent of elementary, 97 percent of middle and 97 percent of high schools offered instruction in music.
- Eighty-eight percent of elementary and 93 percent of middle schools offered instruction in the visual arts while 98 percent of high schools offered instruction in the visual arts.
- Four percent of elementary, 1 percent of middle and 7 percent of high schools offered instruction in dance.
- Two percent of elementary, 6 percent of middle and 39 percent of high schools offered instruction in drama/theatre.

Key Finding: Most schools offer instruction in two arts disciplines.

Figure 3: Number of Arts Disciplines Offered in Traditional Public and Community Schools



Key Finding: Dance and drama/theatre are seldom taught in Ohio's public schools.

A total of 86 courses in dance and 413 courses in drama/theatre were taught in Ohio's public schools in 2009-2010, compared to 10,068 in visual arts and 9,682 in music.

The ODE data showed a total of 10,673 Ohio teachers who provided instruction in one or more arts disciplines. Of those teachers, 64 taught dance, and 390 taught drama/theatre. In contrast, 6,075 taught visual arts and 4,724 taught music. Figure 4 shows the numbers of teachers by discipline and school level.

Figure 4: Total Teachers by Discipline and School Level

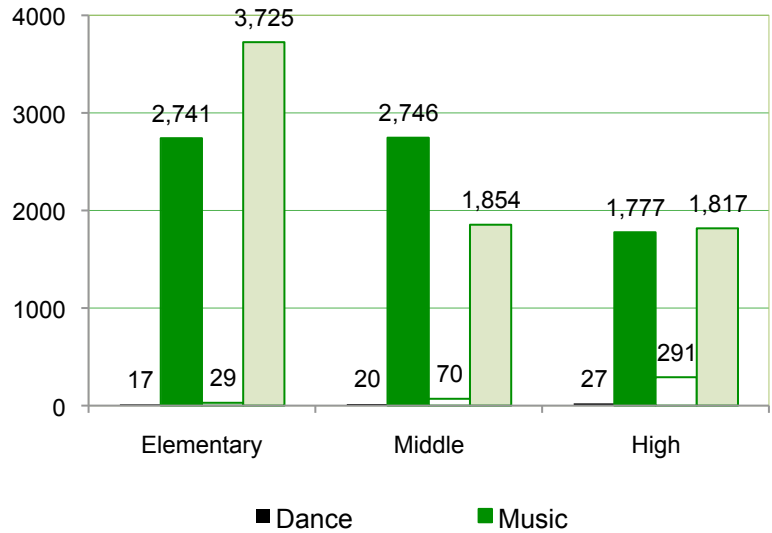
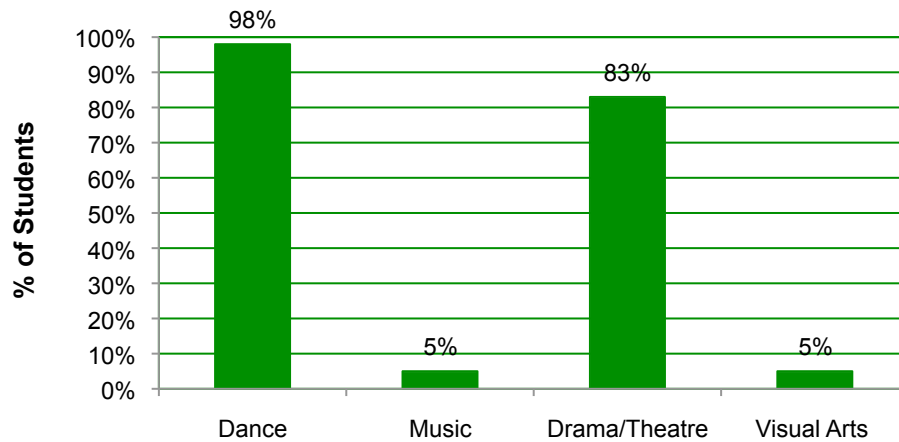


Figure 5 shows what those numbers mean in terms of students. Each bar represents the percentage of students who do NOT have access to instruction in each discipline.

Teachers are counted more than once if they work in schools that combine elementary, middle, and high school grades or if they teach in multiple schools.

Figure 5: Percentage of Students WITHOUT Access to Courses in Each Discipline*



Without Access: Dance: 1,691,302; Music: 85,636; Drama/Theatre: 1,442,821; Visual Arts: 91,204

**Course enrollment is a duplicated count. Enrollment for each arts course was counted. In other words, a student enrolled in two courses in a single arts discipline was counted twice.*

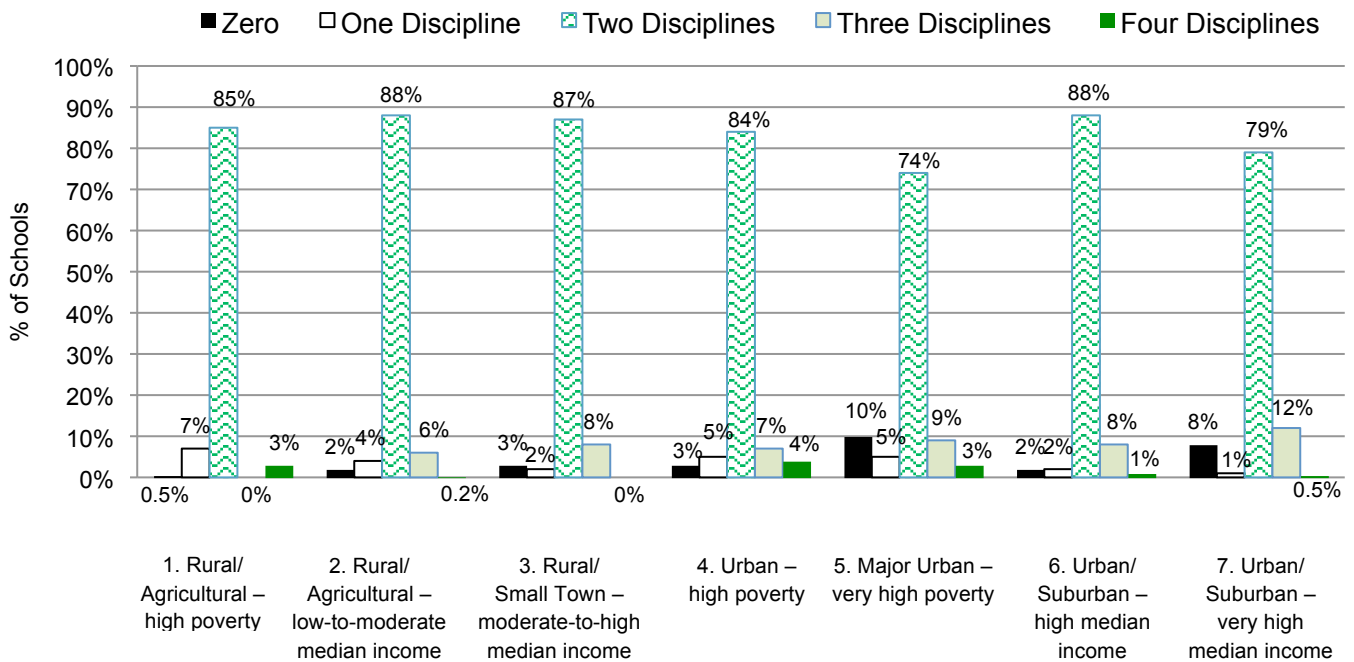
Comparisons among district types—grouped by size, location and median income—indicate some inequities in access. Figure 6 shows that 12 percent of districts categorized as Type 5—major urban districts with large student populations and very high poverty—provided instruction in more than two arts disciplines. However, 10 percent of major urban districts report zero students enrolled in arts courses. This means that a high number of the students who lack access to arts education live in urban districts with high or very high poverty (Types 4 and 5). Those districts, along with low-income rural districts (Type 1), also show higher percentages of schools offering access to instruction in only one arts discipline.

Ohio's 15 Major Urban Districts (Type 5)

Akron City	East Cleveland City
Canton City	Euclid City
Cleveland Municipal	Hamilton City
Cleveland Heights/University Heights City	Lorain City
Cincinnati City	Springfield City
Columbus City	Toledo City
Dayton City	Warren City
	Youngstown City

Total: 360,000 students

Figure 6: Percentage of Schools in Each District Type Grouped by Number of Disciplines Offered



ENSURING SEQUENTIAL ARTS INSTRUCTION ACROSS GRADE LEVELS

Providing access to the arts includes offering sequential courses in each of the four arts disciplines spanning K-12 grade levels. Those courses establish and build on a foundation for understanding and accomplishments in the arts.

Clearly, the ODE data show that few Ohio students can access 13 years of instruction in dance or drama/theatre. However, ODE data indicate that 87 percent of districts in 2009-2010 reported providing a sequence of courses spanning kindergarten through grade 12 in the visual arts and/or music.

According to ODE data, 83 school districts (13 percent) did not enroll students in arts courses at every grade level between kindergarten and 12th grade in 2009-2010. Fifty-one of those school districts enrolled at least one student in an arts course in 12 grades. In most cases, kindergarten was the grade with zero students enrolled in arts courses.

PROVIDING A WELL-ROUNDED ARTS EDUCATION

Access to arts education includes opportunities for all students, especially those who aspire to careers in the arts and other creative industries, to develop a solid background and deep understanding in the arts.

Based on course titles, Ohio's public schools delivered 29 different courses in the arts in 2009-2010, including enrollment in eight music courses, 17 courses in visual arts, 2 courses in dance and 2 courses in drama/theatre.

While 97 percent or more of districts offered visual arts (K-12) and instrumental and vocal music, 22 of the other courses listed were available in less than 40 percent of Ohio's 612 school districts.

The range of music and visual arts courses reported expanded after grade 5. The number of schools offering courses in instrumental music and vocal/choral music increased in grades 5 and 6, and remained steady through high school. The variety of visual arts courses offered increased beginning in grades 5, 6 and 7 and remained steady through high school. The few dance and drama/theatre courses offered were introductory or broad at all grade levels.

Table 4 (next page) shows the number and percentage of districts that reported offering each of the 29 courses.

Note: The term 'course' refers to a unique arts course offered within a grade. If multiple schools in a district offer a specific course in the same grade, that course would count only once; a course offered in two grades would be counted twice. For example, Comprehensive Dance taught in grade 6 and Comprehensive Dance taught in Grade 7 would each be counted as a unique course, but each would be counted once, even if several schools in the district taught the course.

Table 4. Number and Percentage of Ohio's Public School Districts Offering Each of 29 Arts Courses

<i>Course/ ODE Course Code</i>	<i># of Districts Offering</i>	<i>% of Districts Offering</i>	<i>Course/ ODE Course Code</i>	<i># of Districts Offering</i>	<i>% of Districts Offering</i>
Visual Arts – 99.8% of districts offer at least one course			Drama/Theatre – 34% of districts offer at least one course		
Visual Arts (K-12) 020012	606	99%	Drama/Theatre Arts 050600	202	33%
Drawing and Painting 020250	430	70%	Drama/Theatre (K-8) 050337	17	3%
Ceramics 020242	252	41%	<i>Total Drama/Theatre</i>	<i>413</i>	
Photography and Filmmaking 020270	217	35%	Dance – 4% of districts offer at least one course		
Art Appreciation 020100	184	30%	Introduction to Dance 080312	19	3%
Design 020210	188	31%	Comprehensive Dance 080315	11	2%
Advanced Visual Arts 029902	178	29%	<i>Total Dance</i>	<i>86</i>	
Graphic Arts/Unified Arts 020320	143	23%	Music – 99.8% of districts offer at least one course		
Art History 020101	105	17%	Music (k-8) 122000	538	88%
Crafts 020240	130	21%	Instrumental Music 120500	607	99%
Sculpture 020290	137	22%	Vocal/Choral Music 120400	591	97%
AP Studio Art Drawing 029100	52	8%	General Music 120000	421	69%
Printmaking 020280	39	6%	Music Appreciation 120800	232	38%
AP Studio 2D Design 029110	31	5%	Music Theory 120300	231	38%
AP Studio 3D Design 029120	15	2%	AP Music Theory 129926	43	7%
AP Art History 029130	19	3%	Other Music courses 129999	184	30%
Other Visual Arts courses 029999	148	24%	<i>Total Music</i>	<i>9,682</i>	
<i>Total Visual Arts</i>	<i>10,068</i>				
Courses are defined by the Ohio Department of Education. Total number of schools districts = 612.					

Table 5 identifies the 25 school districts offering the highest number of different arts courses per grade level. Only one of the 25 was a rural/small town district (Wayne Local). The rest were urban or urban/suburban (typologies 4, 5, 6 and 7). These 25 districts, **shown for illustrative purposes only**, offer the most varied arts education in terms of the number of different arts courses.

