

# Maryland

2021 - 2022

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

Suggested Citation: Morrison, R., 2024. Arts Education Data Project Report, Maryland.

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 datasets on an annual basis. © 2024 Quadrant Research

## 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.

Note: Maryland's school systems are administered in parallel with county jurisdictions. Maryland has 24 districts, aligning with the state's 23 counties and 1 independent city.

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

Maryland policy requires schools to provide arts courses in five disciplines.

### Basic Information by Grade Level for 2021-2022

	Schools	% of Schools	School Enrollment	% of Students	Arts Teachers
Elementary	751	55.0%	336,308	39.3%	2,422
Middle	220	16.1%	175,150	20.5%	1,239
High	214	15.7%	261,951	30.6%	1,735
Mixed	181	13.3%	82,107	9.6%	790
Grand Total	1,366	100.0%	855,516	100.0%	6,001

# Key Findings from the Arts Education Data Project

## Maryland

2021 - 2022

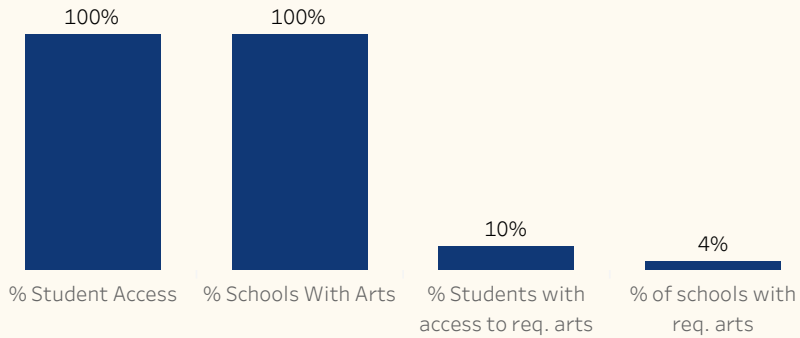
- Nearly all students (100%, rounded) had access to at least one arts discipline.
- More than three-quarters (83%) of students participated in arts education. This represents more than 710,000 students.
- Only 0.4% of the schools did not offer any arts courses.
- Only 0.1% of students did not have access to any arts instruction, which is the same as the prior year's rate.
- All of the students without access to the arts attended a traditional school rather than a charter school.
- Schools where a mid-low proportion of the students were eligible for free or reduced price lunch (FRL) were the most likely to lack access to arts education (1%).
- Overall arts participation was lowest in schools with a low FRL-eligible population (82%).
- The arts enrollment rate was slightly higher in charter schools (91%) than in traditional schools (83%).
- The arts enrollment rate was highest in schools where the majority of students were Asian (100%) and was lowest in diverse schools without a majority race/ethnicity (82%).
- The arts participation rate was highest in suburbs (85%) as compared to cities, towns, and rural areas (80% - 81%).

# Access to and Enrollment in the Arts

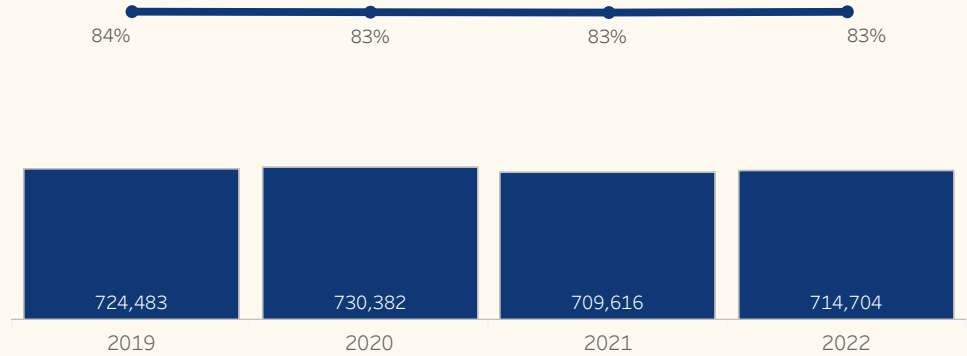
"Access" is the lowest threshold measure for arts education. It is used to determine if a school offers at least one arts discipline with any student enrollment. This only indicates presence of program, not breadth, and is used primarily to determine where schools may be operating without arts instruction.

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.

