

The Relationships between Fine Arts Course Enrollment and Middle School and High School Academic Ratings, Campus Rating Improvement and Graduation Rates in Texas Public Schools

An examination of 2006 to 2010 PIEMS and AEIS data reported by Texas public school campuses completed by the Texas Music Educators Association and the Texas Coalition for Quality Arts Education

Purpose

Research continues to demonstrate a correlation between the study of fine arts and overall academic achievement. To explore this relationship of fine arts participation to academic achievement in Texas schools, the Texas Coalition for Quality Arts Education, together with Texas Music Educators Association (a TCQAE participating organization) collected data regarding campus academic achievement ratings, campus rating improvement, graduation rates, and fine arts enrollment from 2006 to 2010 as reported by public schools across Texas.

Summary Observations

After comparing the yearly 2006 to 2010 data on campus academic ratings, campus rating improvement, and graduation rates to the yearly fine arts course enrollments, the following summary observations were made:

Academic Rating: campuses with a higher percentage of student enrollments in fine arts courses achieved higher academic ratings.

Academic Rating Improvement: campuses showing academic rating improvement from 2006 to 2010 reported increases in fine arts course enrollments.

Graduation Rate: campuses with a higher percentage of student enrollments in fine arts courses reported higher graduation rates.

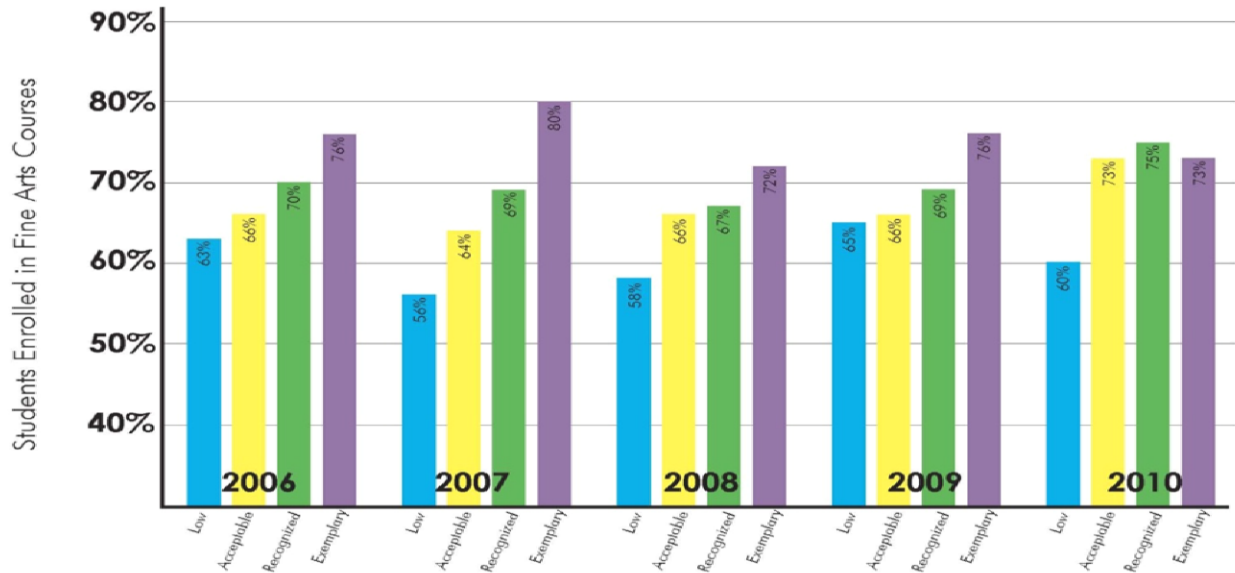
Results

The following tables summarize the results of comparing the mean values of fine arts enrollment, stated as percentages, with campus academic rating, improvement in campus academic rating, and graduation rates.

