

Access to the

# Arts



in Oregon Schools II

Findings Based on 2010-11 Department of Education Data



OREGON ARTS  
COMMISSION

# Introduction



Arts education plays a critical role in preparing students for life beyond graduation and developing 21st century skills. To achieve Governor John Kitzhaber's 40-40-20 educational attainment goal (40% of Oregonians obtain a Bachelor's Degree, 40% obtain an Associate's Degree or post-secondary credential and 20% obtain a high school diploma or equivalent), students will need a well rounded education—one that weaves core subjects with the arts. Our students must experience quality arts instruction provided by **both** certified educators and skilled teaching artists.

This report's key findings indicate that is not the case for many Oregon students. A lack of stability in classes offered by schools from year to year means many students are robbed of the benefits of arts education—improved academic achievement, greater leadership and social skills, enhanced critical thinking and sharper problem-solving skills.

The good news? Increasingly, important decisions are made on the local level. This means the power to change access to arts education rests locally as well. In order to inform local discussions, and using information from the Oregon Department of Education, the Oregon Arts Commission has developed an online database with the information contained in this report. Oregonians can now search by school building or school district and see what arts disciplines are taught by a certified art teacher at their schools:

[www.oregonartscommission.org/programs/arts-learning](http://www.oregonartscommission.org/programs/arts-learning)

This data only tells one piece of the story: it relates to standalone arts classes taught by certified teachers. It does not begin to discuss the many residencies, arts integration efforts or community arts experiences that contribute to a robust, thoughtful, comprehensive arts education. There is still much to be learned about the status of the arts in our schools. In a complex ecosystem, how can we as a state join together to measure how our students are developing their creative thinking skills?

The Oregon Arts Commission is committed to continuing the conversation: in developing budget and program plans that work to achieve Oregon's high level outcomes for education; with Dr. Rudy Crew and the Oregon Education Investment Board; in convening practitioners and advocates; by populating the online database and using reports like this one and its companion: "Connections: Arts Learning in Oregon," to tell the stories behind the data.

The National Association of Music Parents reports that "79% of Americans agree that incorporating the arts into education is the first step in adding back what's missing in public education today."

A creative education gives students a head start towards achieving Oregon's 40-40-20 goal, but it also gives them the opportunity to experience the thrill of creation, the wonder of a new question and the confidence of accomplishment.

How will Oregon, a cradle of creativity, respond?

Christine D'Arcy, Executive Director, Oregon Arts Commission

# Key Findings

## Public Schools

**79%**

of K-12 Oregon public schools provided access to instruction in at least one discipline, a 1% decrease from 2009-10. 89% of students attended a school with access arts instruction, also a 1% decrease from 2009-10.

## Charter Schools

**53%**

of Oregon's charter schools provided access to arts instruction, compared to 83% of regular public schools. Arts access in charter schools increased by 2% from 2009-10, and access in regular public schools decreased by 1%.

## Rural and Urban Schools

**74%**

of rural schools and 86% urban schools provided access to arts instruction. Since 2009-2010, access increased by 1% in rural areas and remained constant in urban areas.

## Elementary Schools

**71%**

of elementary schools provided arts instruction as part of the regular curriculum, a 2% decrease since 2009-2010. 1 in 5 students attended an elementary school with no access to arts coursework.

## Middle Schools

**97%**

of middle schools provided some form of arts instruction, and 99% of students attended a middle school where the arts were taught.

## High Schools

**17%**

of Oregon high schools provided instruction in all five disciplines of music, visual arts, theater, dance, and media arts, an 11% increase since 2009-10.

### Methodology: Measuring Access

Each year, the Oregon Department of Education collects data on staff assignment: which teachers taught which classes. This brings Oregon into compliance with federal law requiring highly qualified teacher reporting; by default it provides an exhaustive list of every course that is taught in every public school every year.<sup>1</sup>

This analysis mined the state's 2010-11 staff assignment data collection to isolate the provision of discipline-specific instruction in music, theater, dance, media, and visual arts. Individual arts courses were aggregated up to the building level and matched with other school information such as location and school type.

While this data does not indicate actual enrollment in an arts course or total instructional time, it does provide a standardized (and elegant) answer to the question of access: Are the arts taught, and in what disciplines? Comparing data from the Oregon Arts Commission's 2009-10 report, these findings also identify how access to arts education has changed from year to year.

