Oklahoma

2021 - 2022

All data in this report are from 2021 - 2022 unless otherwise noted.

Data Notes

The Arts Education Data Project is a partnership between the State Education Agency Directors of Arts Education and Quadrant Research. The nationwide project coordinates with participating state departments of education to collect and report arts education data from State Longitudinal Data Systems (SLDS) and other state department of education data sets on an annual basis.

Demographic data is from the Common Core of Data file from the National Center for Education Statistics.

The Oklahoma Department of Education captures enrollment by grade level for arts courses delivered in traditional public and charter schools.

Oklahoma policy does not require arts courses in any discipline.

Basic Information by Grade Level for 2021-2022

	# of Schools	% of Schools	School Enrollment	% of Students	Arts Teachers
Elementary	941	54.7%	365,868	52.5%	930
Middle	313	18.2%	134,495	19.3%	986
High	448	26.0%	187,690	26.9%	1,283
Mixed	19	1.1%	8,393	1.2%	92
Grand Total	**1,721**	**100.0%**	**696,446**	**100.0%**	**3,291**

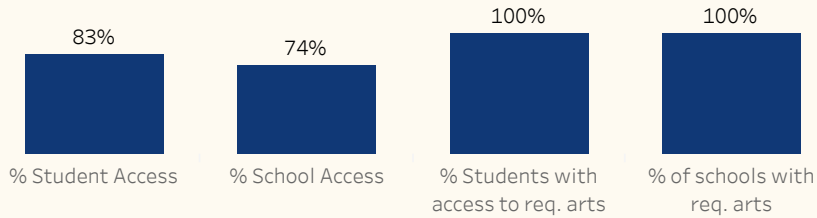# Key Findings from the Arts Education Data Project
Oklahoma
2021 - 2022

• Most students (83%) had access to at least one arts discipline. Surprisingly, the access rate was lowest in elementary schools (71%).

• More than a quarter of schools (26%) did not offer any arts courses; only data from traditional schools are included in this report.

• Just over half (55%) of all students participated in arts education. This represents almost 390,000 students.

• Arts enrollment was highest in middle schools at 61%, and lowest in high schools, 49%.

• 16.8% of students did not have access to any arts instruction, which is better than the prior year's rate of 18.5%.

• Schools where a high proportion of students were eligible for free or reduced price lunch (FRL) were the most likely to lack access to arts education (35%).

• However, overall arts participation was lowest in schools with a mid-high FRL-eligible population (51%).

• The arts participation rate was highest in schools where the majority of students are Hispanic (80%) and was lowest in majority-White schools (24%).

• The arts participation rate was much higher in cities, 72%, than in rural areas, 39%.
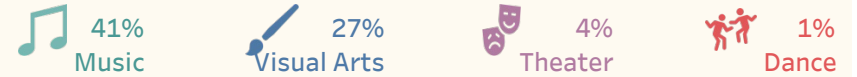
Access to and Enrollment in the Arts

"Access" is the lowest threshold measure for arts education. It is used to determine if a school offers at least one arts discipline with any student enrollment. This only indicates presence of program, not breadth, and is used primarily to determine where schools may be operating without arts instruction.

Enrollments, on the other hand, indicate the proportion of all students that are enrolled in at least one arts course. Enrollments by arts discipline and as a trend over time of enrollment in any arts course are depicted below.
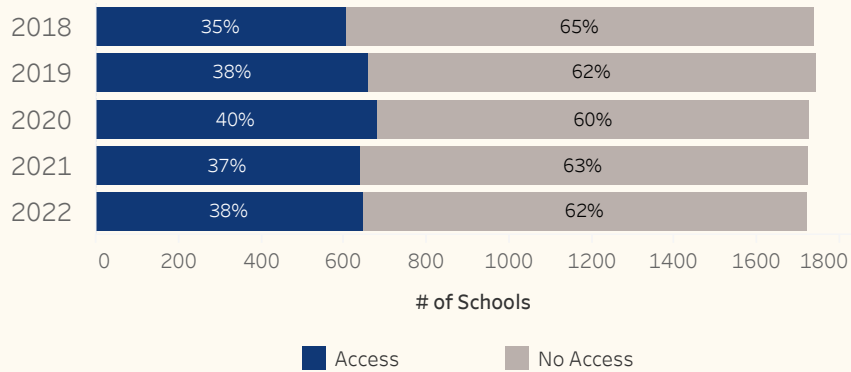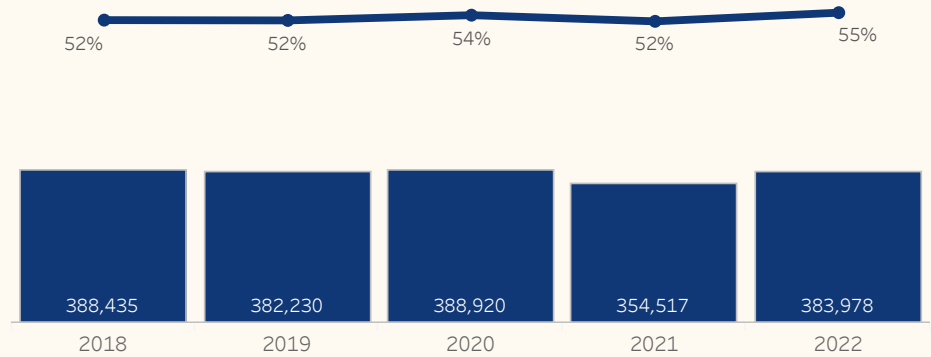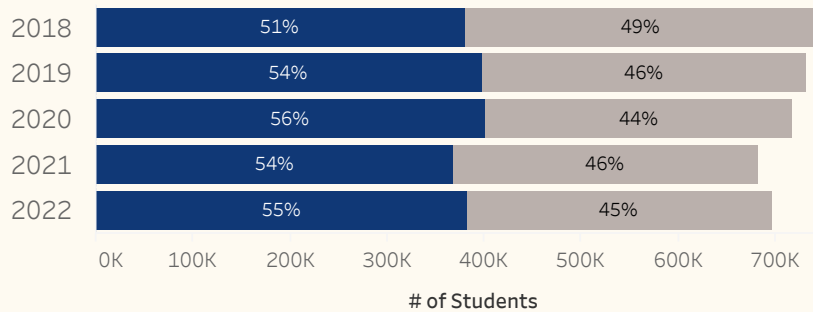
Access to Arts Courses

83%	74%	100%	100%
% Student Access	% School Access	% Students with access to req. arts	% of schools with req. arts

Enrollment by Arts Discipline

🎵 41% Music	🖌 27% Visual Arts	🎭 4% Theater	🤸 1% Dance

School Access to Music and Visual Arts

Year	Access	No Access
2018	35%	65%
2019	38%	62%
2020	40%	60%
2021	37%	63%
2022	38%	62%

# of Schools (0, 200, 400, 600, 800, 1000, 1200, 1400, 1600, 1800)

■ Access   ■ No Access

Enrollment Trends

52% 52% 54% 52% 55%

2018	2019	2020	2021	2022
388,435	382,230	388,920	354,517	383,978

Student Access to Music and Visual Arts

Year	Access	No Access
2018	51%	49%
2019	54%	46%
2020	56%	44%
2021	54%	46%
2022	55%	45%