Table 5: The 25 Districts with the Highest Number of Different Arts Courses								
<i>District Name (Type)</i>	<i>District IRN</i>	<i>Visual Arts</i>	<i>Dance</i>	<i>Drama/Theatre</i>	<i>Music</i>	<i># arts courses in all grades</i>	<i># of grades (with arts enrollment)</i>	<i># arts courses per grade</i>
		<i># of Courses (summed for all courses of that type, for all grades offered)</i>						
Toledo City (5)	44909	50	0	4	27	81	7	11.6
Cincinnati City (5)	43752	48	18	9	42	117	13	9.0
Akron City (5)	43489	52	13	14	31	110	13	8.5
Dayton City (5)	43844	47	9	10	43	109	13	8.4
Columbus City (5)	43802	38	16	15	31	100	13	7.7
Cleveland City (5)	43786	46	13	13	26	98	13	7.5
Centerville City (7)	43737	19	8	4	21	52	7	7.4
Solon City (7)	46607	32	0	0	17	49	7	7.0
Olentangy Local (7)	46763	46	0	4	38	88	13	6.8
Worthington City (7)	45138	27	0	4	15	46	7	6.6
Reynoldsburg City (6)	47001	22	0	0	17	39	6	6.5
Lima City (4)	44222	32	16	8	28	84	13	6.5
Canton City (5)	43711	50	0	3	29	82	13	6.3
Lorain City (5)	44263	38	6	7	31	82	13	6.3
Oak Hills Local (6)	47373	38	0	3	36	77	13	5.9
Wayne Local (3)	50468	21	0	0	25	46	8	5.8
Mason City (7)	50450	46	0	4	24	74	13	5.7
Shaker Heights City (7)	44750	45	0	4	25	74	13	5.7
South-Western City (6)	44800	40	0	4	29	73	13	5.6
Stow-Munroe Falls City (6)	44834	39	0	4	30	73	13	5.6
Sylvania City (7)	44875	36	0	4	33	73	13	5.6
Newark City (4)	44453	44	0	0	28	72	13	5.5
Sycamore Community City (7)	44867	34	0	4	34	72	13	5.5

Table 5: The 25 Districts with the Highest Number of Different Arts Courses

District Name (Type)	District IRN	Visual Arts	Dance	Drama/Theatre	Music	# arts courses in all grades	# of grades (with arts enrollment)	# arts courses per grade
		# of Courses (summed for all courses of that type, for all grades offered)						
Warren City (5)	44990	39	0	1	32	72	13	5.5
Delaware City (6)	43877	39	0	4	28	71	13	5.5

IDENTIFYING AND SERVING STUDENTS WHO ARE GIFTED IN THE ARTS

Access to arts education includes ensuring that students who are gifted in the arts receive appropriate arts instruction.

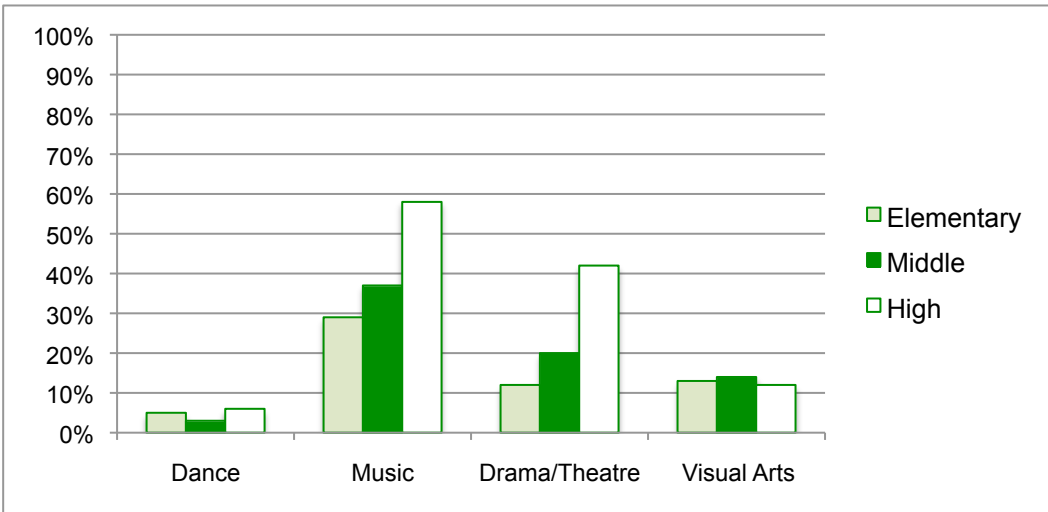
Forty-two percent of schools that responded to the Status Survey reported that they identified students gifted in the visual and performing arts. According to ODE data, Ohio’s public schools identified 19,771 students as gifted in the visual and performing arts in 2009-2010. Of those 19,771 students, 1,048 received gifted education services in the arts.

PROVIDING EXTRACURRICULAR ARTS EXPERIENCES

Access to arts education includes providing opportunities to apply and extend arts knowledge and skills gained in the classroom or simply enjoy the arts.

Extracurricular instruction in at least one arts discipline was reported by 72 percent of high schools, 49 percent of middle schools and 37 percent of elementary schools. As shown in Figure 7, extracurricular music and drama/theatre showed the highest participation, especially in high schools.

Figure 7: Participation in Extracurricular Arts Instruction



ANALYSIS: HOW DOES OHIO COMPARE TO A NATIONAL SAMPLE?

Overall access to the arts in Ohio's public schools reflects access nationally.

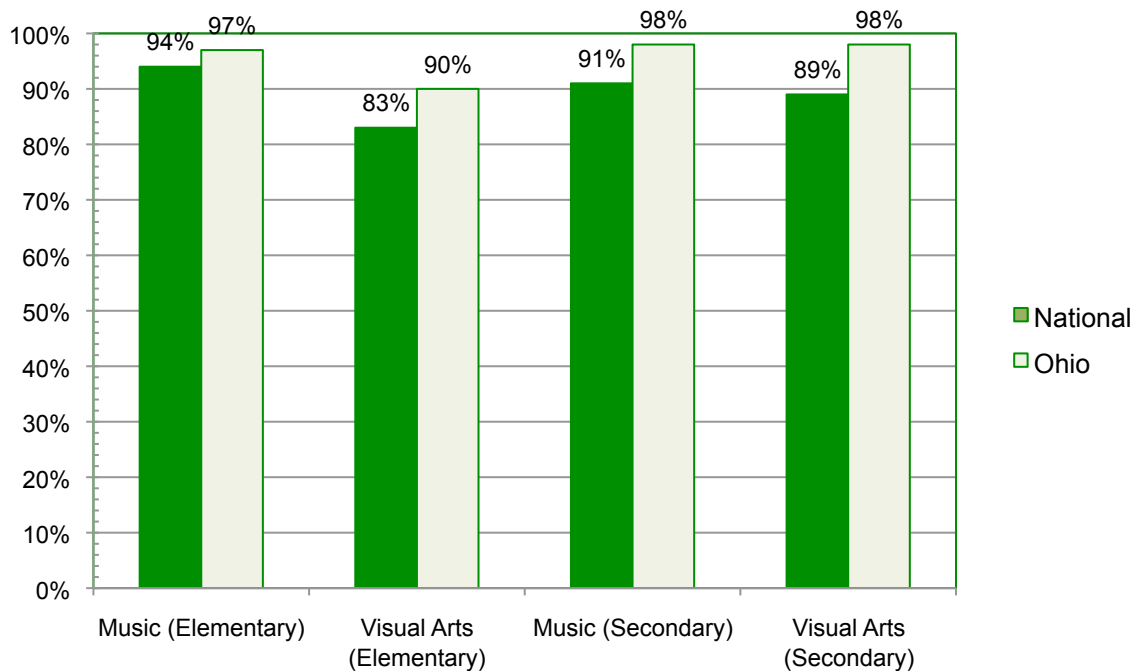
Ninety-three percent of all public schools in Ohio offer access to some form of instruction in the arts—the same percentage resulting from analysis of a national sample by the National Center for Education Statistics. (See page 17 for information about the NCES study.)

Ohio's public schools compare favorably to the national sample in offering access to music and visual arts instruction.

Comparing ODE data to the NCES sample indicates that the percentage of Ohio's public schools providing access to music and visual arts instruction was slightly higher than the national average for the same period studied. (See Figure 8.)

More than 80 percent of traditional public schools in Ohio offer courses in both music and the visual arts, and 87 percent of Ohio's school districts provide a sequence of instruction in at least one of those disciplines spanning kindergarten through grade 12.

Figure 8: Access to Music and Visual Arts—National Sample Compared to Ohio Survey



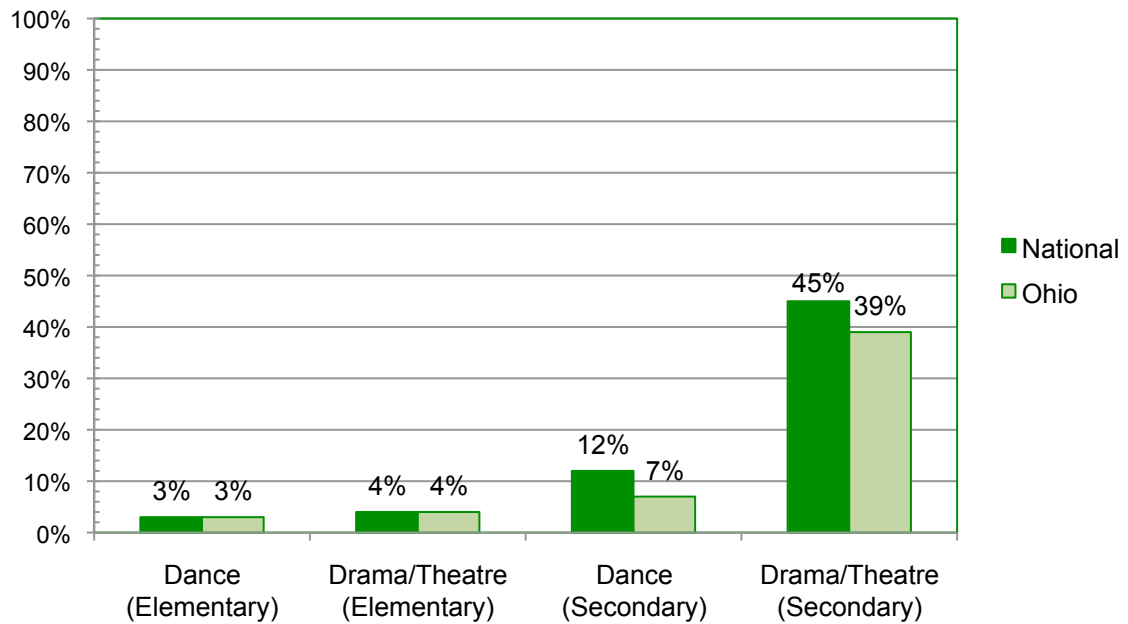
Source for National Data: NCES 2012-14.

*NCES did not provide an aggregate percentage. The statement that 93 percent of schools in the national sample offered access to at least one art form comes from averaging the percentages of elementary (K-8) and high schools reporting access to music. (The percentage of schools offering music was higher than any of the other arts disciplines.)

Access to dance and drama/theatre is limited nationwide, but access is slightly more limited in Ohio’s high schools than nationally.

Comparing Ohio’s results to the national data shows that Ohio lags in providing access to dance and drama/theatre in high school. Ohio’s results for grades K-8 reflect the national averages. (See Figure 9.)

**Figure 9: Access to Dance and Drama/Theatre Courses—
National Sample Compared to Ohio Survey**



Note: In the national survey, grades K-8 are categorized as elementary schools. The Ohio data shown above were obtained by combining the percentages for elementary and middle schools.

Access to instruction in one or more arts disciplines is lower in high-poverty districts nationally, but Ohio’s equity gap seems to be narrower.

The ODE data indicate that lack of access to arts instruction is most prevalent where there is poverty—most notably 10 percent of schools in Ohio’s 15 major high-poverty urban districts and 39 percent of community schools, which typically serve low-income communities. As Table 6 (next page) shows, however, access to arts education among Ohio’s high-poverty schools and the NCES sample are similar. The equity gap also appears to be narrower in Ohio—partly because access to the arts is better among Ohio’s high-poverty districts than it is among their counterparts in the national sample, and partly because Ohio’s highest income districts (Type 7) do not compare favorably with the high-income segment.

Table 6: Comparison of Equity Gaps in Ohio and Nation Based on ODE Data

	Nationally	In Ohio
High Income Students	<p>Among schools with 0-25 percent of students eligible for free and reduced-price lunch:</p> <ul style="list-style-type: none"> • 97% of elementary schools offer instruction in at least one arts discipline. • 96% of secondary schools offer instruction in at least one arts discipline. 	<p>Schools in urban/suburban districts with very high income:</p> <ul style="list-style-type: none"> • 92% offer instruction in at least one arts discipline.
Low Income Students	<p>Schools with more than three quarters of students eligible for free and reduced-price lunch offering instruction in at least one arts discipline:</p> <ul style="list-style-type: none"> • 89% of elementary schools offer instruction in at least one arts discipline. • 81% of secondary schools offer instruction in at least one arts discipline. 	<p>Ohio's schools in high-poverty districts:</p> <ul style="list-style-type: none"> • 90% of schools in large, high-poverty major urban districts (Type 5) offer instruction in at least one arts discipline. • 97% of schools in smaller urban districts with high poverty and 99% of high-poverty rural districts offer instruction in at least one arts discipline.

Data indicate that breadth and depth of access to arts instruction vary.

Data indicate that 84 percent of Ohio’s traditional public schools offer both music and visual arts courses from grades K-12. An examination of the 25 different courses taught in those two disciplines reveals that most specialized arts courses are offered in fewer than 40 percent of districts. Moreover, each of the five AP arts courses is offered in fewer than 10 percent of districts.

While Ohio’s study presents district-level data on the types of courses offered, the NCES study presented school-level data. Nevertheless, the national school-level data show a similar pattern for grades K-8. Ninety percent of schools offered general music, but less than 50 percent offered chorus or instrumental music, and only 28 percent offered strings/orchestra.

PRIORITIES: WHERE SHOULD WE FOCUS OUR EFFORTS?

Based on the report findings related to access and equity, the Ohio Alliance for Arts Education, the Ohio Arts Council and the Ohio Department of Education will emphasize the following priorities in their efforts to sustain and strengthen Ohio’s arts education infrastructure:

- **Determining the specific needs of schools that provide limited or no access to arts instruction and developing strategies for assisting those schools.**
- **Increasing understanding of what Ohio’s operating standards require and helping districts ensure that local policies meet those standards.**
- **Exploring strategies to assist schools interested in offering dance and drama/theatre instruction.**
- **Pursuing additional options for meeting the learning needs of gifted students.**

CREATING CONDITIONS FOR HIGH QUALITY

The following conditions support high-quality arts education:

- A course of study in the arts that aligns with arts learning standards, specifies learning and performance objectives and establishes scope and sequence.
- Effective assessment of student progress.
- Teachers who engage in ongoing professional learning.
- Leadership and working conditions that support collaboration, reflection and continuous improvement.
- Supportive classroom environments and community partnerships.