# Findings: All Schools

In the 2010-11 academic year, 553,717 students attended 1,292 public schools in Oregon.

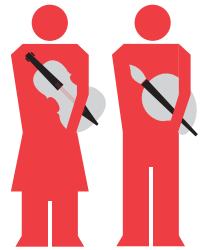
# 21%

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



# 11%

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



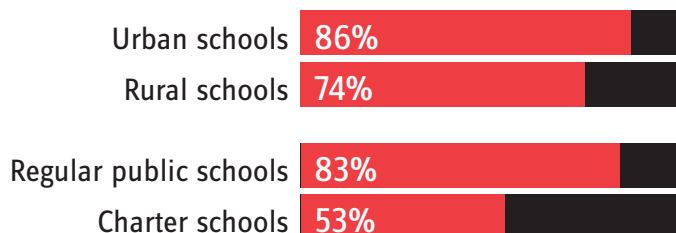
# 40%

of schools offered coursework in one artistic discipline. Only 1% of schools offered all five disciplines—visual, music, theatre, dance, and media arts.



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

## Access to Arts Instruction in at Least One Discipline



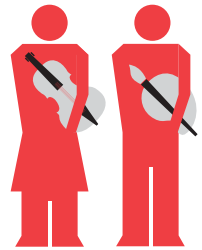
# Findings: Elementary Schools

In the 2010-11 academic year, 266,622 students attended 754 elementary schools in Oregon. Of all the grade levels, elementary schools displayed the greatest gaps in access to arts education.

**29%** of elementary schools did not offer any arts instruction as stand-alone courses.



**20%** of students attended an elementary school with no access to the arts.

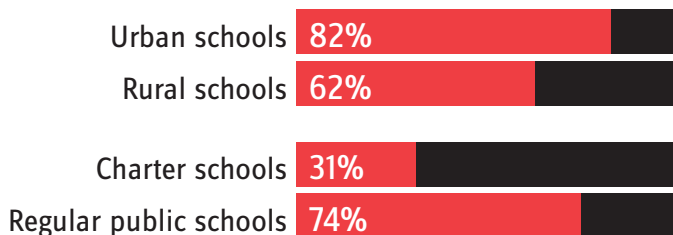


**66%** of elementary schools offered instruction in one arts discipline; 6% offered two arts disciplines; and only 2 elementary schools in the state offered three disciplines of music, theater and visual arts.



Categorical inequities between rural/urban and charter/regular schools become even more pronounced at the elementary level. These inequities were also present in 2009-10 data, yet access actually increased in rural and charter schools while decreasing in urban and regular public elementary schools.

## Access to Arts Instruction in at Least One Discipline



# Findings: Middle Schools<sup>2</sup>

In the 2010-11 academic year, 103,307 students attended 196 middle schools. As was found in 2009-10 data, the wide disparities in access to arts education at the elementary school level are remarkably absent in Oregon's middle schools.

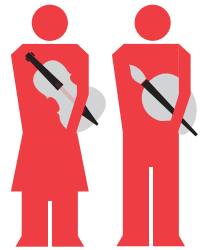
97%

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



99%

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



18%

of middle schools offered instruction in one arts discipline, 50% offered two disciplines, and 30% offered instruction in music, theater, and visual arts. One school, Yamhill Carlton Intermediate School, also offered instruction in media arts.



## Supporting Oregon's 40-40-20 Goal with the Arts

In the 2011 legislative session, Oregon passed into law a suite of education reforms to support Governor Kitzhaber's 40-40-20 goal. The goal declares that by 2025, Oregon will ensure that 40 percent of adults will have earned a bachelor's degree or higher, 40 percent of adults will have earned an associate degree or post-secondary credential, and 20 percent of adults will have earned a high school diploma or GED.

Reaching the 40-40-20 goal will require Oregon's public education system to dramatically increase student success and completion rates. A growing body of research suggests the arts could play a significant role in student success:

- Students with low levels of arts involvement are almost three and one half times more likely to drop out of school by 10th grade than students with high levels of arts involvement.<sup>3</sup>
- Students show improved attendance and behavior in schools involved in arts initiatives.<sup>4</sup>
- Study of the arts in high school correlates with increased SAT scores, and the longer students are involved in arts studies, the greater the gains.<sup>5</sup>
- A recent longitudinal study found that students with high arts involvement in middle and high school had higher academic achievement, higher rates of college attendance, and higher rates of persistence in college than those with low arts involvement. As young adults, they also were more likely to have jobs that paid family-sustaining wages, more likely to vote, and more likely to volunteer.<sup>6</sup>

# Findings: High Schools

In the 2010-11 academic year, 183,066 students attended 332 public high schools. While the diversity of course offerings increases from middle to high school, overall access to arts education decreases when students move to the high school level.