# of Students (0K, 100K, 200K, 300K, 400K, 500K, 600K, 700K)

County-Level Change in Arts Enrollment: 2021 vs. 2022

-71.9% 131.3%
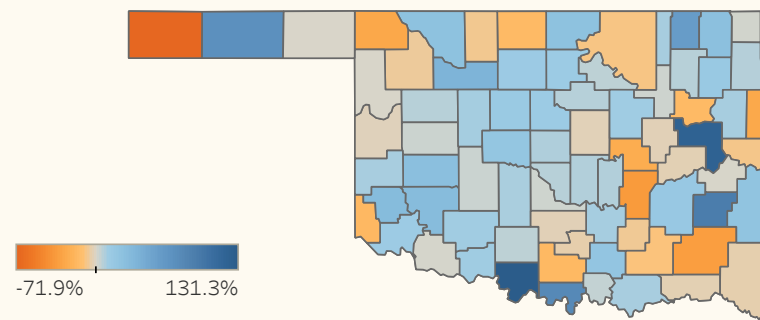
By-Discipline Trends and Top Five Courses

Course-level information is from 2021 - 2022

The %s are the proportion of students who are enrolled in that particular course out of all students enrolled in that discipline.
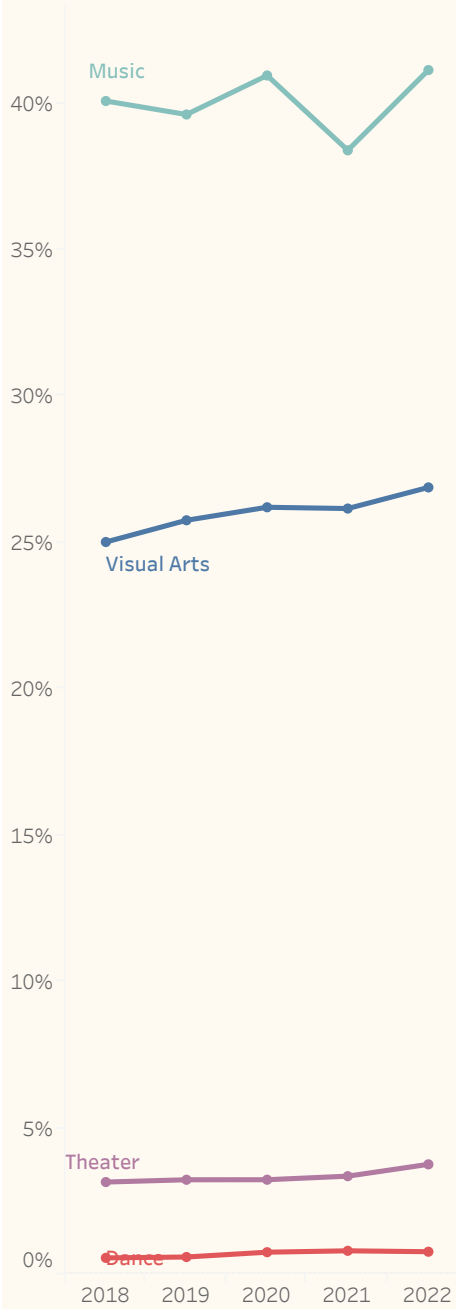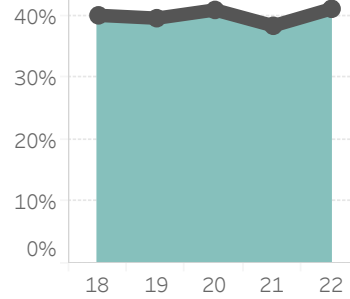
Music		Class Enrollments	School Count
ES General Music	51%	167,885	473
ES Vocal Music	13%	43,897	284
ES Band	13%	42,310	383
ES Music Appreciation	5%	17,908	78
HS Band I	4%	13,099	260
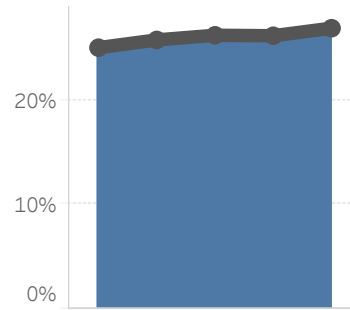
Visual Arts		Class Enrollments	School Count
ES Art	61%	133,012	441
HS Art I	18%	40,058	277
HS Art II	4%	8,430	197
HS Ceramics / Pottery I	2%	4,661	40
HS Drawing I	1%	3,222	35
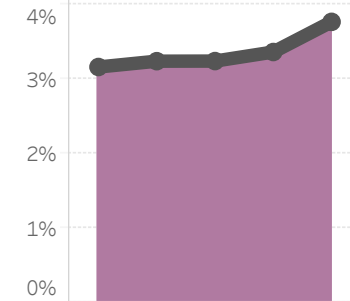
Theater		Class Enrollments	School Count
ES Drama	27%	8,471	60
HS Drama I	23%	7,372	113
HS Speech I - Speech and Competitive Acti..	15%	4,873	123
HS Technical Theatre I	11%	3,381	58
HS Drama II	5%	1,677	59
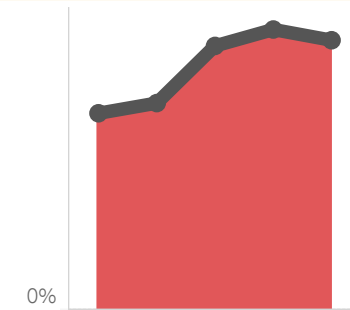
Dance		Class Enrollments	School Count
ES Dance	55%	3,731	19
HS Dance I	19%	1,284	16
HS Dance II	6%	414	10
HS Modern Dance I	6%	386	3
HS Dance III	3%	204	10

Arts Enrollments by Grade Level

Elementary = grades K - 5 | Middle = grades 6 - 8 | High = grades 9 - 12 | Mixed = grade spans that cross these boundaries, such as K-8