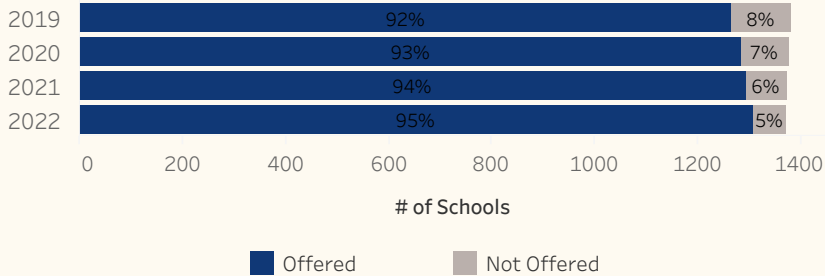
## Access to Arts Courses



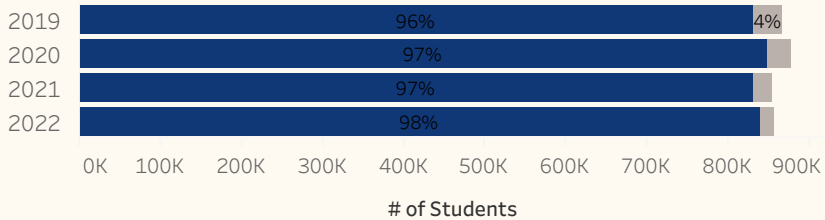
## Enrollment Trends



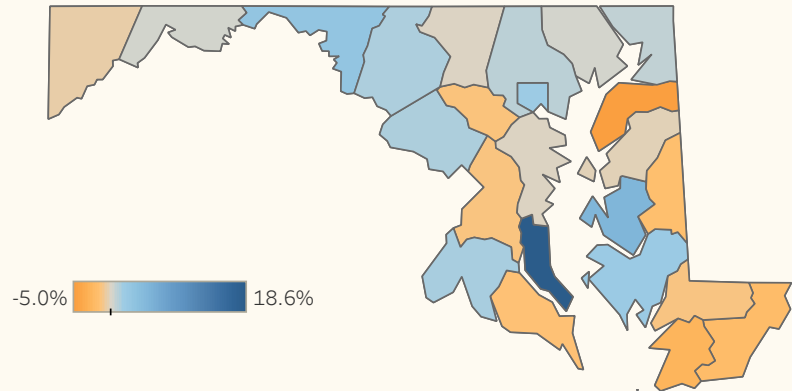
## Schools Offering Music and Visual Arts



## Students With Access to Music and Visual Arts



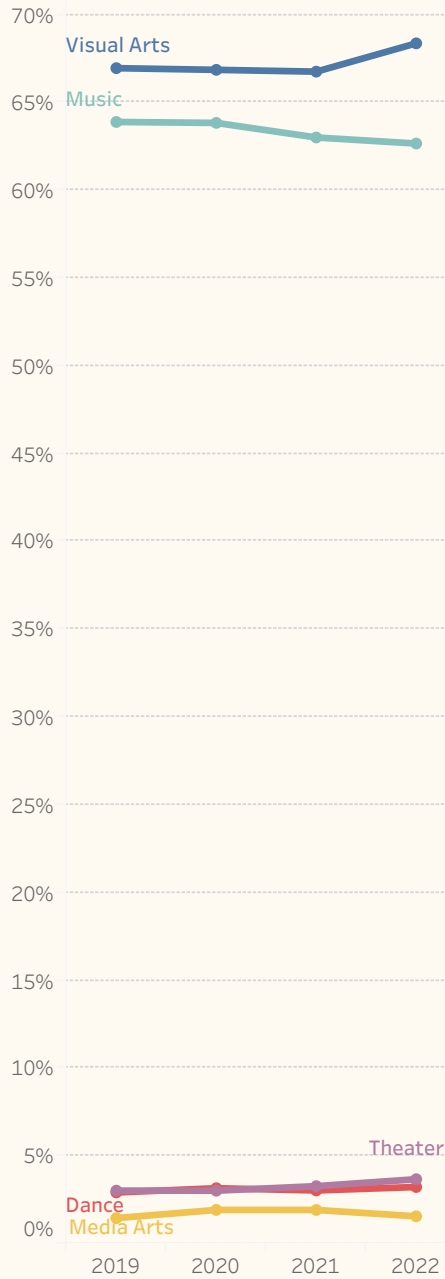
## County-Level Change in Arts Enrollment Rate: 2021 vs. 2022



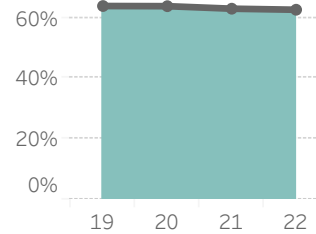
# By-Discipline Trends and Top Five Courses

The %s are the proportion of students who are enrolled in that particular course out of all student..