Courtesy: Akron Public Schools

Findings from the Status Survey, considered alongside ODE data from 2009-2010, provide information about Ohio's status in supporting each of those areas.

FINDINGS: WHAT DO THE DATA SAY?

Summary: Ninety percent of schools have aligned arts instruction with Ohio's arts learning standards and 88 percent use teacher-developed arts assessments. Educators who are licensed to teach the arts provide all arts instruction in 83 percent of schools. Sixty-four percent of schools provide some professional development in the arts. Use of dedicated classrooms varies by arts discipline and school level. Technology in arts classrooms is most prevalent in high schools.

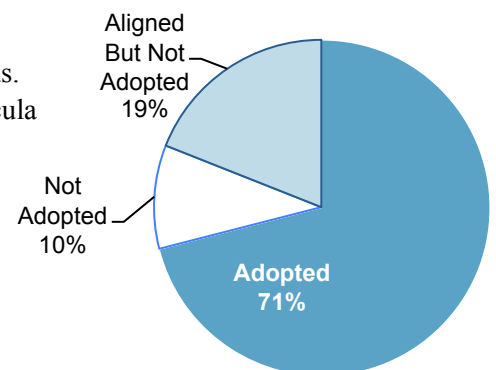
ADOPTING AND ADDRESSING OHIO'S ARTS LEARNING STANDARDS

Ohio's arts learning standards provide schools with a framework for high-quality arts instruction.

According to the Status Survey, 71 percent of schools reported that their local boards of education adopted Ohio's arts learning standards. Ninety percent of survey respondents have aligned their arts curricula with those standards.

As Figure 10 shows, 10 percent of schools reported that their boards of education had not adopted the arts learning standards, and 19 percent reported aligning their curricula with the standards without board adoption. Fifty-six percent reported that their arts curricula have been aligned with the standards for five years or more.

Figure 10: Adoption and Use of Content Standards as of 2009



Key Finding: Most arts instruction in Ohio is standards-based.

ASSESSING STUDENT LEARNING IN THE ARTS

Effective formative and summative assessment of student learning drives improvement in arts education. Teacher-developed assessments that align with standards-based instruction facilitate student learning. Locally developed district-wide assessments and national assessments help teachers and administrators measure and improve the quality of their programs.

The Status Survey showed that 94 percent of schools reported using some type of assessment in the arts. Eighty-eight percent of schools reported using teacher-developed assessments to track student progress while results showed 8 percent using district-level assessments that were required, 6 percent using assessments that were developed at the district level but not required and 4 percent using assessments developed outside the district.

PROVIDING INSTRUCTION BY LICENSED ARTS SPECIALISTS

Providing high-quality instruction in the arts includes ensuring that those who teach the arts have licenses that reflect competence in the practice and pedagogy of their arts disciplines.

According to ODE data, 83 percent of schools reported that all teachers who taught arts courses in the 2009-2010 school year were licensed in one or more of the arts disciplines they taught. (See Figure 11.) Ninety-four percent of the teachers in those schools were licensed for every course they taught. Between 94 and 97 percent of the most commonly offered courses in music and visual arts were taught by teachers licensed in those disciplines. (Page 8 details appropriate licensure in the arts.)

Table 7 (next page) shows all the arts courses offered, each with the total number of courses taught and the percentage of those courses taught by teachers licensed in the disciplines taught. The table indicates that over 90 percent of most music and visual arts courses were taught by arts specialists. Less than 85 percent of drama/theatre courses and less than 65 percent of dance courses were taught by teachers with licenses in those areas. Visiting artists taught drama/theatre in at least one grade in 29 percent of schools that offered drama/theatre and 33 percent of schools that offered dance.

Key Finding: Most Ohio teachers providing arts instruction are appropriately licensed.

Figure 11: Percentages of Schools by Teacher Licensure in the Arts

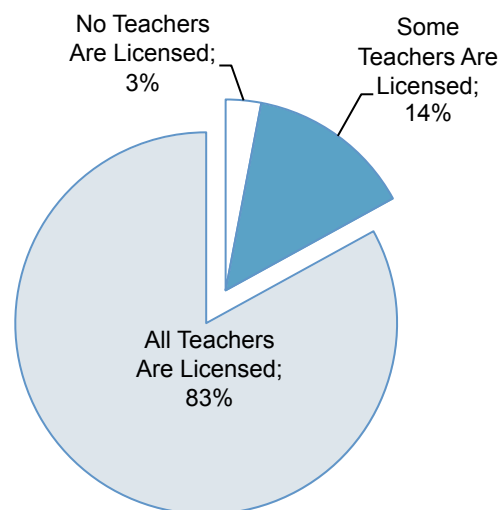


Table 7: Number of Courses Taught for Each Unique Arts Course and Percentage of Each Course Taught by a Teacher with a License in the Discipline

<i>Course</i>	<i># of Courses Taught</i>	<i>% Taught by Teacher with License in Discipline</i>	<i>Course</i>	<i># of Courses Taught</i>	<i>% Taught by Teacher with License in Discipline</i>
Visual Arts – 99.8% of districts offer at least one course			Drama/Theatre – 34% of districts offer at least one course		
Visual Arts (K-12)	6116	96%	Drama/Theatre Arts	362	70%
Art Appreciation	397	79%	Drama/Theatre (k-8)	51	84%
Art History	215	65%	<i>Total Drama/Theatre</i>	413	
Design	343	88%	Dance – 4% of districts offer at least one course		
Crafts	189	94%	Introduction to Dance	57	63%
Ceramics	355	93%	Comprehensive Dance	29	59%
Drawing and Painting	951	90%	<i>Total Dance</i>	86	
Photography/Filmmaking	367	84%	Music – 99.8% of districts offer at least one course		
Printmaking	44	93%	General Music	1600	94%
Sculpture	179	94%	Music Theory	317	89%
Graphic Arts/Unified Arts	213	85%	Vocal/Choral Music	1578	96%
AP Studio Art - Drawing	70	91%	Instrumental Music	2871	96%
AP Studio Art - 2D Design	38	89%	Music Appreciation	390	82%
AP Studio Art - 3D Design	19	89%	Music (K-8)	2595	97%
AP Art History	25	84%	AP Music Theory	55	84%
Advanced Visual Arts	243	94%	Other Music courses	276	80%
Other Visual Arts courses	304	74%	<i>Total Music</i>	9,682	
<i>Total Visual Arts</i>	<i>10,068</i>				
Courses are defined by the Ohio Department of Education. Total number of school districts = 612.					

SUPPORTING HIGH-QUALITY PROFESSIONAL DEVELOPMENT

Supporting ongoing learning and professional development in the arts ensures that arts instruction improves continually.

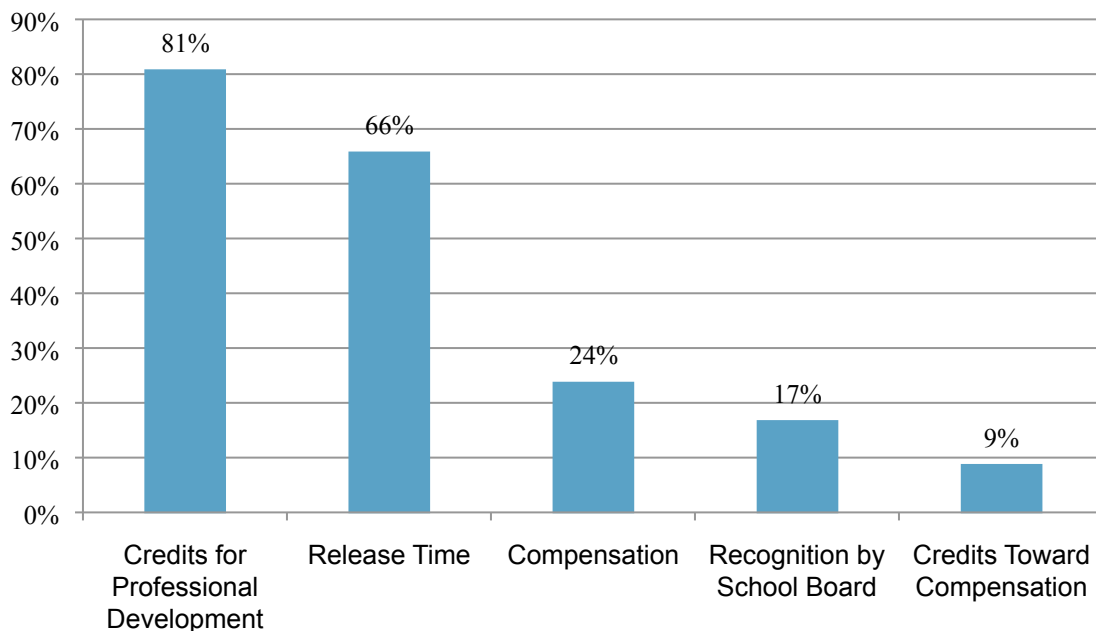
According to the Status Survey, 64 percent of schools reported that they provided at least one type of professional development in the arts to all teachers who taught the arts, including general classroom teachers, general classroom teachers with responsibility for one or more arts areas, and/or arts specialists (defined as a teacher with a K-12 multi-age license in an arts discipline or an Adolescent to Adult license in an arts discipline). This was true for 61 percent of elementary, 66 percent of middle and 69 percent of high schools. Fifty-six percent of schools reported that they provided professional development activities in the arts specifically for arts specialists.

Forty-seven percent of schools reported off-site seminars or conferences as a professional development strategy for teachers who provide arts instruction. Other strategies schools reported included:

- Workshops with professional artists (30 percent)
- In-school seminars or conferences (28 percent)
- Partnerships with colleges or universities (17 percent)
- Workshops by the Ohio Department of Education staff (13 percent)
- Other (3 percent)

Most schools offer at least one incentive for engaging in professional development. As Figure 12 shows, credits and release time were the most common incentives.

Figure 12: Percentage of Schools Offering Each Type of Incentive



Appropriate staffing, leadership and coordination, collegial relationships, planning time and professional learning create the conditions for excellence in teacher practice.

Staffing: Ninety-three percent of traditional public schools that responded to the Status Survey reported employing at least one full-time equivalent (FTE) teacher of the arts in 2009-2010. As shown in Figure 13, most of those teachers were employed in the areas of music and visual arts, but 29 percent of high schools reported an FTE teacher in drama/theatre.

Figure 13: Percentage of Buildings with at Least One FTE Arts Educator

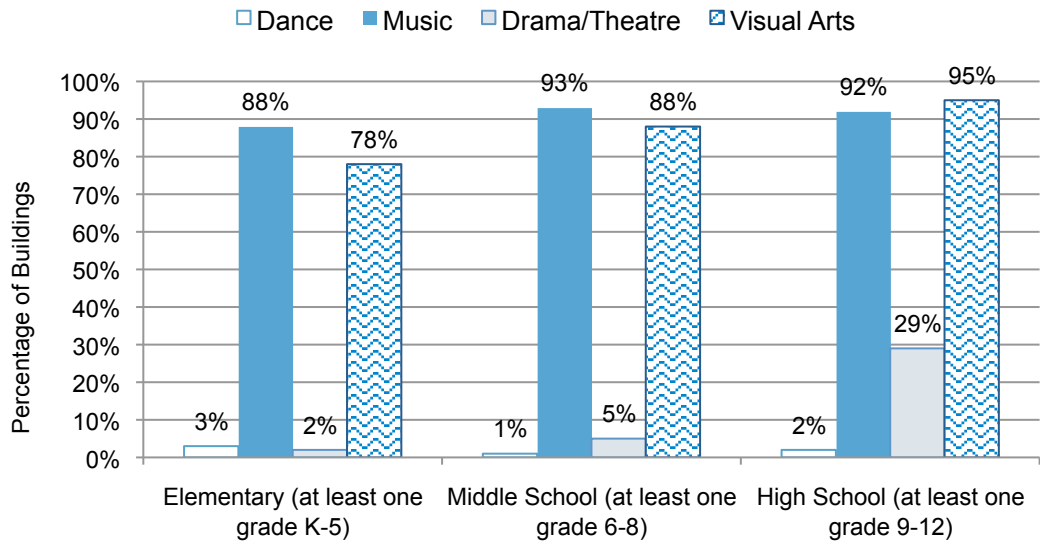


Figure 13 also shows that elementary schools were more likely to employ an FTE music teacher (88 percent) than an FTE visual arts teacher (78 percent).

Number of Schools Served:

According to ODE data, a majority of arts educators work in only one school. As Table 8 shows, music and visual arts teachers more often teach in more than one school than dance or drama/theatre teachers. Nine percent of the 46 dance teachers (four teachers) taught in multiple schools, and four percent of drama/theatre teachers (about 13 teachers) taught in multiple schools.

# Schools Served	Music Teachers	Visual Arts Teachers	Dance Teachers	Drama/Theatre Teachers
One	59%	84%	91%	96%
Two	31%	13%	3%	3%
Three	7%	2%	3%	1%
Four or More	3%	1%	3%	0%

ODE data also showed that 37 percent of middle school arts educators taught in multiple schools, compared to those who work in elementary schools (31 percent) and high schools (32 percent).

Average Number of Students Per Course: According to ODE data, a total of 10,673 teachers in traditional public and community schools provided instruction in one or more arts disciplines in the 2009-2010 school year. Of those teachers, 452 (4 percent) provided instruction in more than one arts discipline.

To present a general idea of the number of students the average arts educator teaches for each unique course, Table 9 provides the mean (average) number of students per arts teacher in each arts course, based on ODE data. It also provides the maximum number of students taught by any teacher for each arts course.

For example, Visual Arts (K-12) has, on average, 108 students enrolled for a single teacher across all schools. The maximum number of students taught by a single teacher in a single school was 724. One student was the minimum number.