Student and School Access to the Arts

% School Access

Elementary	Middle	High	Mixed
62%	95%	85%	100%

% Student Access

Elementary	Middle	High	Mixed
71%	98%	96%	100%

Arts Enrollments

Elementary	Middle	High	Mixed
56%	61%	49%	53%

Arts Enrollments by Discipline

Elementary

205K	88K	1K	1K

Middle

71K	46K	9K	3K

High

51K	80K	20K	3K

Mixed

3K	3K	1K	0K
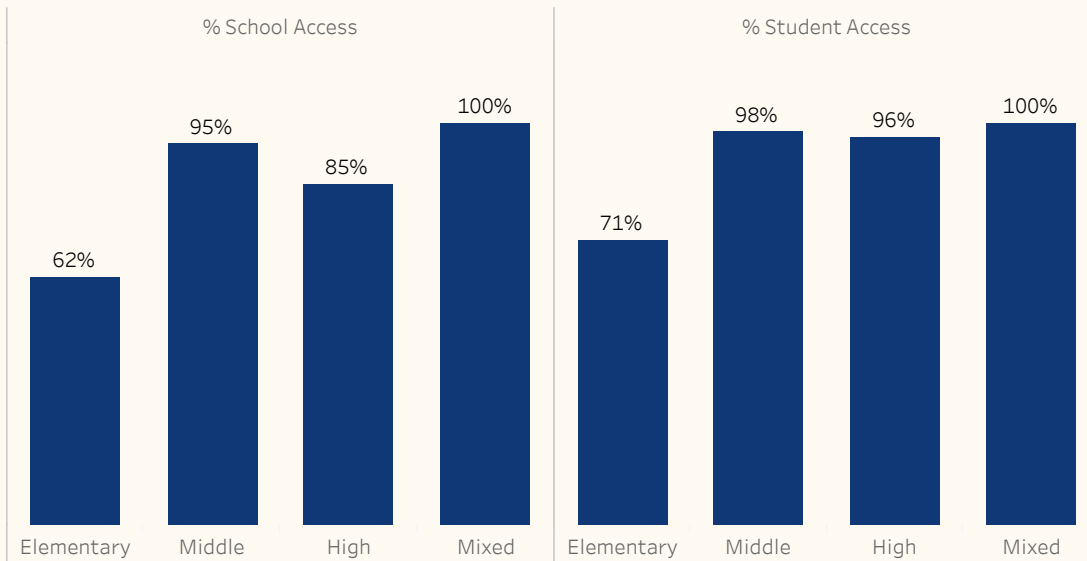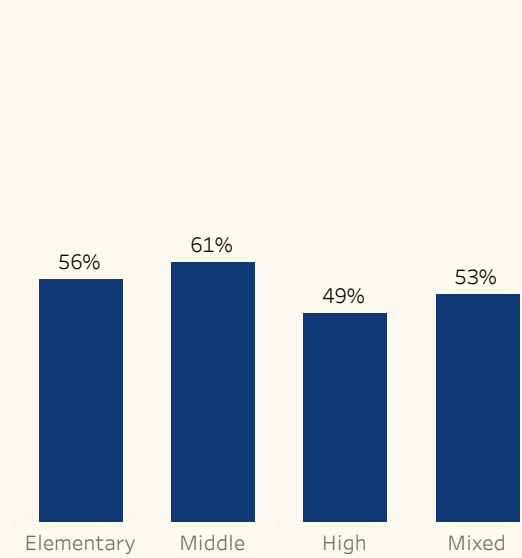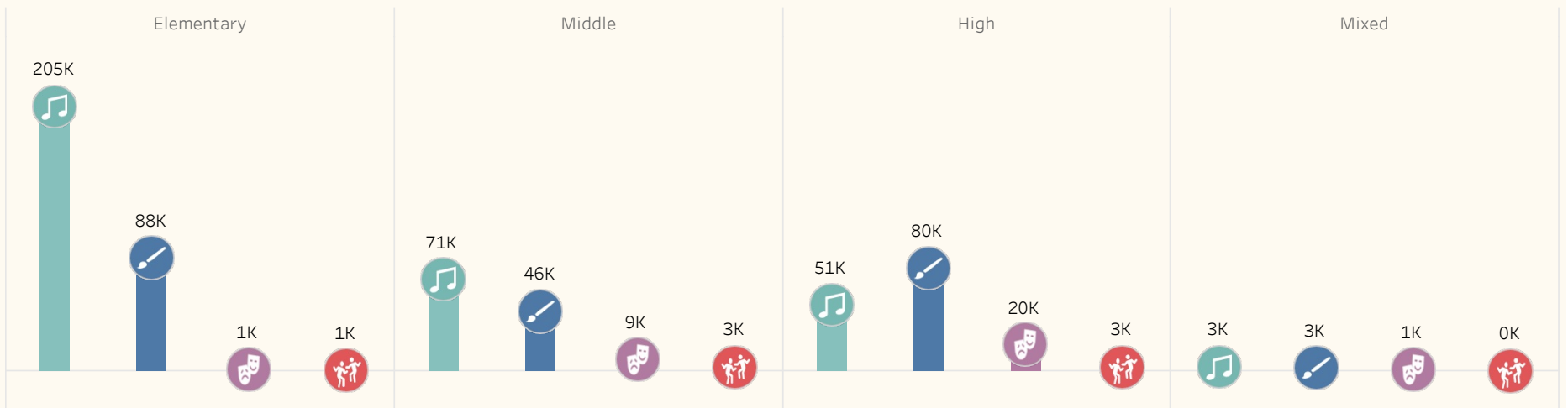
Arts Enrollments by School and Student Characteristics

Student Enrollment vs. Arts Enrollment by Locale

The %s on the left show the overall arts enrollment within that locale. The vertical black lines (|) show the % of all students by locale type; the blue squares (■) show the % of students enrolled in the arts across locales. If the blue square is further to the right than the black line, then more students participate in the arts in that locale than would be expected based on the overall distribution of students.
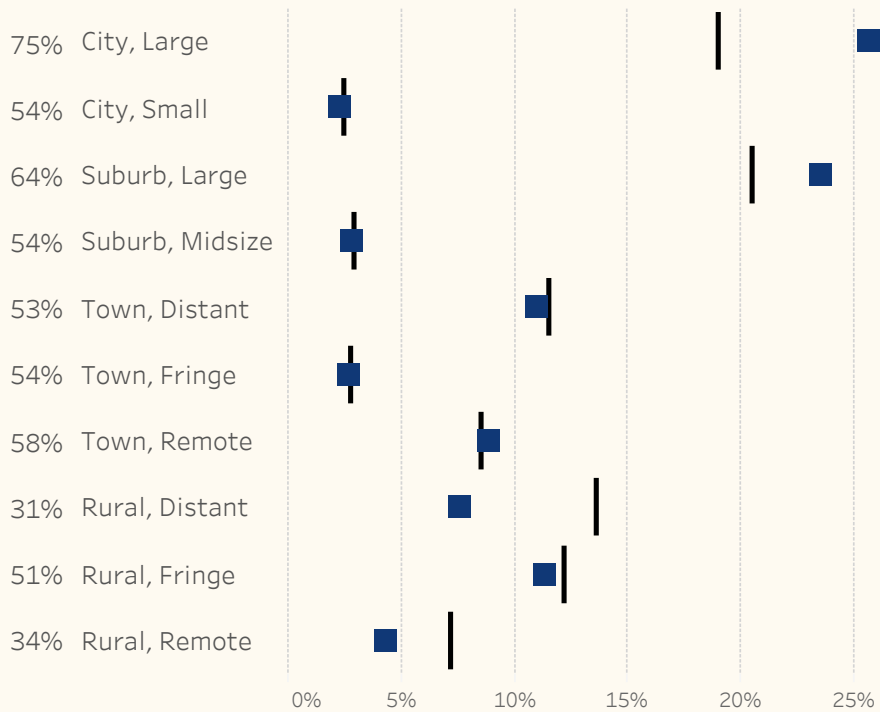
75%	City, Large
54%	City, Small
64%	Suburb, Large
54%	Suburb, Midsize
53%	Town, Distant
54%	Town, Fringe
58%	Town, Remote
31%	Rural, Distant
51%	Rural, Fringe
34%	Rural, Remote

0%   5%   10%   15%   20%   25%

Arts Enrollment by School Locale Type

| City | 72% |
Suburb	62%
Town	55%
Rural	39%

Discipline Enrollment by Student Gender

The colored portion of each pie represents the % of students who are female

Any Arts	Music	Visual Arts	Theater	Dance
52%	51%	52%	60%	75%
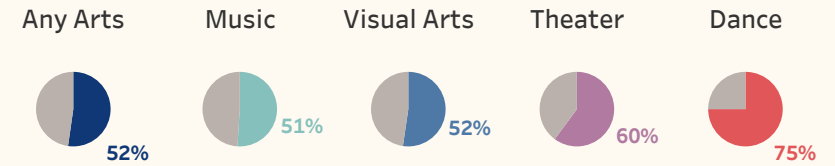
Student Enrollment vs. Arts Enrollment by School-Majority Race/Ethnicity

The %s on the left show the overall arts enrollment within schools where the majority of students are of that race/ethnicity. The vertical black lines (|) show the % of all students by school-majority race/ethnicity; the blue squares (■) show the % of students enrolled in the arts in those schools. If the blue square is further to the right than the black line, then more students participate in the arts than would be expected based on the overall distribution of students.