Campus academic rating compared to fine arts enrollment

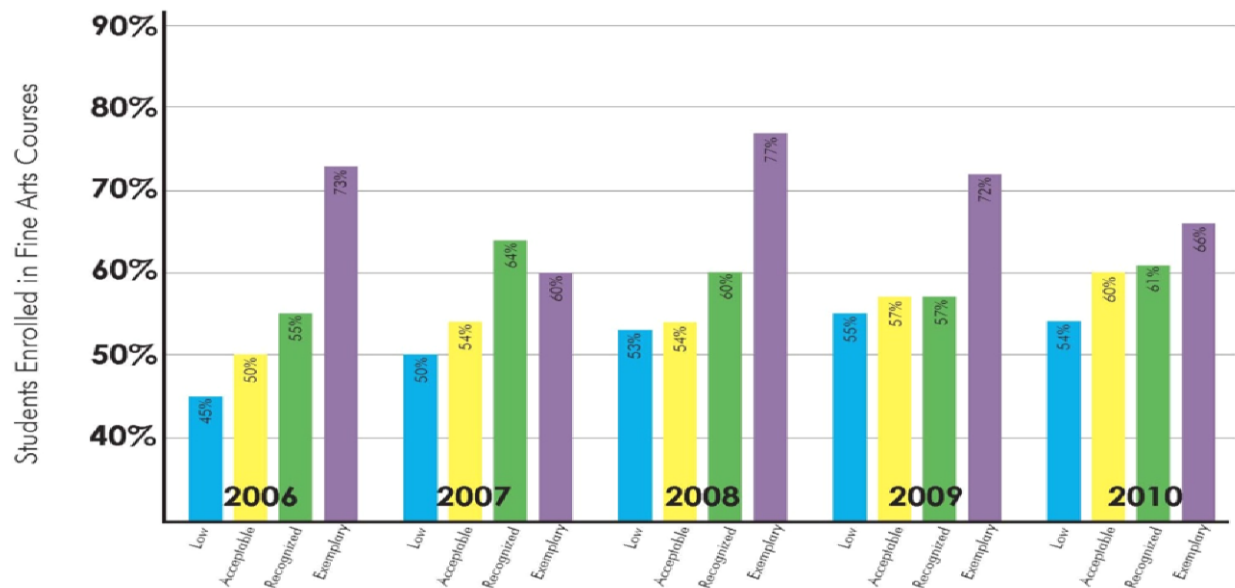
The following demonstrates that campuses with higher academic ranking have higher percentages of students enrolled in fine arts.