The courses that are taught in the greatest numbers—Visual Arts (K-12), Music (K-8), General Music, Vocal/Choral Music and Instrumental Music—also have the highest averages in numbers of students for a single teacher. The average number of students for a single teacher in Music (K-8)—160.5 students—was significantly higher than the average number of students taught in other arts courses. Two art history courses (AP and regular), music theory (AP and regular) and three other AP visual arts courses had the lowest average numbers of students for a single teacher.

Table 9: Mean and Maximum Number of Students Taught by a Single Teacher in Each Course

Course	Mean # of Students	Max. # of Students	Course	Mean # of Students	Max. # of Students
Visual Arts (K-12)	108.1	724	AP Studio Art - 3D Design	14.5	90
Drawing and Painting	67.4	531	AP Studio Art - Drawing	12.8	63
Ceramics	56.6	284	Art History	12.6	222
Design	55.6	274	Music (K-8)	160.5	724
Photography/Filmmaking	51.0	262	General Music	118.9	632
Graphic Arts/Unified Arts	45.2	244	Vocal/Choral Music	96.5	530
Art Appreciation	43.1	454	Instrumental Music	68.6	432
Crafts	38.8	262	Music Appreciation	23.7	200
Sculpture	30.5	227	Other Music courses	21.2	150
Printmaking	23.5	148	Music Theory	15.0	350
Advanced Visual arts	20.4	182	AP Music Theory	11.7	51
Other Visual Arts courses	19.7	156	Introduction to Dance	65.6	405
AP Art History	16.9	100	Comprehensive Dance	33.4	154
AP Studio Art - 2D Design	14.7	96	Drama/Theatre (K-8)	84.0	480
			Theatre Arts	49.2	281

Courses are defined by the Ohio Department of Education. Total number of schools districts = 612.

Differences in Numbers of Arts Educators Across District Types: Based on ODE data showing student enrollment in the arts for each district type, major urban districts (Type 5) have the highest number of students enrolled in music and visual arts, yet they employ fewer arts educators than do high-income urban/suburban districts (Types 6 and 7) and smaller urban districts (Type 4). Music and visual arts enrollment in Type 7 districts is around half that of urban districts, yet music educators in Type 7 districts outnumber their counterparts in Type 5 (major urban, very high poverty) districts. Similarly, about 11,000 fewer students are enrolled in visual arts in Type 6 districts, yet the number of visual arts educators employed in Type 5 urban districts is 57 percent of the number employed in Type 6 districts.

See Tables 10 and 11 for a comparison.

Table 10: Number of Music Teachers in Each District Type Compared to Number and Percentage of Students Enrolled in Music			
<i>District Type, Income and Total Students</i>	<i>Number of Music Educators</i>	<i># Students Enrolled in Music</i>	<i>% Students Enrolled in Music</i>
Type 1 Rural/Agricultural – high poverty – 160,000 students	397	99,200	62%
Type 2 Rural/Agricultural – low poverty – 220,000 students	597	143,000	65%
Type 3 Rural/Small Town – moderate income – 130,000 students	354	74,100	57%
Type 4 – Urban – high poverty – 290,000 students	713	168,200	58%
Type 5 Major Urban – very high poverty – 360,000 students	660	234,000	65%
Type 6 Urban/Suburban – high income – 420,000 students	1,021	222,600	53%
Type 7 Urban/Suburban – very high income – 240,000 students	690	115,200	48%

Table 11: Number of Visual Arts Teachers in Each District Type Compared to Number and Percentage of Students Enrolled in Visual Arts

District Type, Income and Total Students	Number of Visual Arts Educators	# Students Enrolled in Visual Arts	% Students Enrolled in Visual Arts
Type 1 Rural/Agricultural – high poverty – 160,000 students	585	78,400	49%
Type 2 Rural/Agricultural – low poverty – 220,000 students	905	114,400	52%
Type 3 Rural/Small Town – moderate income – 130,000 students	470	61,100	47%
Type 4 – Urban – high poverty – 290,000 students	989	139,200	48%
Type 5 Major Urban – very high poverty – 360,000 students	646	226,800	63%
Type 6 Urban Suburban – high income – 420,000 students	1,134	184,800	44%
Type 7 Urban/Suburban – very high income – 240,000 students	609	96,000	40%

Number of Unique Courses Taught: According to ODE data, most elementary school arts educators (78 percent) and middle school arts educators (59 percent) provided instruction in only one unique arts course. The percentage of arts educators who taught more than one course was higher in high schools. Thirty-nine percent of high school arts educators taught one course; 31 percent taught two courses; 17 percent taught three courses; and 13 percent taught four or more courses.

Leadership and Coordination: According to the Status Survey, 78 percent of schools reported that their districts had no coordinator for the arts education programs in their schools. Ten percent of schools reported having a full-time district arts coordinator. Ninety-eight percent of those arts coordinators were licensed to teach an arts discipline.

Supplemental Support: According to the Status Survey, teachers providing arts instruction in Ohio’s schools seldom receive curricular, co-curricular or extracurricular instructional support from trained individuals. Curricular support from certified and trained teachers, reported by 20 percent of survey respondents, was the most common form of supplemental support. Volunteers with training or experience provided extracurricular support in 16 percent of schools. Artists in residence provided both curricular and extracurricular support in 7 percent of schools.

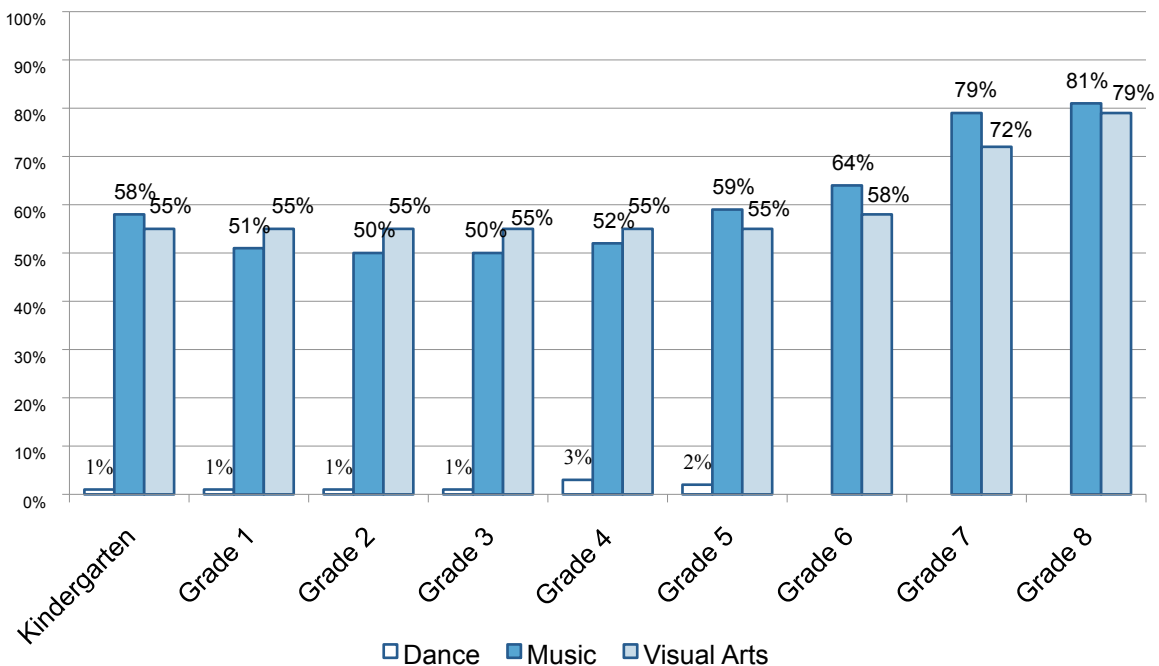
PROVIDING ADEQUATE INSTRUCTIONAL TIME IN THE ARTS

Providing high-quality arts education includes ensuring that students have adequate time to meet local course objectives.

According to the Status Survey, more than half of schools with grades K-8 reported providing all students with arts instruction for one hour per week for 36 weeks. Not all schools reported providing both music and visual arts, however.

As Figure 14 shows, 55 percent of schools reported providing one hour of weekly visual arts instruction in grades K-5. That percentage rose after grade 5, reaching 79 percent by grade 8. The percentage of schools providing one hour of music instruction per week was slightly lower (50-52 percent) in grades K-4, but it reached 81 percent by grade 8. The percentage of schools reporting one hour per week of dance peaked at 3 percent in grade 4 and then declined. Percentages for drama/theatre instruction were too low to report.

Figure 14: Percentage of Schools Providing One Hour or More of Arts Instruction a Week



Note: The number of K-8 schools reporting one hour per week of drama/theatre was too low to report.

PROVIDING DEDICATED CLASSROOMS AND ADEQUATE EQUIPMENT

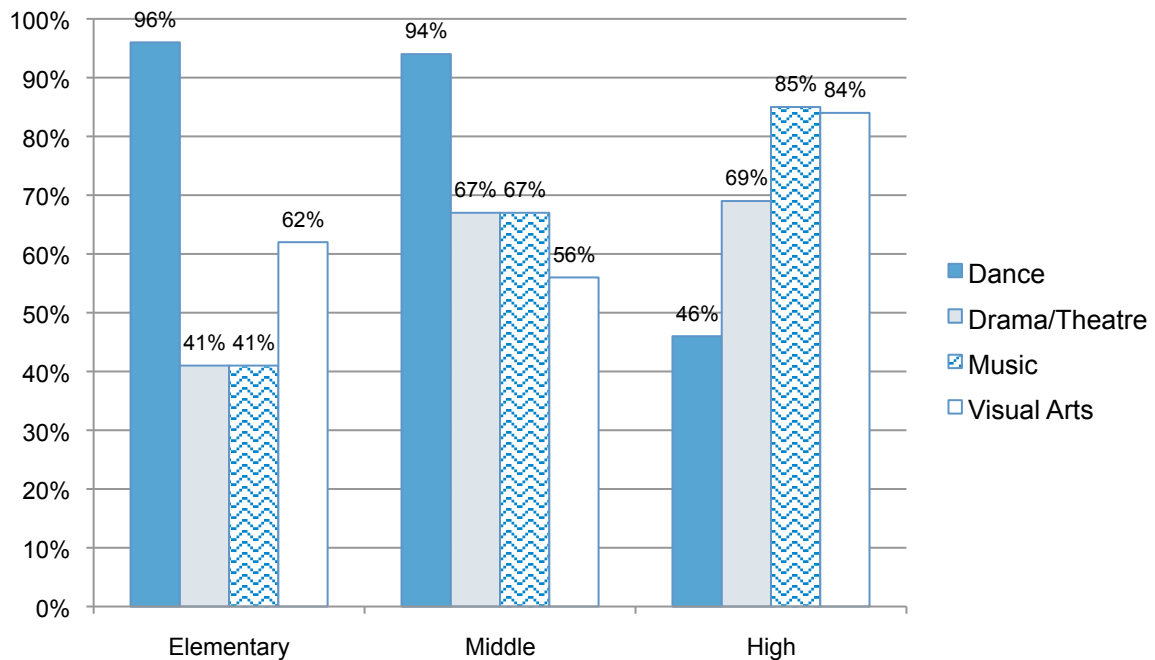
Supporting high-quality education in the arts includes creating physical environments that support learning. Classrooms with layout, furniture, equipment, supplies, technology and texts that are specifically for the arts disciplines taught allow teachers and students to work most productively.

High schools participating in the Status Survey reported the highest usage of dedicated classrooms for music, visual arts and drama/theatre. The lowest overall usage of dedicated classrooms for music and visual arts was among middle schools.

Among the few schools offering dance courses, nearly all elementary and middle schools offering dance reported using dedicated classrooms for dance instruction, while 46 percent of high schools offering dance reported using dedicated classrooms. Figure 15 shows the percentages by discipline and school level.

Twenty-six percent of schools reported that they have dedicated spaces for instruction in media arts, such as video/film production, TV production, digital art, computer graphics, computer animation, virtual art, interactive art, etc. Usage of dedicated spaces for instruction in media arts was highest in schools with grades 9-12 (62 percent). Twenty-one percent of middle schools and 13 percent of elementary schools reported using dedicated classrooms for media arts instruction.

Figure 15: Percentages of Arts Courses Taught in Dedicated Classrooms by Arts Discipline and School Level



USING TECHNOLOGY IN ARTS INSTRUCTION

Supporting high-quality education in the arts includes using technologies that assist teaching and learning and introduce students to art forms that depend on technology, such as filmmaking and computer graphics.

According to the Status Survey, use of technology to assist students in the study and creation of works of art ranged from 13 percent of schools for dance and 18 percent for drama/theatre to 36 percent for music and 45 percent for visual arts.

High schools reported the heaviest use of technology in music, drama/theatre and visual arts instruction. Middle schools led in using technology for dance instruction.

Technologies listed by survey participants included equipment used primarily in producing and performing works of art, such as interactive music software; equipment that teachers and students would use primarily to present information, such as interactive whiteboards; and equipment that is used for both purposes, such as cameras and digital recorders. Table 12 lists the types of technologies that schools specified on the survey.

Table 12: Examples of Technologies Schools Reported Using

<i>Computers</i>	<i>Keyboards, electronic instruments</i>
<i>Cameras</i>	<i>Smart Music, Sibelius (interactive music software)</i>
<i>Interactive media shows</i>	<i>Recording and mixing studio</i>
<i>Digital drawing tables</i>	<i>iPods, mp3s</i>
<i>Printers and scanners</i>	<i>Digital recorders</i>
<i>Interactive whiteboards</i>	<i>Light/sound consoles</i>
<i>Projector systems, ELMO (mobile classroom display system that uses a document camera and wireless tablet)</i>	<i>Video equipment, filmmaking stations</i>
	<i>iMovie software</i>

ENRICHING ARTS LEARNING THROUGH COMMUNITY ASSETS

Supporting high-quality education in the arts includes enriching classroom instruction by taking advantage of community-based arts learning opportunities and collaborating with the arts community.