80%	Hispanic
56%	Native American
57%	No Majority
51%	Other
24%	White

0%   10%   20%   30%   40%   50%   60%
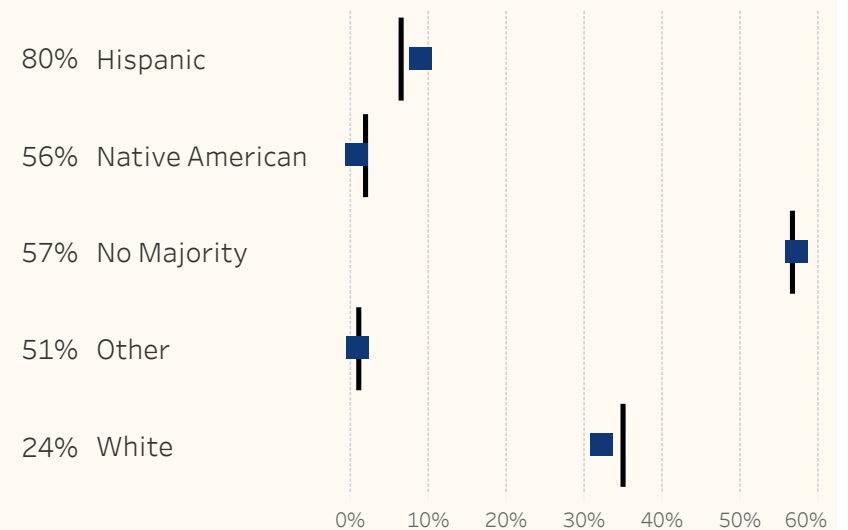
Arts Teachers

Teachers may be counted in more than one discipline and/or more than one grade level in the Big Numbers and bar charts below if they teach multiple courses or in multiple buildings. But each teacher is only counted once in the overall "Arts Teachers" total.

The student-teacher ratios were calculated by dividing the number of students (in schools offering the arts | enrolled in the arts) by the number of arts teachers. A ratio of 250 means there are 250 students to every one arts teacher; low ratios are better.

Arts Teachers	All Students - Arts Teachers Ratio	Arts Students - Arts Teachers Ratio
2,442	285	157

	Arts Teachers	All Students- Arts Teachers Ratio	Arts Students - Arts Teachers Ratio
Music	1,399	400	205
Visual Arts	835	480	224
Theater	314	601	83
Dance	46	1,063	118

Arts Teachers by Grade Level and Discipline
▶ **High schools** have the most arts teachers.
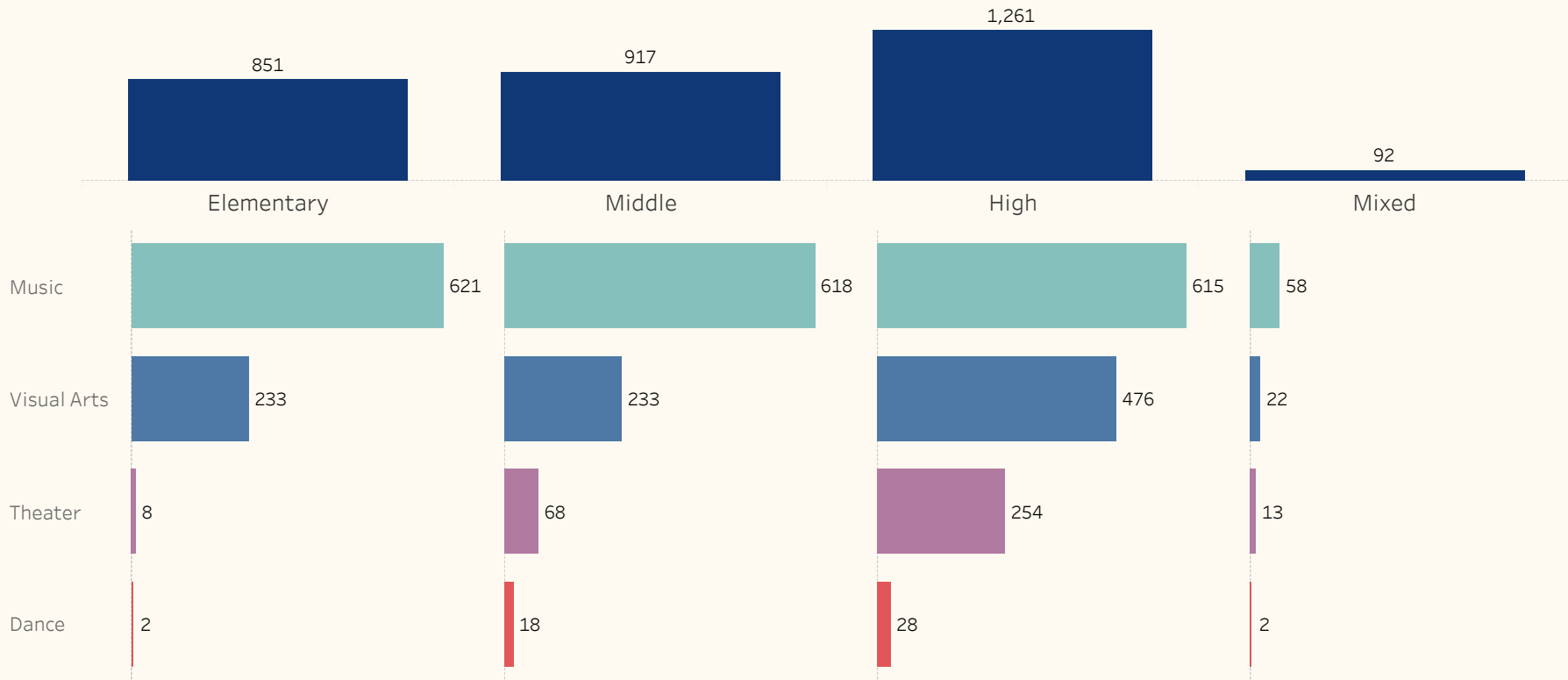
Arts Access and Enrollment by School-Level Free or Reduced-Price Lunch Program Participation

The percentage of students eligible for free or reduced-price lunch (FRPL) under the National School Lunch Program provides a proxy measure for the concentration of low-income students within a school. Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals; incomes between 130 percent and 185 percent are eligible for reduced-price meals.