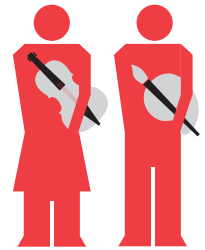
# 87%

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



# 97%

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



# 5%

of high schools offered instruction in one discipline, 10% offered two, 22% offered three, 43% offered four, and 17% offered instruction in five disciplines - music, theater, dance, media and visual arts.



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



Regular public high schools

Charter high schools

Alternative high schools

Youth corrections educational program schools

## The National Coalition for Core Arts Standards

The developing national arts standards are inspired by the success of Common Core State Standards (CCSS). National Common Core State Standards in English Language Arts and Mathematics were adopted by the Oregon State Board of Education on October 28, 2010. The National Coalition for Core Arts Standards is working on a parallel set of internationally-benchmarked standards aligned with college and career readiness. The timing is significant considering Oregon arts standards were last revised and adopted in 2008, and future revision by the Oregon Department of Education has been postponed indefinitely.

The National Coalition for Core Arts Standards is a partnership of organizations and states leading the revision of the 1994 National

Standards for Arts Education (Oregon's 2008 Arts Standards are based on these 1994 standards). The coalition plans to complete its work and release new, national voluntary arts education standards in fall 2012. The standards will describe what students should know and be able to do as a result of a quality curricular arts education.

The Next Generation Arts Standards Project follows in the footsteps of other curricular subjects, including English language arts, mathematics, and science, in an overhaul of their learning standards, continuing to place the arts at the core of the curriculum, equal to other subject areas. More information is available at:

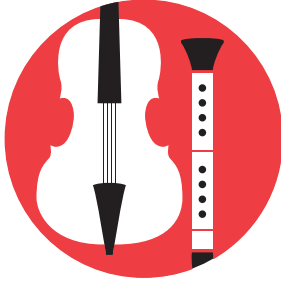
<http://nccas.wikispaces.com/>

# Findings: by Arts Discipline

## All Schools

## Elementary Schools

Music



**73%** of all Oregon public schools provided coursework in music, and **85%** of students attended a school where music was taught.

Music was the most common arts discipline taught at the elementary level, with **70%** of elementary schools providing music instruction and **78%** of students attending an elementary school where music was taught.

Visual Arts



**35%** of all Oregon public schools provided coursework in visual arts, and **50%** of students attended a school where visual arts were taught.

Only **7%** of elementary schools provided instruction in visual arts and **8%** of students attended an elementary school where visual arts were taught.

Theater



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

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

Dance



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

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

Media Arts



**13%** of all Oregon public schools provided coursework in media arts, and **23%** of students attended a school where media arts were taught.

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



# Findings: by Arts Discipline

## Middle Schools

## High Schools

**95%** of middle schools provided coursework in music and **97%** of students attended a middle school where music was taught.

**68%** of high school provided coursework in music and **89%** of students attended a high school where music was taught.



Music

**72%** of middle schools provided coursework in visual arts and **80%** of students attended a middle school where visual arts were taught.

The visual arts were the most common discipline taught at the high school level, with **76%** of high school providing visual arts instruction and **93%** of students attending a high school where visual arts were taught.



Visual Arts

**29%** of middle schools provided coursework in theater and **34%** of students attended a middle school where theater was taught.

**44%** of high school provided coursework in theater and **76%** of students attended a high school where theater was taught.



Theater

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

**11%** of high school provided instruction in dance and **23%** of students attended a high school where dance was taught.



Dance

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

**51%** of high school provided instruction in media arts and **70%** of students attended a high school where media arts are taught.