Field trips and invited performances or exhibitions were the most frequently reported types of arts experiences made available to students outside the classroom. More sustained collaboration, such as an artist-in-residence program, was less commonly reported.

- Seventy-two percent of schools reported that students took at least one arts-related field trip in the past three years. The median number of arts-related field trips reported for the previous three years was four. Field trips with a music focus were most often the type reported.
- Sixty-four percent of schools reported at least one invited performance/exhibition in an arts discipline in the past three years, including 70 percent of elementary schools, 55 percent of middle schools and 61 percent of high schools.
- Twenty-one percent of schools reported that they had an artist-in-residence program in the past three years. Of the artist-in-residence programs reported, half were in visual arts and half in music.
- Twenty-six percent of all schools reported having a partnership or collaboration with an artist, art company or cultural organization. Equal percentages of elementary, middle and high schools reported such partnerships or collaborations.

Schools most often reported transportation costs and time out of the school day as barriers that prevented students from taking field trips for the arts. Forty-five percent also reported event/admission costs. More than half of schools without an artist-in-residence program reported that budget constraints were the greatest obstacle preventing implementation of such a program. Other obstacles reported were competing priorities, such as testing (17 percent); lack of information about the program (12 percent); time in the day (6 percent); and insufficient space/facilities (5 percent). Seven percent reported no obstacles.

Table 13: Benefits of Artists in Residence Reported by Status Survey Participants

Engaged students and generated new enthusiasm for teaching and learning	83%
Provided knowledge about art forms to students through exhibition or instruction	76%
Revealed new skills/abilities in students and teachers	75%
Built school pride and stronger sense of identity among students/teachers/staff	46%
Provided knowledge about art forms or arts education through teacher in-service training	30%

ANALYSIS: HOW DOES OHIO COMPARE TO A NATIONAL SAMPLE?

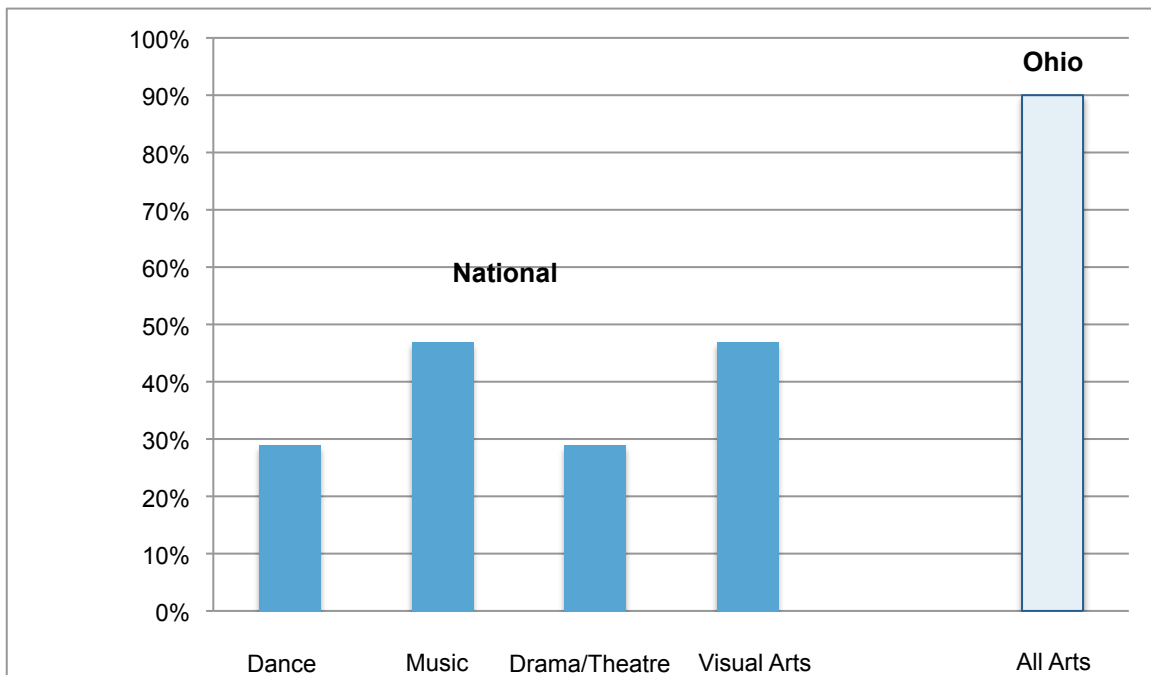
Ohio's public schools are leading or keeping pace with the nation in fostering most of the important conditions linked to high-quality arts instruction.

A comparison of Ohio's Status Survey results and the results of a survey by the National Center for Education Statistics (NCES, 2012) indicates that Ohio is keeping pace or exceeding progress in aligning arts curricula with standards, hiring certified arts specialists, providing professional development in the arts, providing dedicated spaces for arts instruction and implementing arts assessments.

Implementing Arts Learning Standards: Ninety percent of Ohio's Status Survey respondents reported that they aligned their courses of study in the arts with Ohio's arts learning standards.

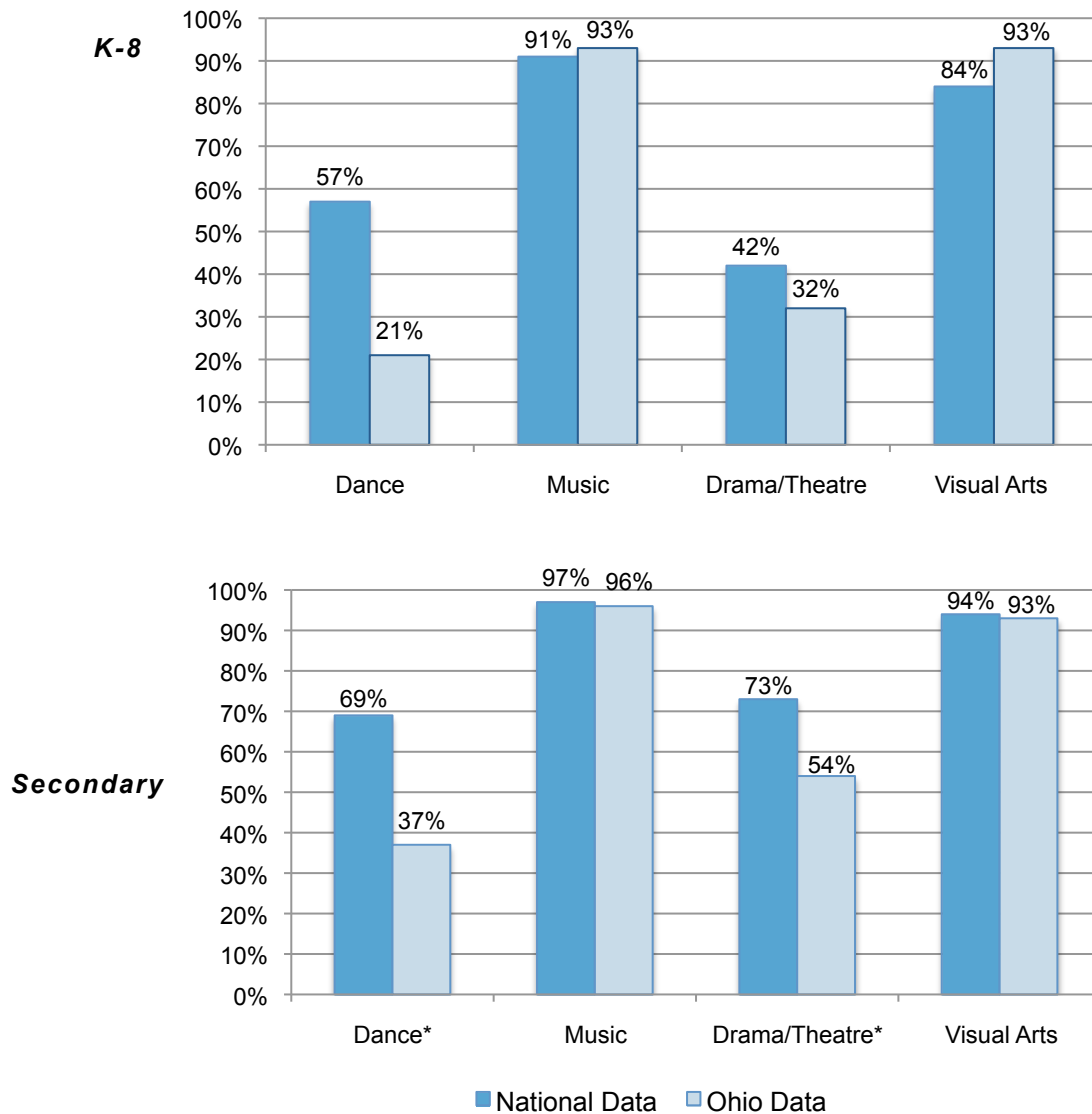
Less than 50 percent of the schools that responded to the NCES survey reported that their music and visual arts curricula were aligned with state or national arts standards. Less than 30 percent of respondents said their dance and drama/theatre curricula were standards-based.

Figure 16: Comparing Percentages of Schools Aligned with Standards



Full-Time Arts Specialists on Staff: Ninety-seven percent of Ohio’s public schools responding to the Status Survey reported that they had at least one full-time arts specialist on staff, and 83 percent reported that arts specialists had appropriate licensure for all arts courses taught. As Figure 17 indicates, the percentage of schools where licensed music and visual arts specialists teach those two disciplines was slightly higher than the percentage reported by NCES. While results from both Ohio and NCES showed less reliance on certified arts specialists for dance and drama/theatre, the Ohio public schools surveyed reported lower percentages of dance and drama/theatre specialists on staff than did NCES respondents.

Figure 17: Percentage of Schools with Arts Specialist on Staff – National Sample Compared to Ohio Survey



* The national data for secondary dance and drama/theatre were from 2008-2009.

Use of Dedicated Classrooms and Technology: As Figure 18 indicates, Ohio results were similar to the national results in the percentages of schools that used dedicated classrooms for their music and visual arts courses. While the NCES data showed a lower percentage of dedicated classrooms among schools that offer dance and drama/theatre, Ohio’s percentages are even lower. Except for high school music, technology usage in the arts was less prevalent in Ohio than it is nationally.

Figure 19: Percentage of Schools With Dedicated Classrooms – National Sample Compared to Ohio Survey

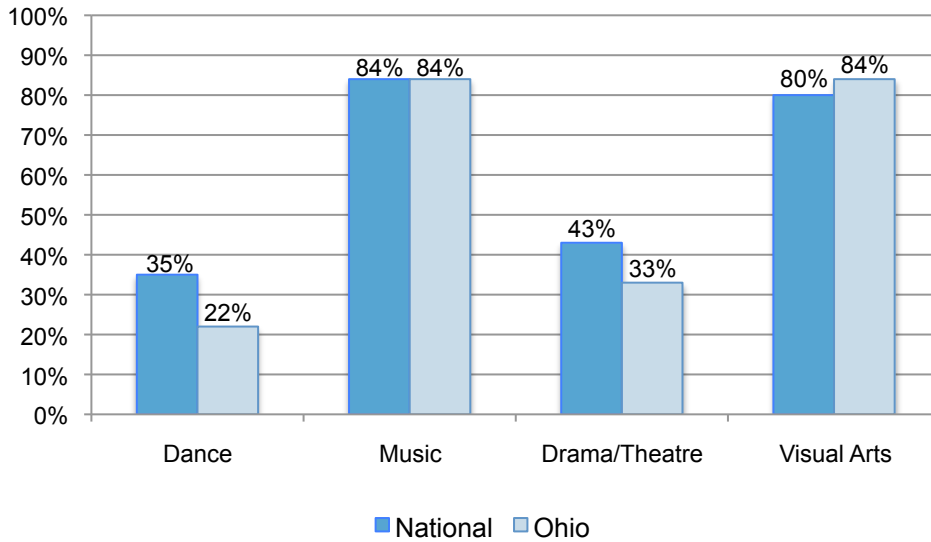
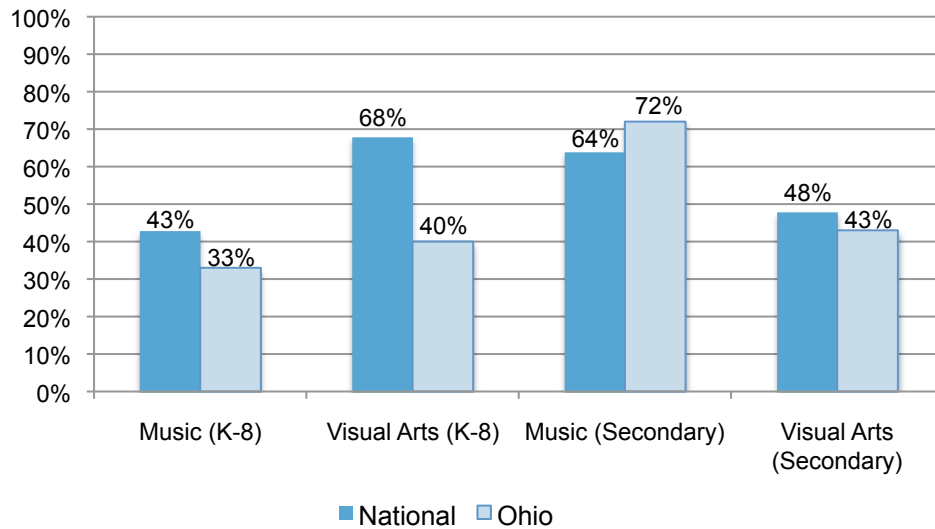


Figure 18: Percentage of Schools Using Technology in Arts Instruction – National Sample Compared to Ohio Survey



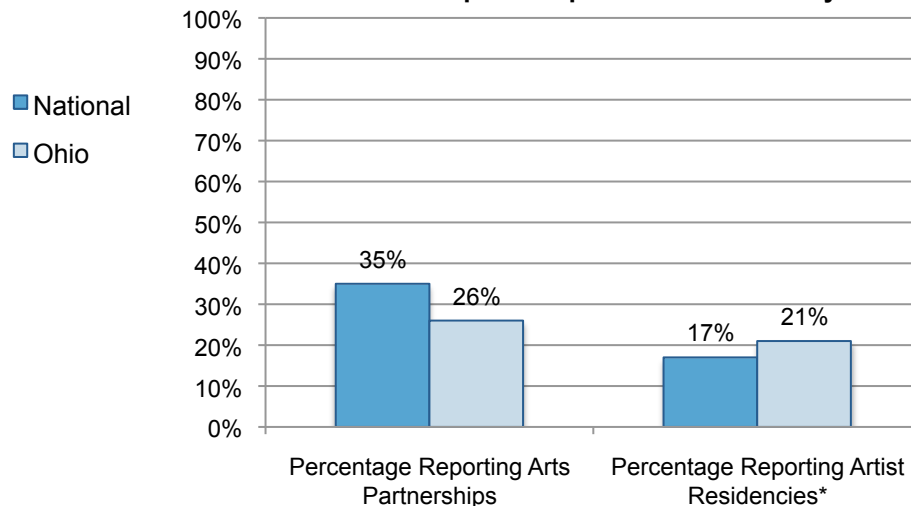
Professional Development: According to the Status Survey results, 64 percent of schools reported providing at least one type of professional development in the arts. The NCES study, which presented the same data broken down by arts discipline, showed a similar picture. The percentage of districts nationally offered professional development in music—the highest percentages of the four disciplines—averaged 65 percent (61 percent of elementary schools and 69 percent of high schools). Although Ohio was typical of the nation, the fact remains that professional development opportunities in the arts were not available in 36 percent of the schools responding to the Status Survey.