- **Low-poverty** = 25.0% or less are eligible
- **Mid-low poverty** = 25.1% to 50.0% are eligible
- **Mid-high poverty** = 50.1% to 75.0% are eligible
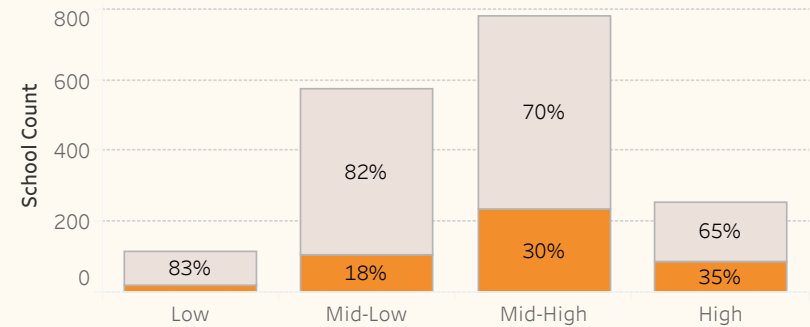- **High-poverty** schools = more than 75.0% of the students are eligible for FRPL

Access to Arts Education and Enrollment
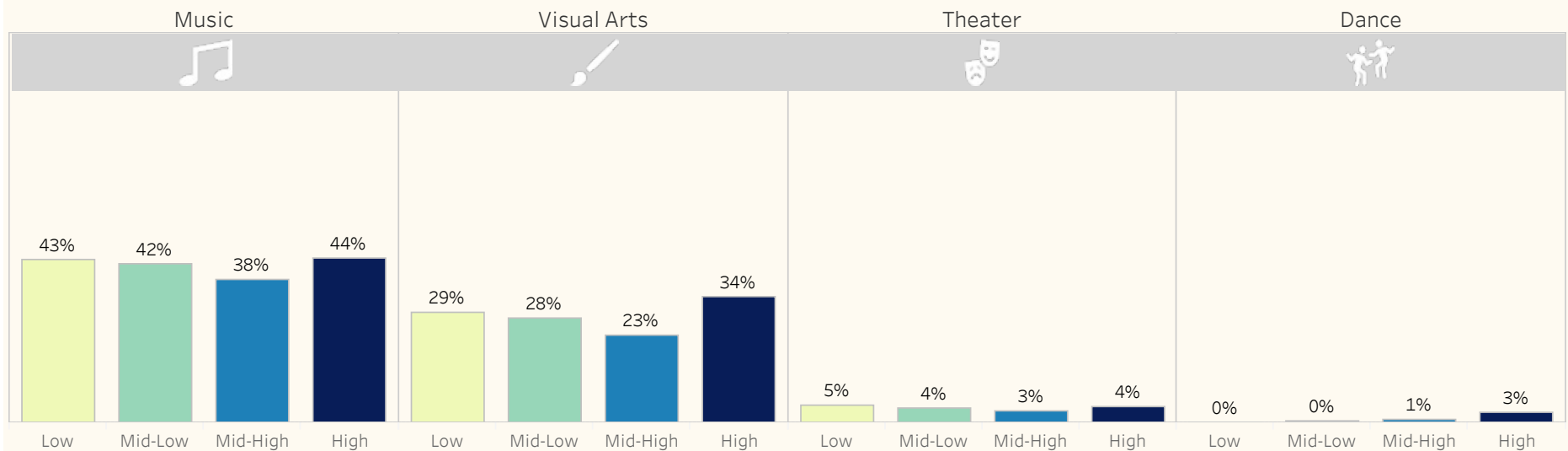▶ arts enrollment is **lowest** in schools with mid-high FRPL eligibility

	% School Access	% Student Access	% Arts Enrollment
Low	83%	87%	59%
Mid-Low	82%	88%	57%
Mid-High	70%	78%	51%
High	65%	80%	57%

Schools With vs. Without Arts, by FRPL Category

The height of the bars shows how many schools are in each category; the coloring shows the % of those schools that do vs. do not offer any arts curricula; most schools <u>do</u> offer the arts.

Low: 83%
Mid-Low: 82% / 18%
Mid-High: 70% / 30%
High: 65% / 35%

Arts Enrollments by Discipline and Free or Reduced-Price Lunch Program Category

Music
Low	Mid-Low	Mid-High	High
43%	42%	38%	44%

Visual Arts
Low	Mid-Low	Mid-High	High
29%	28%	23%	34%

Theater
Low	Mid-Low	Mid-High	High
5%	4%	3%	4%

Dance
Low	Mid-Low	Mid-High	High
0%	0%	1%	3%

Schools Without Arts Programs and the Students Affected

Some schools do not offer any arts courses, meaning the students in those schools do not have the opportunity to participate in the arts through their school.
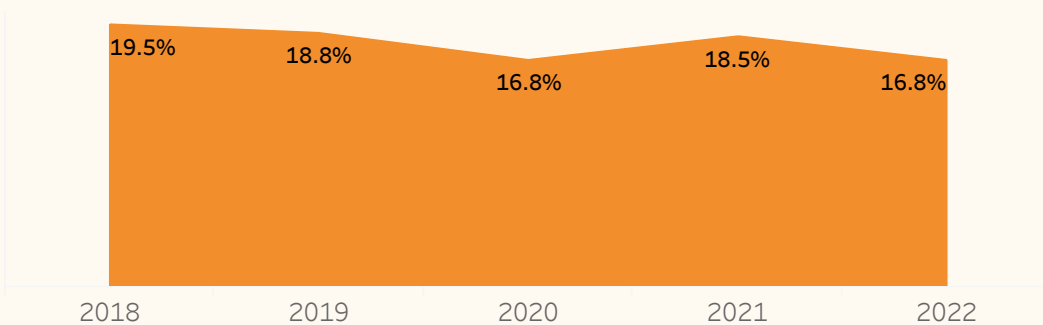
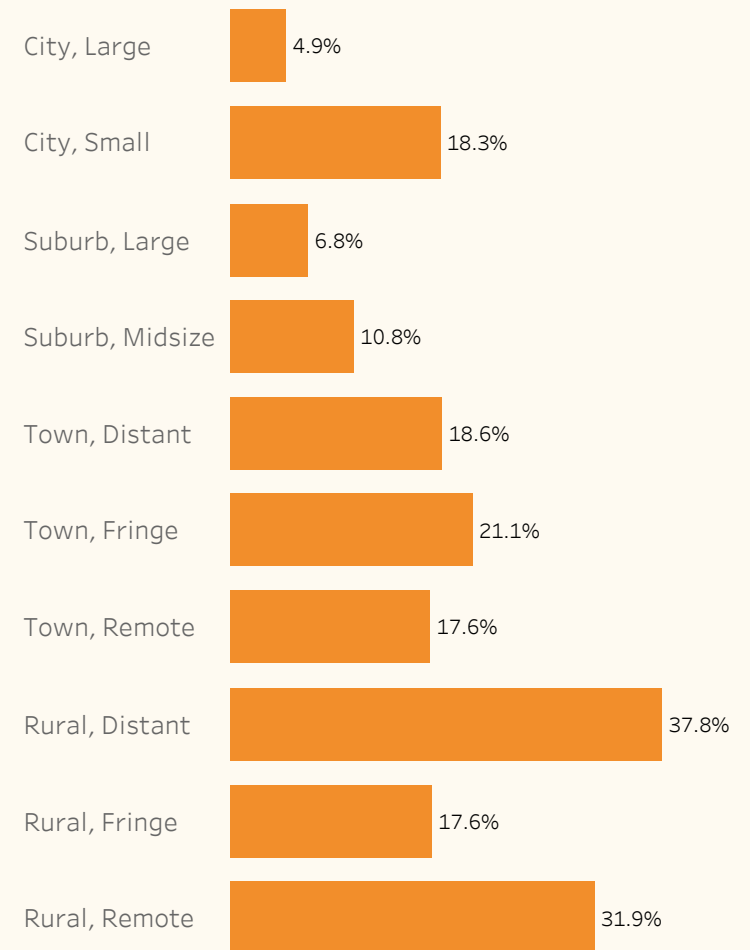| Schools Without Arts	% of Schools Without Arts	Enrollment in Schools Without Arts	% of Students Without Arts Access
447	26.0%	116,943	16.8%