Middle School Academic Ratings Correspond with Higher Fine Arts Enrollment



Middle School Campus Academic Ratings by Year

High School Academic Ratings Correspond with Higher Fine Arts Enrollment

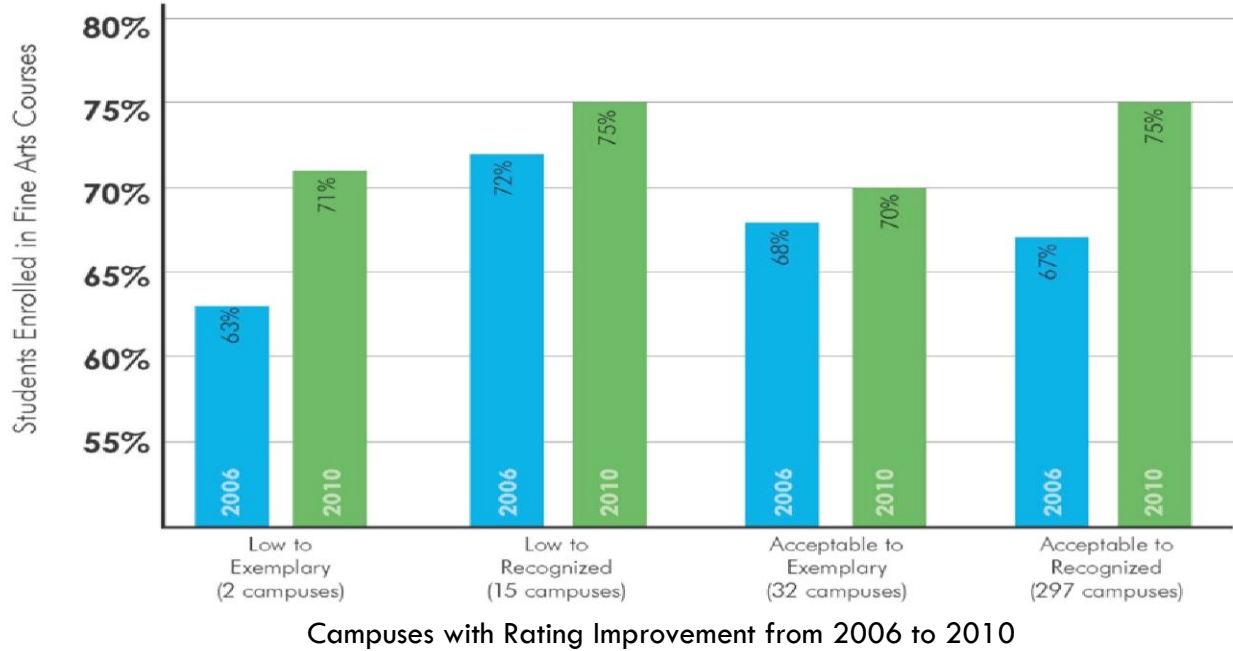


High School Campus Academic Ratings by Year

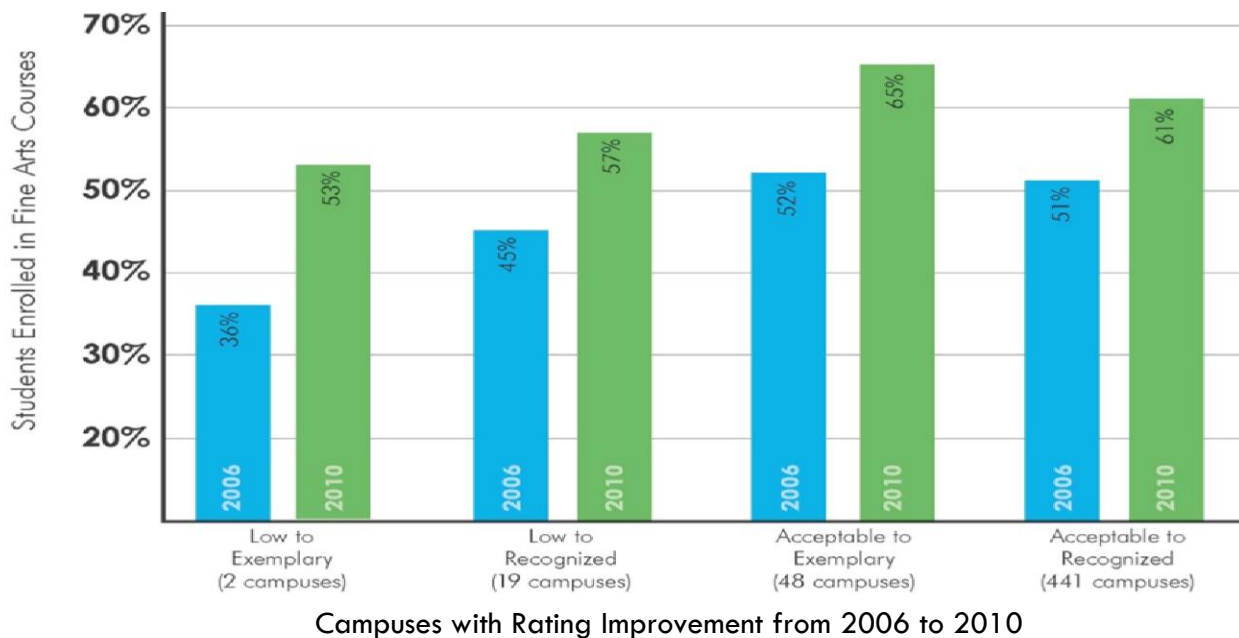
Campus academic rating improvement compared to fine arts enrollment

The following demonstrates that campuses with academic ranking improvement have an increase in the percentages of students enrolled in fine arts.