Use of community resources, assessment and coordination of arts education are areas where Ohio could fall behind other states.

Use of Community Resources: Overall, Ohio’s public schools are slightly less active in promoting high quality through the use of community resources.

- Twenty-six percent of Ohio’s public schools reported a partnership or collaboration with an outside organization in the previous three years, while 35 percent of the national sample (32 percent of K-8 and 38 percent of high schools) reported a new or existing arts partnership in the past year.
- The percentage of Ohio public schools that reported conducting an artist residency during the previous three years was slightly higher than the percentage reported by the national sample for the year prior to the survey.
- Field trips in the arts were less prevalent in Ohio than nationally. Sixty percent of Ohio’s public schools reported sponsoring at least one field trip in music in the three years prior to the survey. Sixty-nine percent of the national sample reported sponsoring at least one field trip to an arts performance in the previous year. Thirty-five percent of Ohio’s public schools reported sponsoring at least one field trip in the visual arts in the three years prior to the survey. Fifty-eight percent of the national sample reported sponsoring at least one field trip to a museum or art gallery in the previous year.

Figure 20: Use of Arts Partnerships and Artist Residencies—National Sample Compared to Ohio Survey

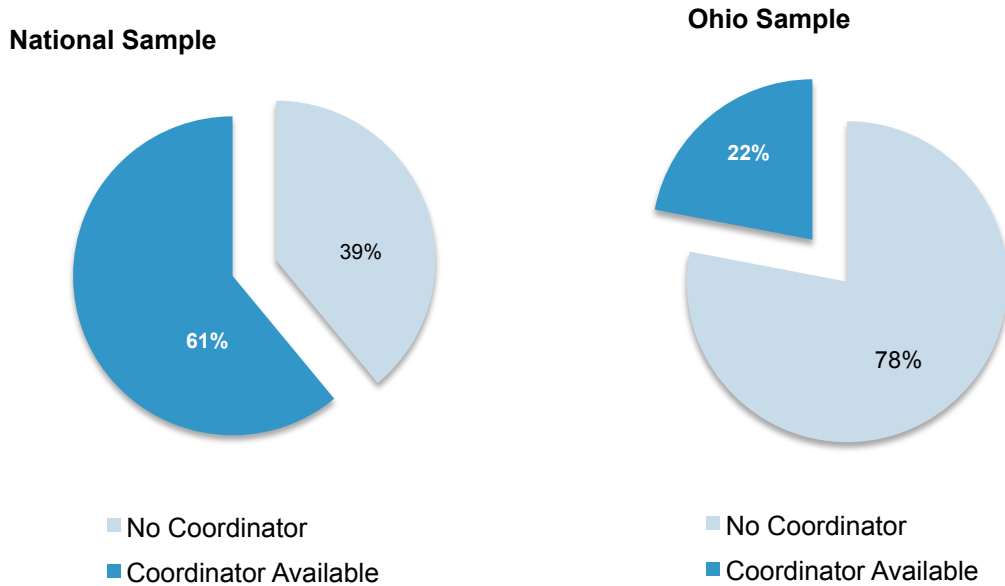


Ohio’s sample reported on use of community resources over the three years prior to the survey. The national sample reported on only one year prior to the survey.

Assessment: About 12 percent of Ohio’s Status Survey respondents reported using required arts assessments—developed either within their districts (8 percent) or externally (4 percent). Eighteen percent of schools in the national sample with district arts coordinators reported using standardized arts assessments. For both samples, teacher-developed assessments were the norm.

District-Level Arts Coordinators: Twenty-two percent of Ohio’s public schools that responded to the Status Survey reported that a district-level coordinator is responsible for implementation and evaluation of programs offered in the arts. In contrast, 66 percent of elementary schools and 56 percent of high schools in the national sample reported that a district arts coordinator is responsible for arts programs.

**Figure 21: Availability of Arts Coordinators—
National Sample Compared to Ohio Sample**



NCES data indicate that 66% of elementary (K-8) schools and 56% of high schools reported that an arts coordinator was available. The chart above shows the average of those percentages.

PRIORITIES: WHERE SHOULD WE FOCUS OUR EFFORTS?

Based on the report findings related to conditions of high quality, the Ohio Alliance for Arts Education, the Ohio Arts Council and the Ohio Department of Education will emphasize the following priorities in their efforts to help sustain and strengthen Ohio's arts education infrastructure:

- **Determining where the most significant gaps in quality conditions exist and what can be done to help address those gaps.**
- **Deepening educators' understanding of Ohio's newly adopted arts learning standards and assisting schools and districts in developing approaches for implementation.**
- **Conducting research about how teachers are assessing their students in the arts and what is being done to encourage the use of district-wide arts assessments.**
- **Investigating further the finding that district arts coordinators are more prevalent nationally than they are in Ohio and devising strategies to improve arts supervision across the state.**
- **Promoting the use of community resources to enrich curriculum and instruction, as well as close some of the gaps in access to dance and drama/theatre.**

SUSTAINING ARTS EDUCATION

Building and maintaining a strong, stable arts education program that adapts to new challenges requires:

- The commitment of students to arts learning.
- Allocation of the resources needed to ensure improved access and quality in arts education.
- Policies that affirm the value of arts education.
- Inclusion of arts education programs and arts educators in ongoing school improvement efforts.

Findings from the Status Survey, considered alongside ODE data from 2009-2010, provide information about Ohio's status in each of those areas.



Courtesy: Steven Bognar, Arts Learning Residency

FINDINGS: WHAT DO THE DATA SAY?

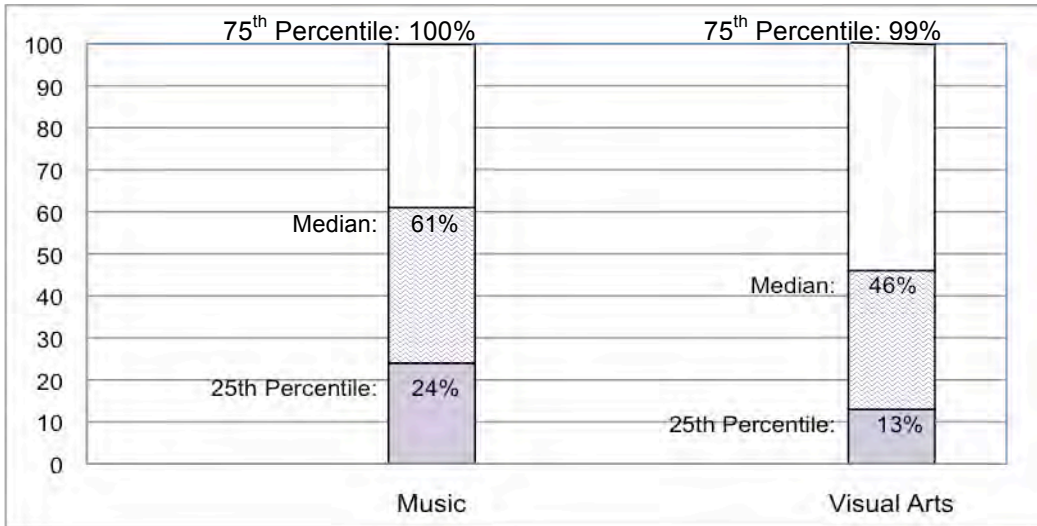
Summary: Nearly all of Ohio's students in grades K-8 are enrolled in visual arts and music education, but enrollment in the arts drops significantly when students reach high school. Most high schools require arts courses for graduation and assign those courses the same weight as other courses. Arts educators play a role in school improvement planning in most schools. Community fundraising and support for the arts show that many parents and community groups support arts education. However, school arts education budgets vary widely and typically do not always enable the kinds of contributions the arts are capable of making in this time of educational transformation.

INCREASING STUDENT ENROLLMENT IN THE ARTS

All students can benefit from enrolling in arts courses.

Nearly every school in Ohio provides opportunities to learn in the arts, but not all students enroll. Ohio's median 2009-2010 enrollment in arts courses for students in grades K-12 was 61 percent for music and 46 percent for visual arts. (Enrollment in drama/theatre and dance, due to their limited availability, is too low to allow definition of a median participation rate.) Figure 22 (next page) shows enrollment by percentiles.

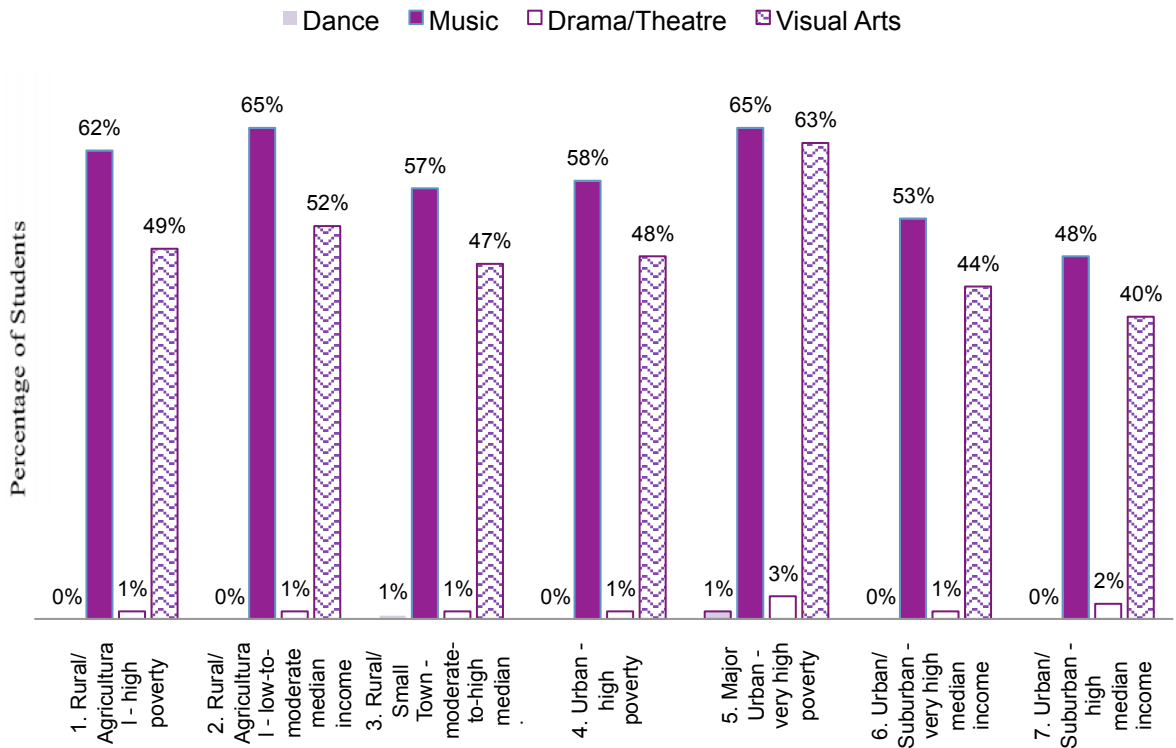
Figure 22: Median K-12 Enrollment for Music and Visual Arts



Key Finding: Student enrollment levels differ across district types.

Although more Ohio students lacking access to the arts are in high-poverty districts (Types 1, 4 and 5), ODE data shown in Figure 23 indicate that those districts have the highest enrollment in arts courses. Conversely, urban/suburban school districts that serve students from families with the highest income levels (Types 6 and 7) have the lowest percentages of students enrolled in music and visual arts.