Trend Over Time: Students Without Arts Access

19.5%   18.8%   16.8%   18.5%   16.8%

2018   2019   2020   2021   2022

Students Without Arts Access, By Grade Level

► Students in **elementary** schools are the most likely to not have access to an arts program.

Elementary	Middle	High	Mixed
29.2%	2.2%	3.8%	0.0%

Proportion of All Schools vs. No Arts Schools by School-Majority Race/Ethnicity

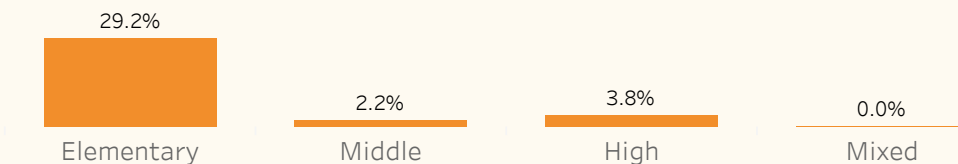| Hispanic	Native American	No Majority	Other	White
4% 2%	3% 6%	52% 54%	1% 1%	39% 36%

Students Without Arts Access, By Locale

More students who attend schools located in large and mid-sized cities do not have access to any Arts programs as compared to other locale types.
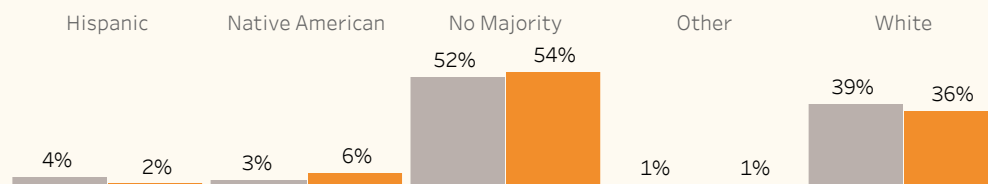
Locale	%
City, Large	4.9%
City, Small	18.3%
Suburb, Large	6.8%
Suburb, Midsize	10.8%
Town, Distant	18.6%
Town, Fringe	21.1%
Town, Remote	17.6%
Rural, Distant	37.8%
Rural, Fringe	17.6%
Rural, Remote	31.9%

Selected Counties' Performance Across Arts Ed Metrics

The highest/desirable and lowest/undesirable values for each metric are highlighted in color. This view can be used to compare the selected counties to each other on each individual metric as well as review each county's performance across all the metrics.
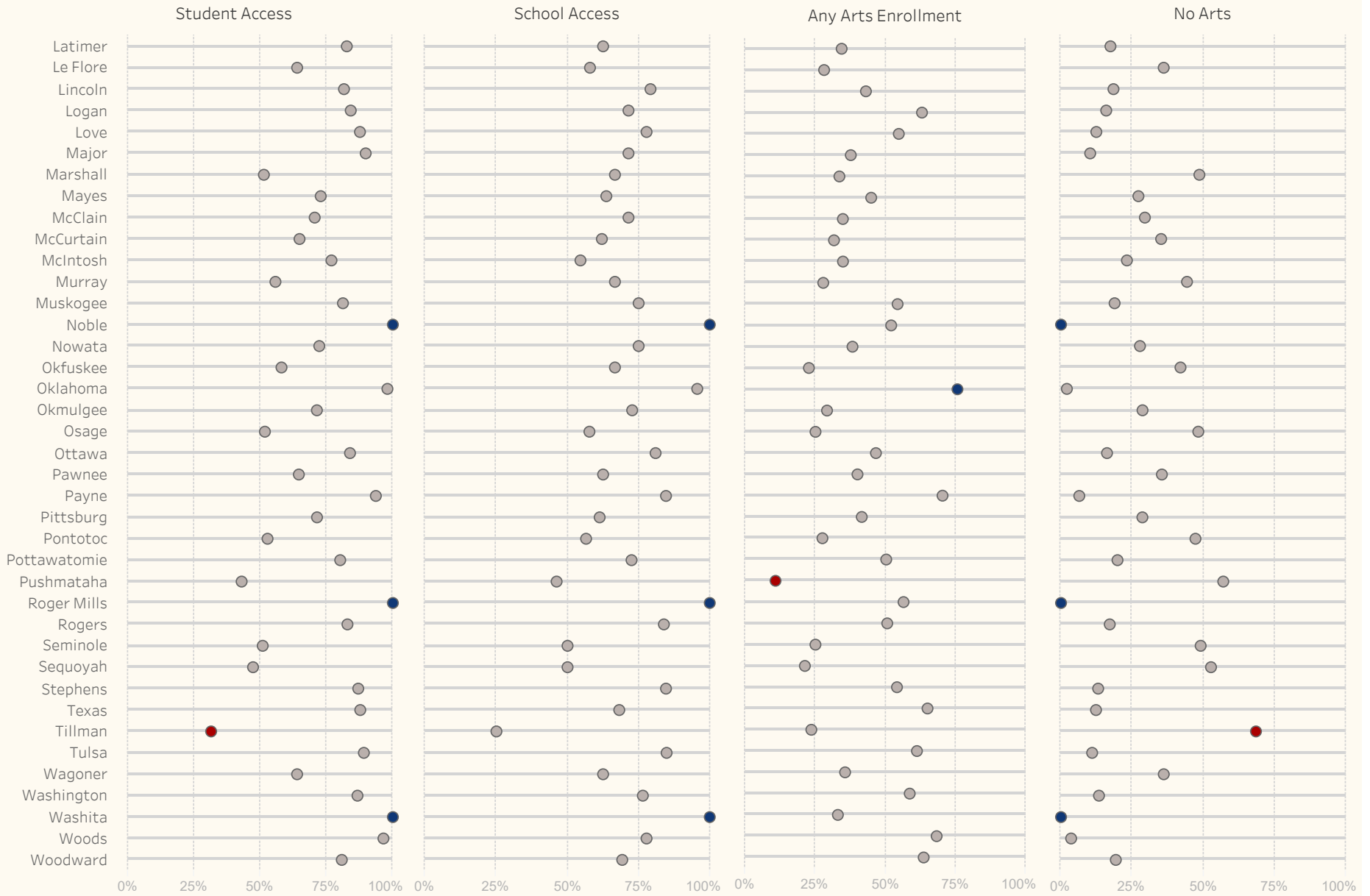