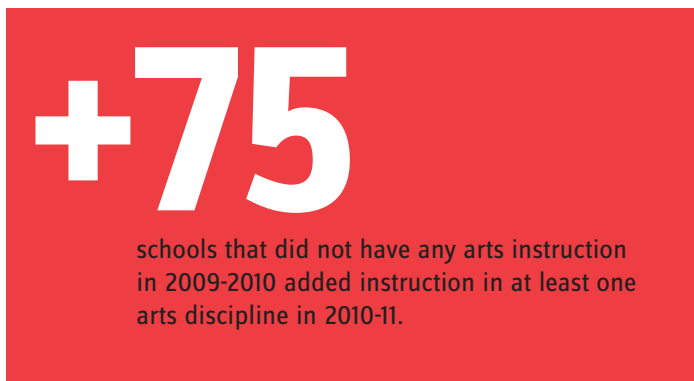


Media Arts

# Conclusion: Gains and Losses

Aggregated to the state level, the data provided in this report shows only slight changes in access to the arts between academic years 2009-10 and 2010-11. For example, overall K-12 access to arts instruction dropped by one percent. Access to the arts in rural and charter schools increased by one and two percent, respectively. Yet looking more closely at individual schools, access to arts education is anything but stable.

## Overall access








**These significant gains and losses** demonstrate the need for an ongoing project like this one, a longitudinal look at access to the arts in Oregon public schools. State law includes the arts as part of the academic core for K-12 public schools, and the Oregon arts content standards articulate rigorous, sequential expectations of what all students should know and be able to do in the arts. For all students to achieve those standards, however, all students must have access to quality arts education. To see what arts access is provided to students in your local district and schools, visit:

[www.oregonartscommission.org/programs/arts-learning](http://www.oregonartscommission.org/programs/arts-learning)

## Gains

## Losses

 Music	<b>76</b>	<b>78</b>
 Visual Arts	<b>50</b>	<b>37</b>
 Theater	<b>30</b>	<b>36</b>
 Dance	<b>14</b>	<b>7</b>
 Media Arts	<b>30</b>	<b>32</b>

**Gains** count the number of schools that did not provide instruction in 2009-2010 in a specific arts discipline but added access to it in 2010-11.

**Losses** count the number of schools that provided instruction in 2009-2010 in a specific discipline but no longer had coursework in 2010-11.

# Habits of Mind in Arts Education

From 2001-2006, researchers from Harvard University conducted an in-depth investigation of pedagogical strategies and student learning outcomes in arts classrooms. Findings include the identification of eight habits of mind fostered through instruction in the arts. These habits of mind have the potential to help students learn in all areas of the curriculum and develop important skills for later success in today's increasingly complex and interconnected society. The eight habits are:

- **Developing Craft:** learning to use and care for tools and learning artistic conventions.
- **Engaging and Persisting:** learning to embrace problems of relevance or of personal importance and to develop focus and other mental states conducive to working and persevering.
- **Envisioning:** learning to picture mentally what cannot be directly observed and imagine possible next steps in making a piece.
- **Expressing:** learning to make works that convey an idea, a feeling, or a personal meaning.
- **Observing:** learning to attend to visual contexts more closely and thus to see things that otherwise might not be seen.
- **Reflecting:** learning to think and talk with others about one's work or working process, and learning to judge one's own work and working process and the work of others in relation to standards of the field.
- **Stretching and Exploring:** learning to reach beyond one's capacities, explore playfully without a pre-conceived plan, and embrace the opportunity to learn from mistakes and accidents.
- **Understanding the Art World:** learning about art history and current practice, and learning to interact as an artist with other artists and within the broader society.<sup>7</sup>