Course-level information is from 2021 - 2022

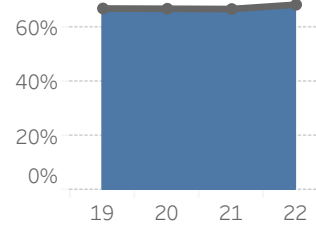


## Music



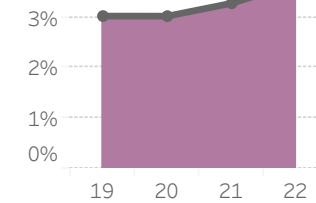
Course	%	Students	Schools
Music (Grade 5)	11%	63,118	842
Music (Grade 4)	11%	62,998	847
Music (Grade 3)	11%	62,611	847
Music (Grade 2)	10%	62,165	845
Music (Grade 1)	10%	60,287	837

## Visual Arts



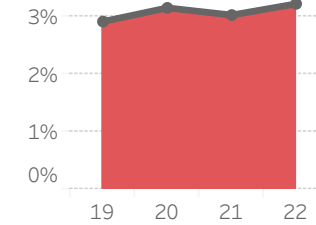
Course	%	Students	Schools
Visual Arts-Comprehe..	13%	77,912	395
Art (Grade 5)	10%	64,825	862
Art (Grade 2)	10%	63,085	865
Art (Grade 1)	10%	61,376	858
Art (Kindergarten)	10%	59,800	832

## Theater



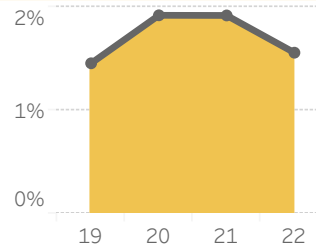
Course	%	Students	Schools
Theater-Comprehensive	22%	7,325	110
Introduction To Theater	15%	4,874	95
Theater Arts	15%	4,861	113
Drama (Grade 8)	6%	1,836	15
Theater-Acting/Perform..	5%	1,709	64

## Dance



Course	%	Students	Schools
Dance (Grade 6)	19%	5,356	74
Dance Technique	16%	4,681	79
General Dance	11%	3,252	44
Dance (Grade 7)	11%	3,250	55
Dance (Grade 8)	10%	2,944	55

## Media Arts



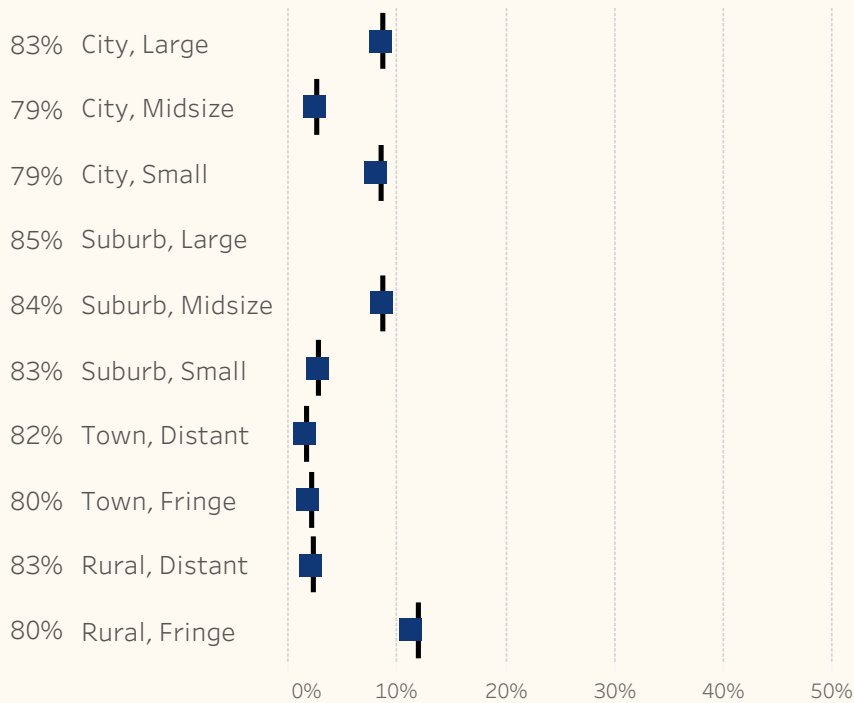
Course	%	Students	Schools
Interdisciplinary Arts	36%	4,893	77
Media Arts-Comprehens..	25%	3,403	31
Digital Imaging	23%	3,178	24
Visual And Performing ..	6%	847	38
Ib Arts, Middle Years Pr..	3%	390	3