	Student Access	School Access	Any Arts Enrollment	No Arts
Adair				
Alfalfa				
Atoka				
Beaver				
Beckham				
Blaine				
Bryan				
Caddo				
Canadian				
Carter				
Cherokee				
Choctaw				
Cimarron				
Cleveland				
Coal				
Comanche				
Cotton				
Craig				
Creek				
Custer				
Delaware				
Dewey				
Ellis				
Garfield				
Garvin				
Grady				
Grant				
Greer				
Harmon				
Harper				
Haskell				
Hughes				
Jackson				
Jefferson				
Johnston				
Kay				
Kingfisher				
Kiowa				

Selected Counties' Performance Across Arts Ed Metrics

The highest/desirable and lowest/undesirable values for each metric are highlighted in color. This view can be used to compare the selected counties to each other on each individual metric as well as review each county's performance across all the metrics.
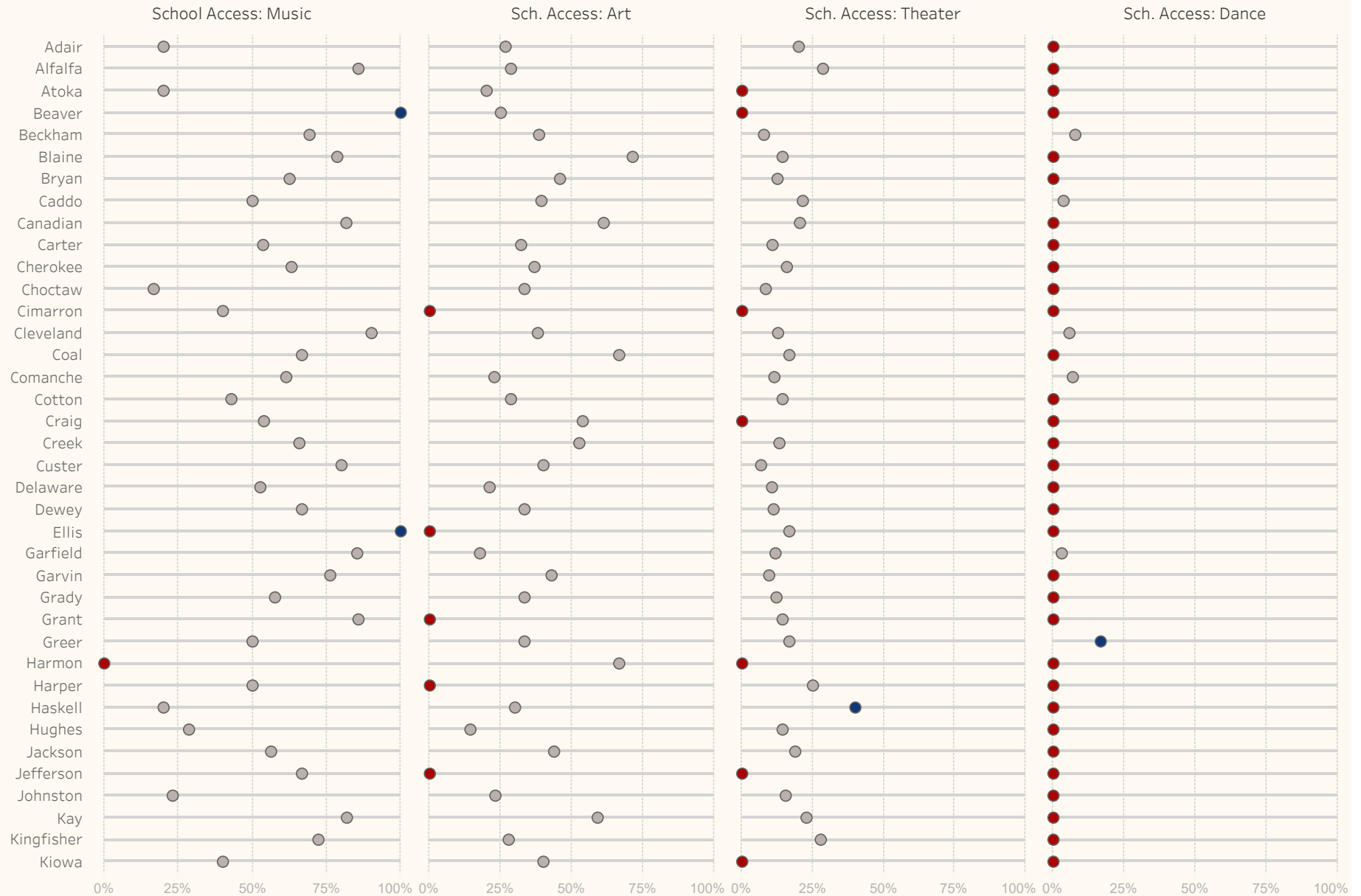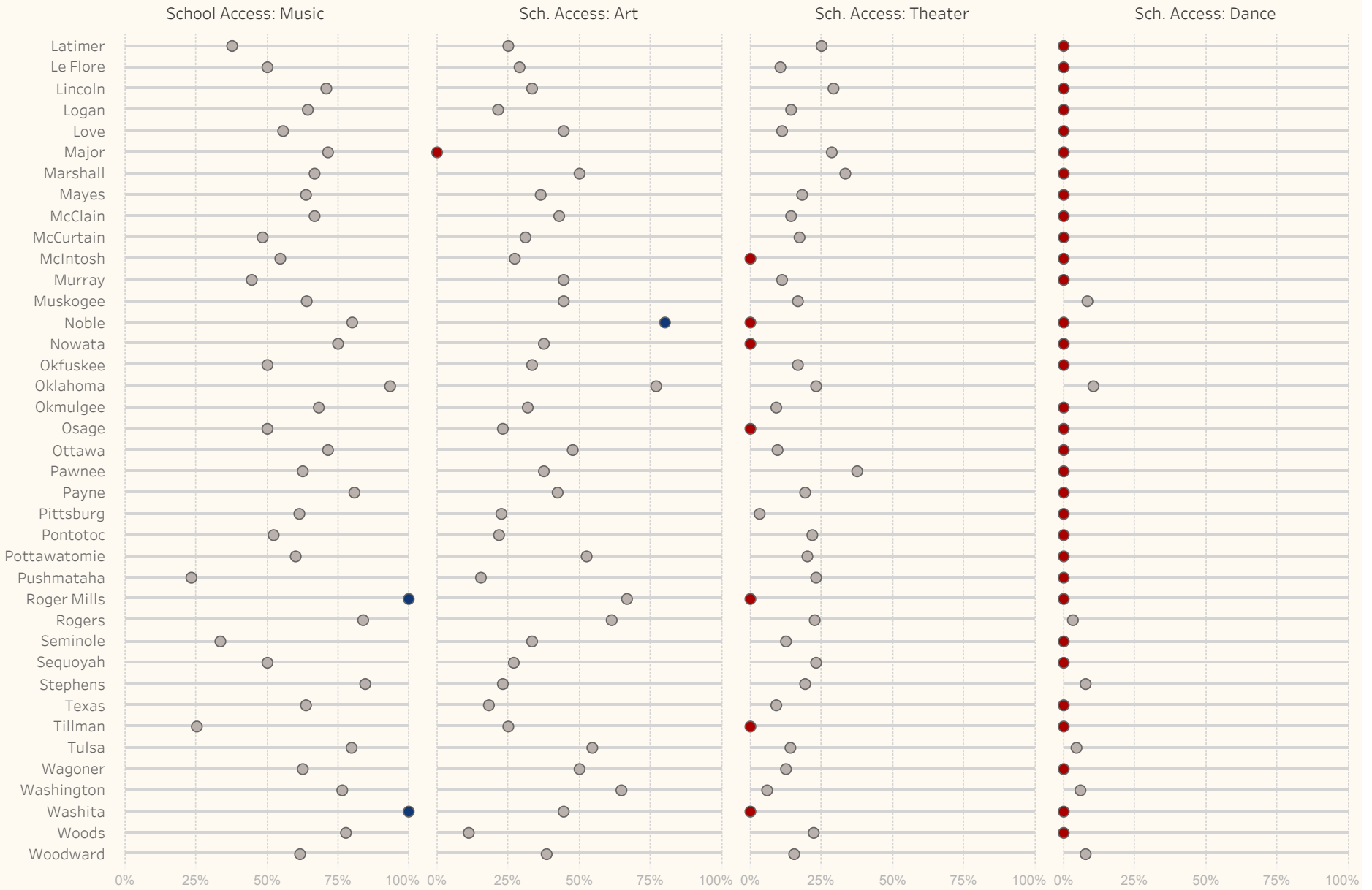
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The highest/desirable and lowest/undesirable values for each metric are highlighted in color. This view can be used to compare the selected counties to each other on each individual metric as well as review each county's performance across all the metrics.