Figure 23: Enrollment in Arts Courses by Discipline and District Type



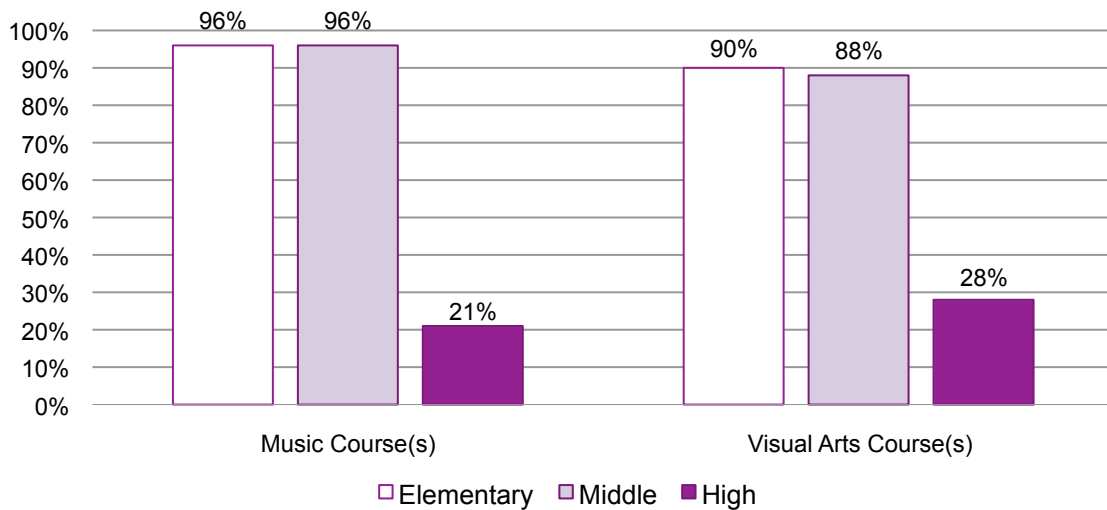
Key Finding: High school students show the lowest arts enrollment.

The Status Survey data indicate that 53 percent of high school seniors were set to graduate with more than one credit in the arts in 2009-2010. However, the lowest enrollment in arts education occurs at the high school level.

Median enrollment in high school music and visual arts courses was lower than 30 percent in 2009-2010, compared to a median enrollment of more than 95 percent in music and more than 85 percent in visual arts for students at the elementary and middle school level.

Figure 24 illustrates the drops in enrollment for music and visual arts that occur after students complete grades K-8.

Figure 24: Music and Visual Arts Median Enrollment by School Level



MAKING POLICY DECISIONS THAT SUPPORT THE ARTS

District policies that sustain arts education reflect the view that the arts are part of a complete education and that arts courses can match other subjects in academic rigor and use of higher order thinking.

Data from the high schools that participated in the Status Survey show the following:

- Seventy-nine percent of participating high schools reported that students are required to earn one or more credits in the arts for graduation.
- Eighty-four percent weigh arts courses equally with other courses when calculating student grade point averages. Sixteen percent of high schools, serving about 14,000 students, reported lower weighting applied to grades in arts courses.

ROLE OF ARTS EDUCATION IN SCHOOL IMPROVEMENT

Strengthening arts education is part of school improvement, and arts educators can make a valuable contribution to school improvement plans.

The Status Survey data show that 74 percent of schools reported including arts educators on school improvement teams. Among the schools surveyed, arts educators participated in improvement teams at 76 percent of elementary schools, 76 percent of middle schools and 73 percent of high schools.

ALLOCATING ADEQUATE RESOURCES FOR ACCESS AND HIGH QUALITY

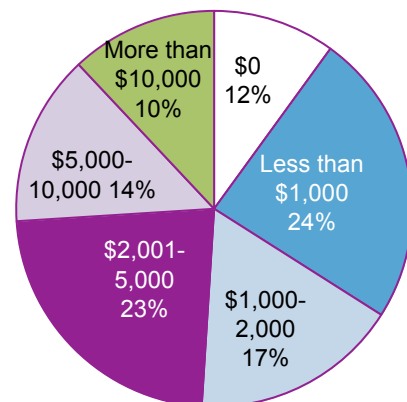
High-quality arts instruction for all students requires adequate budgets for equipment, supplies, field trips and other needs.

According to the Status Survey, budgeting for arts education varied widely.

Total Amounts Budgeted: More than 60 percent of schools reported budgets of over \$1,000 per year for arts education, while 36 percent reported budgets of \$1,000 or less. Those included 12 percent reporting no budgets for arts education.

Ten percent of schools reported budgets of more than \$10,000 for arts education, as shown in Figure 25. (The survey defined arts education budgets as dedicated amounts of funds schools received to support arts education for the current school year, excluding teacher salaries, non-district funds or one-time allocations. The study did not compare arts education budgets to budgets for other subject areas and activities.)

Figure 25: Range of Arts Education Budgets



Per-Student Budgets: Nineteen percent of schools reported a budget of \$1 or less per student for arts education. Five percent reported having a budget of more than \$30 per student. (See Figure 26, next page.) The maximum per student budget for arts education reported was \$135.

Overall, the median amount of per-student funding was highest for visual arts and music (\$3.97 and \$1.52 respectively).

The median per-student budget by school type was \$3.00 for elementary schools; \$4.67 for middle schools; and \$9.16 for high schools. The gaps in per-student funding for different school levels tended to be wider for music. The median per student spending for high school music was \$15.50, compared to \$1.01 for elementary schools and \$1.61 for middle schools. For visual arts, median per-pupil spending was \$2.50 for elementary schools, \$3.92 for middle schools and \$8.89 for high schools.

For both visual arts and drama/theatre, 34 percent of schools budgeted more than \$5 per student while 19 percent of schools were at that level for music and 7 percent for dance.

Table 14 shows that high school budgets for arts education tend to be larger than those of elementary and middle schools. Fifty-seven percent of high schools reported budgets of over \$5,000, while 11 percent of elementary schools and 22 percent of middle schools reported budgets of over \$5,000. Moreover, 46 percent of elementary schools and 34 percent of middle schools reported arts education budgets of \$1,000 or less, compared to 18 percent of high schools.

Outside Funding: According to the Status Survey, schools reported receiving funding for arts education from a variety of sources other than the school district or central office. Sixty-eight percent of outside funding to support arts education came from booster clubs with a median amount of \$8,000. Table 15 shows each funding source and the percentage of total outside funds provided to schools for arts education.

Figure 26: Arts Education Budgets Per Student

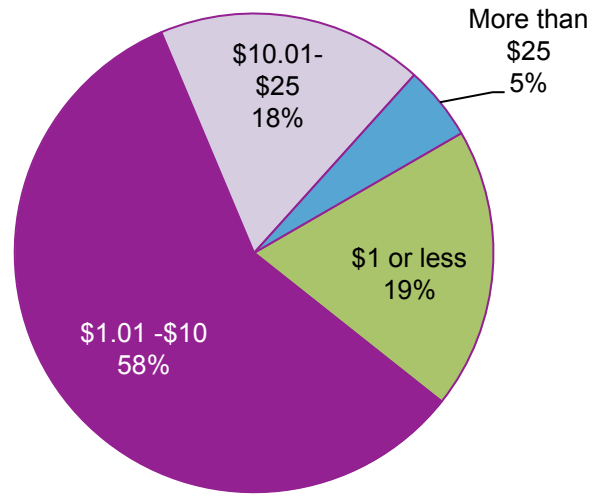


Table 14: Budget Range by School Type

Total Annual Budget for Arts Education	Elementary	Middle	High
\$0	13%	12%	8%
\$1-1,000	33%	22%	10%
\$1,001-2000	21%	16%	6%
\$2,001-5000	22%	28%	19%
\$5,001-\$10,000	7%	15%	28%
More than \$10,000	4%	7%	29%

Table 15: Funding from Outside Sources—Percentage of Schools and Median Amounts

Funding Source	% of Schools	Median Received	Funding Source	% of Schools	Median Received
Booster Club	68%	\$8,000	Local District Foundation	3%	\$2,000
Other (e.g., parents, grants, school fundraisers)	10%	\$2,000	State/County/Local Arts Councils or Agencies	3%	\$1,500
Earned Income	6%	\$2,500	Federal Grants	.5%	\$1,000
PTA/PTO	5%	\$ 500	Education Associations	.4%	\$1,500
Local Business or Corporation	4%	\$1,000	State or National Foundations	.2%	\$5,000

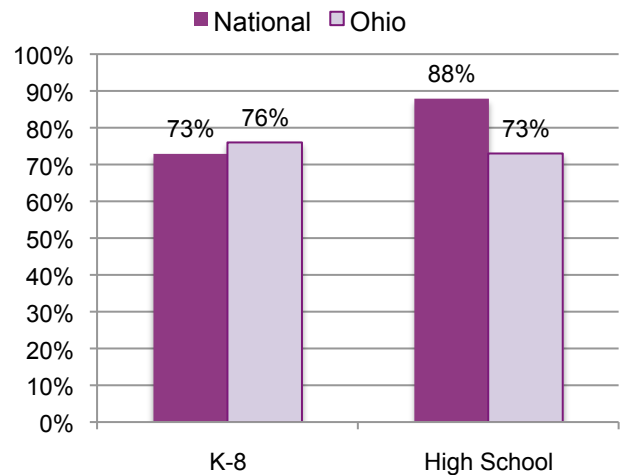
ANALYSIS: HOW DOES OHIO COMPARE TO A NATIONAL SAMPLE?

Ohio differs slightly from the nation in systemic support for arts education.

A comparison of Ohio’s Status Survey results and the results of a survey by the National Center for Education Statistics (NCES, 2012) showed slight differences between Ohio’s survey responses and those of the national sample regarding the factors that help sustain and strengthen arts education.

Including the Arts in Planning: As shown in Figure 27, including arts educators in school improvement teams is less prevalent among Ohio high schools (73 percent) than among high schools nationally (88 percent).

Figure 27: Percentage of Schools That Included Arts Specialists in Improvement Planning—National Sample Compared to Ohio Survey



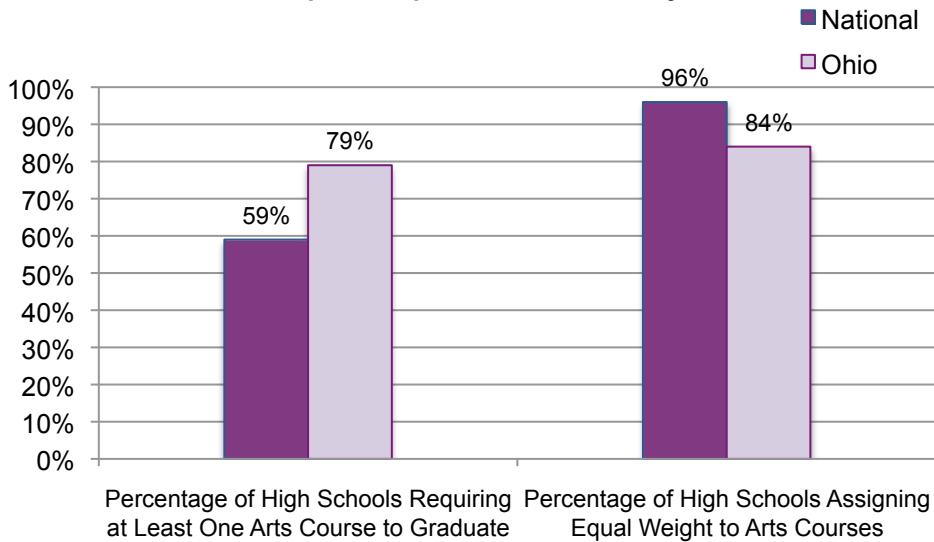
The national survey asked about not only school improvement teams but also site-based management and leadership councils. Ohio’s survey referred only to “school improvement teams.”

Requiring Arts Courses: Seventy-nine percent of the Ohio high schools responding to the Status Survey included at least one credit in the arts as part of their graduation requirements. High schools in the national sample required arts courses at a rate of 59 percent. The national data did not indicate whether counting high school-level courses taken in grades 7 and 8 toward graduation is widely permitted in other states.

Weighting Arts Courses Equally:

Assigning equal weighting to arts courses is more common nationally (96 percent) than it is in Ohio (84 percent).

Figure 28: Arts Course Requirements and Course Weighting — National Sample Compared to Ohio Survey



Budgeting for the Arts: Questions about amounts budgeted for the arts were not part of the national survey, but 68 percent of respondents nationally described funding levels as somewhat or very adequate. The national study presented funding from all sources, including funds provided by districts, and it included all expenditures. Ohio’s survey separated district and external funding sources and excluded teacher salaries. Although that difference precluded precise comparisons, both sets of data show that parent groups (e.g., booster clubs) carry more responsibility for funding than any other outside group. In Ohio 73 percent of outside funding comes from booster clubs and PTA/PTO groups.

PRIORITIES: WHERE SHOULD WE FOCUS OUR EFFORTS?

Based on the report findings related to educator, district, parent and community support, the Ohio Alliance for Arts Education, the Ohio Arts Council and the Ohio Department of Education will emphasize the following priorities in their efforts to sustain and strengthen Ohio’s arts education infrastructure:

- **Engaging with the research community to investigate why arts participation drops in high school and why arts enrollment differs along socioeconomic lines.**
- **Improving understanding of what constitutes a sufficient per pupil funding level in the arts.**
- **Encouraging all school districts to assign the same weight to grades earned in visual and performing arts courses, including advanced placement arts courses, as they assign to all other courses of the same duration when calculating students’ grade point averages.**
- **Encouraging foundations and other grant-making agencies to use Status Survey findings and data in directing resources to areas of greatest need in arts education.**

GOALS

WHAT ARE THE MAJOR CHALLENGES AHEAD?