## Arts Courses Included in this Study

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

Advertising Design	Dance Appreciation	Intro to Theater
AP Art - History of Art	Dance Repertory	Jewelry
AP Music Theory	Dance Technique	Marching Band
AP Studio Art - Drawing Portfolio	Digital Media Design and Production	Music - Independent Study
AP Studio Art - General Portfolio	Directing	Music - Other
Art Appreciation	Drama - Acting/Performance	Music - Workplace Experience
Art History	Drama - Comprehensive	Music Appreciation
Art Portfolio	Drama - Stagecraft	Music History
Audio/Video Technology and Film-Independent Study	Drama - Workplace Experience	Music History/Appreciation
Audio/Video Technology and Film-Other	Drama/Stagecraft - Independent Study	Music Theory
Audio/Video Technology and Film-Workplace Experience	Drama/Stagecraft - Other	Orchestra
Audio/Visual Production	Elementary Art	Particular Topics in Audio/Video Technology and Film
Ceramics/Pottery	Elementary Drama	Photo Imaging
Choreography	Elementary Music	Photoengraving
Chorus	Exploration in Drama	Photographic Laboratory and Darkroom
Commercial Graphic Design	Expressive Movement	Photography
Commercial Photography	Film/Videotape	Photography and Printing Technology
Composition/songwriting	Fine and Performing Art - Aide	Photojournalism
Computer Assisted Art	Fine and Performing Art - Independent Study	Piano
Computer Graphics	Fine and Performing Art - Other	Playwriting
Concert Band	Fine and Performing Art - Workplace Experience	Printmaking
Contemporary Band	General Band	Printmaking/Graphics
Crafts	Graphic Design	Textiles
Creative Art - Comprehensive	Graphic Technology	Theatre Arts
Creative Art - Drawing	Guitar	Topics in Printing Technology and Production
Creative Art - Drawing/Painting	History and Literature of Theater	Video
Creative Art - Painting	IB Art/Design	Visual Arts - Independent Study
Creative Art - Sculpture	IB Music	Visual Arts - Other
Dance - Independent Study	Individual Technique - Instrumental Music	Visual Arts - Workplace Experience
Dance - Other	Individual Technique - Vocal Music	Vocal Ensembles
Dance - Workplace Experience	Instrumental Ensembles	Web Page Design
	Integrated Fine Arts	
	Interactive Media	

## Notes

- 1 The level of information afforded by Oregon Department of Education data does not include all the modes and methods of a comprehensive arts education. Standalone coursework in the arts operates alongside arts integration with other subjects, teaching artist residencies, in-school workshops and performances, field trips, and out-of-school arts learning programs.
- 2 This figure does not include all sixth, seventh, and eighth grade students. Some elementary schools and some high schools also include middle grades.
- 3 Catterall, J. S. (2002). Involvement in the Arts and Success in Secondary School. In R. Deasy (Ed.), *Critical Links: Learning in the Arts and Student Achievement and Social Development*. Washington, DC: Arts Education Partnership.
- 4 Hanna, G., Patterson, M., Rollins, J., and Sherman, A. (2011). *The Arts and Human Development*. Washington, DC: National Endowment for the Arts, 2011.
- 5 The College Board (2010). *2010 College-Bound Seniors: Total Group Profile Report*. New York City: The College Board. Retrieved from <http://professionals.collegeboard.com/profdownload/2010-total-group-profile-report-cbs.pdf>.
- 6 Catterall, J. S. (2009). *Doing Well and Doing Good by Doing Art: The Effects of Education in the Visual and Performing Arts on the Achievements and Values of Young Adults*. Los Angeles: Imagination Group/Group Books.
- 7 Lois Hetland, Ellen Winner, Shirley Veenema, and Kimberly M. Sheridan. *Studio Thinking: The Real Benefits of Visual Arts Education*. New York: Teachers College Press, 2007. Adapted from "Studio Thinking Framework: Eight Habits of Mind." <http://pzweb.harvard.edu/research/StudioThink/StudioThinkEight.htm>.



# THE LAST FEW DECADES HAVE BELONGED TO A CERTAIN KIND

of person with a certain kind of mind—computer programmers who could crank code, lawyers who could craft contracts, MBAs who could crunch numbers. But the keys to the kingdom are changing hands. The future belongs to a very different kind of person with a very different kind of mind—creators and empathizers, pattern recognizers, and meaning makers. These people—artists, inventors, designers, storytellers, caregivers, consolers, big picture thinkers—will now reap society's richest rewards and share its greatest joys."

-Daniel Pink  
*A Whole New Mind*



OREGON ARTS  
COMMISSION

#### Commissioners

Jean B. Boyer Cowling, Medford, Chair  
Julie Vigeland, Portland, Vice Chair  
Roger Hull, Salem  
Josie Mendoza, Portland  
Royal Nebeker, Gearhart  
Henry Sayre, Bend  
Libby Tower, Eugene  
Crystal Williams, Portland

#### Oregon Arts Commission

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

#### Staff

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

#### Access to Arts in Oregon Schools

Writing: Sarah K. Collins  
Coordination: Deb Vaughn  
Design: Thomas Osborne Design  
Published August 2012

Oregon  
Cultural  
Trust

business  
oregon  
where business grows

ART WORKS.  
arts.gov