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The highest/desirable and lowest/undesirable values for each metric are highlighted in color. This view can be used to compare the selected counties to each other on each individual metric as well as review each county's performance across all the metrics.

Supplemental Data: Number and Percent of Schools by Category and Year

School-Majority Race/Ethnicity

	2018	2019	2020	2021	2022
Hispanic	61 4%	67 4%	70 4%	71 4%	77 5%
Native American	57 3%	58 3%	64 4%	53 3%	56 3%
No Majority	798 47%	794 46%	771 45%	861 50%	898 53%
Other Black/African American	26 100%	25 100%	18 100%	16 100%	15 100%
White	795 46%	797 46%	803 47%	721 42%	675 40%
Grand Total	**1,737** 100%	**1,741** 100%	**1,726** 100%	**1,722** 100%	**1,721** 100%

Free or Reduced Price Lunch

	2018	2019	2020	2021	2022
Low	103 6%	80 5%	89 5%	98 6%	115 7%
Mid-Low	499 29%	506 29%	490 28%	545 32%	573 33%
Mid-High	672 39%	910 52%	877 51%	849 49%	780 45%
High	455 26%	243 14%	266 15%	228 13%	252 15%
Null	8 0%	2 0%	4 0%	2 0%	1 0%
Grand Total	**1,737** 100%	**1,741** 100%	**1,726** 100%	**1,722** 100%	**1,721** 100%

Locale Type

	2018	2019	2020	2021	2022
City, Large	217 12%	219 13%	201 12%	196 11%	196 11%
City, Small	26 1%	26 1%	26 2%	26 2%	25 1%
Suburb, Large	186 11%	185 11%	186 11%	186 11%	186 11%
Suburb, Midsize	30 2%	30 2%	30 2%	30 2%	30 2%
Town, Distant	180 10%	180 10%	178 10%	179 10%	176 10%
Town, Fringe	41 2%	41 2%	41 2%	41 2%	41 2%
Town, Remote	153 9%	153 9%	152 9%	152 9%	153 9%
Rural, Distant	432 25%	431 25%	434 25%	433 25%	432 25%
Rural, Fringe	172 10%	176 10%	178 10%	179 10%	182 11%
Rural, Remote	300 17%	300 17%	300 17%	300 17%	300 17%
Grand Total	**1,737** 100%	**1,741** 100%	**1,726** 100%	**1,722** 100%	**1,721** 100%

Laws, Policies, and Requirements Associated with Arts Education

How to View the Data

When reviewing the data contained in the summary report it is critical to understand what the state policies or expectations are regarding arts education. This will provide important context in which to view the data.

Oklahoma State Education Policy

Oklahoma statute includes the following: School districts shall develop and implement curriculum, courses, and instruction in order to ensure that students meet the skills and competencies as set forth in this section and in the subject matter standards adopted by the State Board of Education. Students, therefore, shall study social studies, literature, languages, **the arts**, mathematics, and science ([70 O.S. 11-103.6](#)).

Oklahoma State Graduation Requirement

In Oklahoma, one fine arts course credit is required for high school graduation ([70 O.S. 11-103.6](#)).

Oklahoma high school college preparatory/work ready students shall complete the following college preparatory/work ready curriculum units or sets of competencies at the secondary level:

* One unit or set of competencies of fine arts, such as music, art, or drama, or one unit or set of competencies of speech.

Oklahoma high school core students shall complete the following core curriculum units or sets of competencies at the secondary level:

* Arts - One unit or set of competencies which may include, but is not limited to, courses in visual arts and general music.

Fine arts include dance, drama/theatre, music, or visual art. Classes in any of the four subject areas will meet graduation requirements for either graduation pathway.

Course Names

Throughout the report, Oklahoma State Department of Education subject code names are used for dance, drama/theatre, music, and visual art. The current codes are available on the [OSDE Accreditation site](#) under Documents-Subject Codes. More information on fine arts course codes and course descriptions may be found on the [OSDE Fine Arts Course Codes site](#).

Definitions

School Locales

Locale codes are derived from a classification system originally developed by NCES in the 1980s to describe a school's location based on matching the physical address of the school against a geographic database maintained by the U.S. Census Bureau. This database is the Topographically Integrated and Geographically Encoded Referencing system, or TIGER.

City, Large	Territory inside an urbanized area and inside a principal city with population of 250,000 or more
City, Midsize	Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000
City, Small	Territory inside an urbanized area and inside a principal city with population less than 100,000
Rural, Distant	Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster
Rural, Fringe	Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster
Rural, Remote	Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster
Suburb, Large	Territory outside a principal city and inside an urbanized area with population of 250,000 or more
Suburb, Midsize	Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000
Suburb, Small	Territory outside a principal city and inside an urbanized area with population less than 100,000
Town, Distant	Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area
Town, Fringe	Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area
Town, Remote	Territory inside an urban cluster that is more than 35 miles from an urbanized area

Acknowledgements

The Arts Education Data Project would like to acknowledge and thank the following collaborators and contributors:

State Support for the Oklahoma Arts Education Data Project

About the Data Project

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National support for the Arts Education Data Project provided by:

CMA Foundation

The Music Man Foundation

The William and Flora Hewlett Foundation

NAMM Foundation

Ohio Arts Council

Please visit **https://www.artseddata.org** to access an interactive dashboard for Oklahoma and the other states participating in this project