The key findings presented in this report are as follows:

1. Ninety-three percent of all Ohio's public schools provided access to arts instruction in 2009-2010.
 - Of that 93 percent, students in 97 percent of traditional public schools and 61 percent of the 246 community schools had arts instruction.
 - Ten percent of major urban public schools provided no access to the arts.
 - Approximately 54,700 students in Ohio's public schools did not have access to arts instruction in school during 2009-2010.
2. Access to dance and drama/theatre was limited in K-12 schools:
 - Four percent of elementary, 1 percent of middle and 7 percent of high schools offered instruction in dance.
 - Two percent of elementary, 6 percent of middle and 39 percent of high schools offered instruction in drama/theatre.
3. Access to gifted education services in the arts also was limited:
 - Forty-two percent of schools reported that they identified students gifted in the visual and performing arts.
 - Of the 19,771 students identified as gifted, 1,048 received gifted education services.
4. Many of the conditions that facilitate high-quality arts instruction were widely present in Ohio's schools in 2009-2010:
 - Eighty-three percent of Ohio arts educators were licensed in the disciplines they taught.
 - Ninety percent of public schools reported implementing Ohio's arts learning standards and 94 percent reported assessing their students in the arts.
 - Sixty-four percent of schools provided teacher professional development in the arts.
5. Use of dedicated facilities and equipment for arts instruction varied by arts discipline and increased in both the middle school and high school levels.
6. Seventy-eight percent of school arts programs do not receive district-level coordination.
7. Student enrollment in the arts dropped sharply in high school. Median high school arts enrollment was below 30 percent in 2009-2010.
8. Student enrollment in the arts varied across district types. Students in high-income districts participated at lower rates than those in high-poverty districts.

To address the opportunities and challenges arising from these findings, the Ohio Alliance for Arts Education, the Ohio Arts Council and the Ohio Department of Education are working to create a statewide environment that ensures access to arts learning and equity in how opportunities and resources are distributed, supports high-quality arts instruction, and sustains strong arts education programs in Ohio's public schools.

We present this report to our stakeholders with three broad goals for the arts education community—goals that are based on what we have learned through this study and that we believe will focus efforts to improve arts education opportunities and outcomes for young people in Ohio:

- **Expand our influence.**
- **Strengthen our impact.**
- **Leverage our investments.**



Courtesy: Debbie Brod, Arts Learning Residency

Influence Goal

The survey data and this report will engage and guide education leaders, policy-makers, school administrators, families, local school boards, researchers, funders and other stakeholders who can improve arts education outcomes for large numbers of young people.



Courtesy: Lima City Schools

Influence Opportunities

- Deepen all stakeholders' understanding of how high-quality arts learning experiences both contribute to students' cognitive development and provide rich opportunities for fostering vital 21st century skills, such as creative problem-solving, critical thinking and collaboration.
- Provide planning and implementation assistance to public schools that offer limited or no access to arts education.
- Strategically use public and private funding to increase access to all four arts disciplines, especially dance and drama/theatre.
- Use research to build a strong advocacy case for ensuring that Ohio's new school funding system provides for adequate and equitable learning opportunities in the arts.
- Build awareness of state law requiring districts to identify students who are gifted in the arts.
- Guide districts in implementing policy and dialogue about meeting the needs of students who are creatively gifted.
- Support innovative partnerships among schools, community organizations and artist-in-residence programs to broaden access to dance and drama/theatre education.
- Identify and share innovative models for integrating technology into arts instruction, enriching arts educators' professional development and addressing Ohio's newly adopted arts learning standards.

Impact Goal

The education community will use the survey data and this report to advance measurable improvements in arts education outcomes. Those outcomes will complement and contribute to the reforms and initiatives currently transforming Ohio's system of public schools.



Courtesy: Kate Gorman and Patty Mitchell, Arts Learning Residency

Impact Opportunities

- Increase the number of arts educators that plan curriculum and align their courses of study with the **newly adopted arts learning standards**.
- Explore how Ohio's ***No Child Left Behind* waiver**, which increases flexibility in how schools close achievement gaps, can help schools counteract any previous narrowing of the curriculum that may have affected arts education.
- Identify concrete strategies schools can use to address Ohio's ***Race to the Top*** goals through a strong positioning of arts education in their academic programs.
- Use the state's **educational data collection system** to track and document longitudinal trends in arts education and show the relationships between arts education outcomes and the factors that affect arts education program quality.
- Improve the capacity of arts educators in successfully completing the student growth measures component of the Ohio **teacher evaluation system**.

Leverage Goal

The survey data and this report will inform public policy discussions, guide investments in sustaining the state’s arts education infrastructure and promote increased collaboration among all arts education stakeholders. This leverage will lead to improved outcomes for Ohio’s young people and greater public commitment to sustaining and strengthening arts education statewide.



Courtesy: Steven Bognar, Arts Learning Residency

Leverage Opportunities

- Strengthen coordination of arts education at the district level and develop networks to assist arts educators in effective planning, professional development and sharing of resources.
- Harness the energy of arts educators in efforts to meet 21st century teaching and learning challenges by encouraging them to participate in school improvement teams and other reform initiatives. For example, arts educators’ experiences in formative and performance-based assessment can enrich local and statewide efforts in those areas.
- Support partnerships among schools, artists, technology professionals and businesses to broaden how we view the arts in schools today and bring the energy and immediacy of 21st century media and technology into teaching and learning in all arts disciplines.
- Build capacity for directing Ohio's rich array of arts and cultural resources toward helping schools improve access to arts instruction, expand curriculum options, meet Ohio learning standards and build 21st century learning skills.
- Explore how statewide arts education agencies and organizations can use regional and multidistrict approaches to assist schools in improving arts supervision and arts education.

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METHODOLOGY

HOW WERE DATA OBTAINED?

In April 2010, Quadrant Arts Education Research, on behalf of the Ohio Alliance for Arts Education, the Ohio Arts Council and the Ohio Department of Education, began a study of the status of arts education in Ohio’s public schools. The schools studied included traditional public schools and community schools, which are publicly funded and publicly accountable schools run by nonprofit educational organizations.

Quadrant first analyzed ODE data on 3,327 schools and 612 school districts. Among the schools that submitted data were 246 community schools. Quadrant then conducted an online survey that was open to all of Ohio’s public schools from April through August 2010. Sixteen percent of all schools completed the Status Survey (542 schools), representing approximately 295,000 Ohio students. Among the respondents were 13 community schools.

Findings in this report are based on an analysis of data that schools and districts report to the Ohio Department of Education and the results of a statewide survey of public schools.

The study provided information about access to courses in the arts, patterns of student enrollment in arts courses, staffing in the arts, conditions under which arts instruction is provided, the role of arts educators in planning and other factors that affect the role of arts education programs in school and district improvement.

STAGE 1: ANALYSIS OF ODE DATA

Quadrant Arts Education Research analyzed 20,249 records for the 2009-2010 school year from ODE’s Education Management Information System (EMIS). EMIS is Ohio’s statewide data collection system for primary and secondary education. It includes staff, student, district/building and financial data.

School Levels and Types

The study of ODE data captured student enrollment by grade level for 29 different arts courses offered in traditional public schools and community schools. Table 16 shows the characteristics of those schools.

Each record contained the school, district, course name, teacher name and qualifications, grade level and student enrollment.

The duration of the courses (e.g., daily, weekly, semester-long, yearlong, etc.) was not included in this data.

ODE data enables the identification of teachers who are certified arts specialists—those with either the Multi-Age license (pre-K-12) or the Adolescence to Young Adult license (grades 7-12) in an arts discipline. Teachers with Early Childhood Education licenses also are considered qualified to teach the arts to grades preK-3. Teachers who are licensed to teach physical education can teach dance and those licensed to teach integrated language arts can teach drama/theatre.

District Types

The analysis of ODE data also reviewed student enrollment, teacher assignment and arts courses based on ODE’s seven school district typologies, which are categories that the ODE uses in making comparisons and examining equity among school districts. The seven typologies are based on such variables as total student enrollment, number of employees, geography, median income level, population density, educational attainment and the percentages of students who are living in poverty and/or belong to a minority population.

Table 16: Differences in School Characteristics Examined in ODE Data

Characteristic	# of Schools
School Type (Grade Span)	
Elementary (typically grades K-5)	1,864
Middle (typically grades 6-8)	1,469
High (grades 9-12)	1,054
Note: Some schools are counted twice because they serve two different grade spans (e.g., K-8 schools).	
School Type	
Traditional Public School	2,969
Community School	246
Other	112
Community Category	
Island District or College Corner	3
Rural/Agricultural – high poverty, low median income	345
Rural/Agricultural – small student population, low poverty, low-to- moderate median income	496
Rural/Small Town – moderate-to- high median income	272
Urban – low median income, high poverty	485
Major Urban – very high poverty	499
Urban/Suburban – high median income	596
Urban/Suburban – very high median income, very low poverty	323
Unclassified	308

The typologies are as follows:

Type 1: Rural/Agricultural — high poverty, low median income: 96 school districts, approximate total average daily membership (ADM) = 160,000 students.

Type 2: Rural/Agricultural — small student population, low poverty, low-to-moderate median income: 161 school districts, approximate total ADM = 220,000 students.

Type 3: Rural/Small Town — moderate-to-high median income: 81 school districts, approximate total ADM = 130,000 students.

Type 4: Urban — low median income, high poverty: 102 school districts, approximate total ADM = 290,000 students.

Type 5: Major Urban — very high poverty: 15 school districts, approximate total ADM = 360,000 students.

Type 6: Urban/Suburban — high median income: 107 school districts, approximate total ADM = 420,000 students.

Type 7: Urban/Suburban — very high median income, very low poverty: 46 school districts, approximate total ADM = 240,000 students.

Note: Average Daily Membership (ADM) means the number of students enrolled in a school or district at a given time in the school year.

Community Schools

The analysis of ODE data included 246 community schools, which is about 7 percent of all public community schools. Since community schools are not included in ODE's school district typologies, information about how variables such as poverty, income level and demographics affect equity for arts education in community schools could not be analyzed. Since most community schools serve students in low-income communities, it is likely that poverty levels are high among the families of community school students.

STATUS SURVEY BY QUADRANT

The principals of all Ohio public schools, including traditional public and community schools, were asked in April 2010 to complete an online survey to provide detailed information about their arts education programs.

Types of Survey Questions

The Status Survey asked for information in the following areas:

- Types of music, visual arts, drama/theatre and dance courses (curricular and extracurricular) offered, by grade level.
- Number of students enrolled in arts courses.
- Number of hours in a year dedicated to arts education, by arts discipline.

- Certification level of teachers providing arts education.
- Non-salary budgets allocated for arts education.
- Use of visiting artists, field trips and artists-in-residence.
- Professional development offerings to arts and general classroom teachers.
- Arts education policies, such as adoption of standards, high school graduation requirements in the arts, student assessment in the arts, etc.

Response Rate

A total of 542 schools completed the Status Survey, representing at least one school from 303 school districts and 13 community schools. The response rate for the survey was 16 percent. Compared to other states that have conducted similar studies, the response rate was slightly below average, but adequate for generalizations, according to Quadrant Arts Education Research (2012). Furthermore, the data from EMIS, which includes all schools and districts in the state, reinforced many of the survey findings.

The response rate for the 2010 Status Survey was 16 percent. The 542 Ohio public schools that responded represented 303 of Ohio's 612 school districts and 13 community schools.

Survey respondents serve approximately 295,000 of the total 1.8 million Ohio K-12 students.

Throughout the survey, “school type” was defined as elementary school (any school with one or more grades in the K-5 range); middle school (any school with one or more grades in the 6-8 range); and high school (any school with one or more grades in the 9-12 range). School buildings serving broader grade spans, such as K-8 or 7-12 schools, were counted as multiple school types. Based on those definitions, most of the schools participating in the Status Survey were elementary schools (64 percent), followed by middle schools (46 percent), and high schools (24 percent).

Table 17: Type and Size of Schools Responding to the Status Survey

School Type	Minimum Number of Students	Maximum Number of Students	Median Number of Students
Elementary (n=347, 64% of schools)	90	2,713	412
Middle (n=246, 46 % of schools)	60	2,713	454
High (n=131, 24% of schools)	60	4,066	640
Schools serving wider grade spans than shown in Column 1 are counted multiple times.			

PREVIOUS STATUS REPORTS

The *Status of Arts Education in Ohio's Schools* (Status Survey) and analysis of ODE data, both completed in 2010, were the first studies to examine participation, access, conditions for quality and systemic factors at the school level. Previous surveys examined arts education at the district level.

INITIAL SURVEYS—1989-1996

In 1989, the OAAE, in partnership with the OAC and ODE and with the support of Ohio education and arts education associations, conducted the first survey of arts education in Ohio's public schools. Dr. Roberta Newcomer directed the effort. That survey was replicated in 1996, and the results of the two surveys enabled analysis of changes in arts education over a seven-year period.

DEFINITION OF STRENGTHS AND CHALLENGES—2000

In 2000, OAAE and its partners facilitated a new survey, *Status of Arts Education in Ohio's School Districts*. The 2000 survey provided data, trends and insights into the strengths and challenges of arts education programs in Ohio's schools. The results were used to measure progress in meeting goals of the OAAE's strategic plan and initiatives.

EXAMINATION OF PUBLIC ATTITUDES—2005

In 2005, in partnership with the OAC, the OAAE surveyed arts education in Ohio's public school districts a fourth time to evaluate public attitudes toward arts education and the status of arts education in Ohio's school districts. Data were collected by Kent State University under the direction of Dr. Brian McDonough. Dr. Corwin Georges analyzed the results and prepared the report. Funds to support the *2005 Status Survey* were designated from the OAC through the Wallace Foundation State Arts Partnership of Cultural Participation (START) Program grant award. Additional support for the *2005 Status Survey* was provided by the OAAE, Kennedy Center Alliance for Arts Education Network (an education program of the John F. Kennedy Center for the Performing Arts), the ODE, the Ohio Music Education Association, the Ohio Art Education Association, the Ohio Educational Theatre Association, and OhioDance. The 2005 report was based primarily on questions used in the previous surveys, allowing analysts to present trend information for most responses.

INITIAL ANALYSIS OF ODE DATA BY OAAE—2009

In August 2009, the OAAE hired the consulting firm Driscoll and Fleeter (Columbus, OH) to analyze and report on data available from the ODE's Education Management Information System (EMIS) regarding student enrollment in arts courses in Ohio's public schools. That project, supported by the Ohio Foundation for Music Education and the Ohio Art Education Association, helped team members to improve their understanding of how ODE data could be used in this current study.

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