Middle School Academic Rating Improvement Corresponds to Higher Fine Arts Enrollment



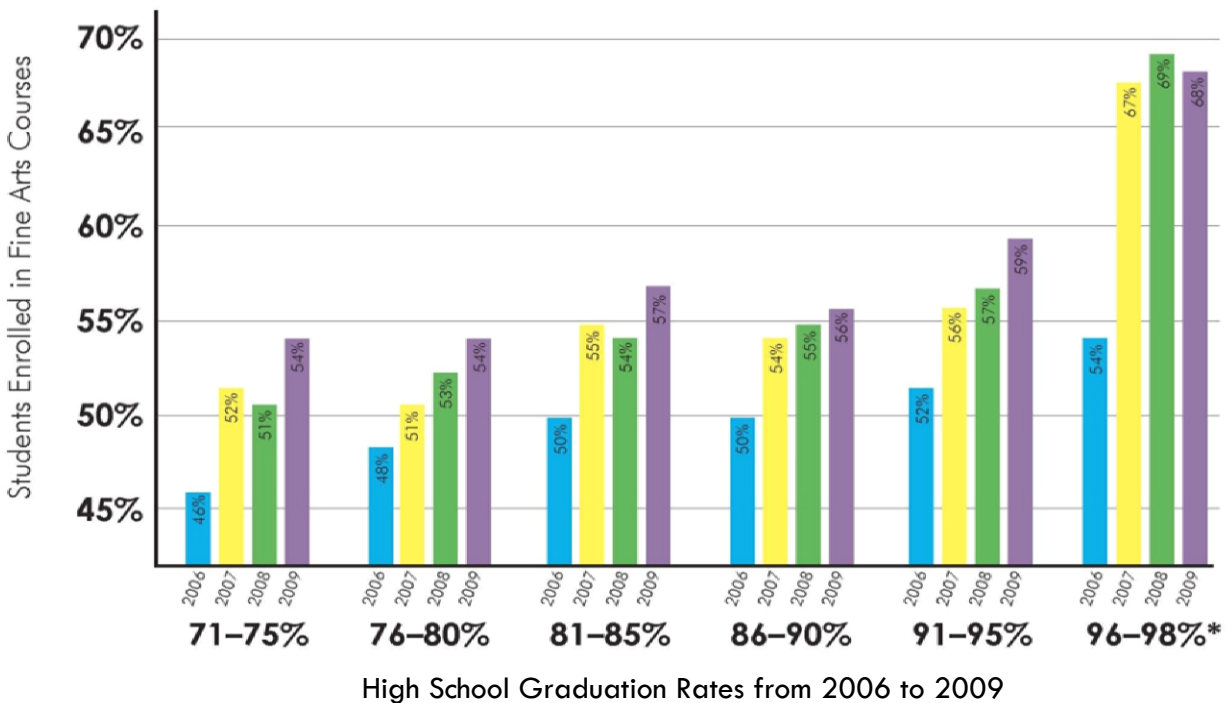
High School Academic Rating Improvement Corresponds to Higher Fine Arts Enrollment



Campus graduation rate compared to fine arts enrollment

The following demonstrates that campuses with higher graduation rates have higher percentages of students enrolled in fine arts.

Higher Graduation Rates Consistently Reported with Higher Fine Arts Enrollment



Method

The examination included data from all “Regular Instructional” campuses for the entire state. Data from traditional high school (*grades 9-12*) and middle school (*grades 6-8*) campuses were included in this study. County-District-Campus codes were used to match the data collected from the data sources: campus ratings, total student enrollments, graduation rates, and total student enrollments in Fine Arts. The data used in this study is maintained by Texas Education Agency and available through the TEA website or by specific request.

The following data were included:

Fine Arts Enrollment Data (requested PIEMS data):
Grades 6 – 8 (enrolled [2005-2010]) and Levels I – IV (completion [2005-2010])
- Music, Art, Theater, and Dance courses

2005, 2006, 2007, 2008, 2009, 2010 AEIS Statewide Campus Level Data:
Campus total enrollment, accountability rating, graduation rate

The examination consisted of determining the percentage of students at each campus enrolled in fine arts courses and calculating the mean percentages for the campuses assigned each academic ranking for each year from 2006 to 2010 and graduation rate range for each year from 2006 to 2009.

Data collection and examination by Frank Coachman, TMEA Deputy Director Email: fcoachman@tmea.org Phone: 512-452-0710