# 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.

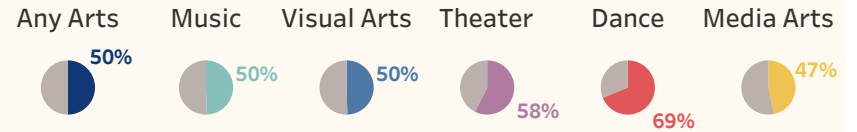


## Arts Enrollment by School Locale Type



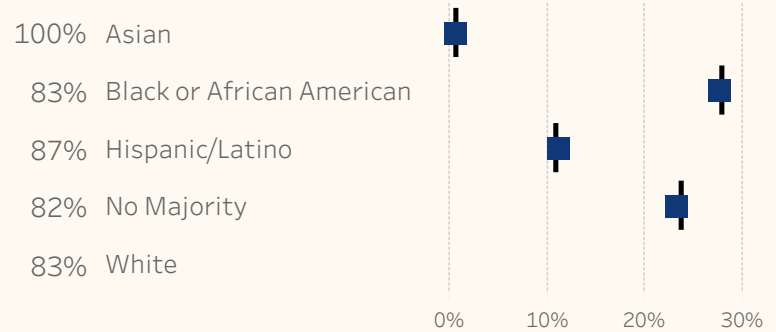
## Discipline Enrollment by Student Sex

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



## 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.



## Arts Enrollment by School Type



# Arts Teachers

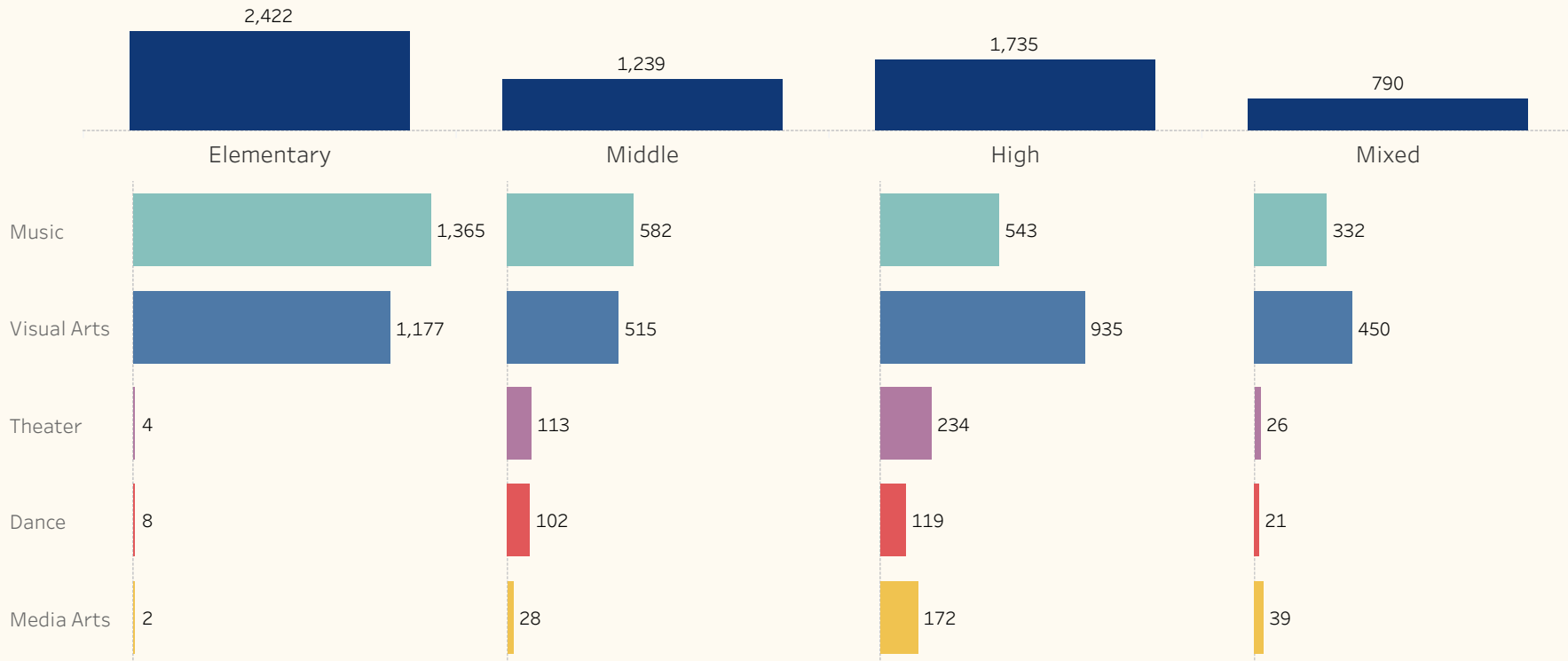
Teachers may be counted in more than one discipline and/or more than one grade level in the Big Numbers and bar charts below if they teach multiple courses or in multiple buildings. But each teacher is only counted once in the overall "Arts Teachers" total.

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	Arts Teachers	All Students- Arts Teachers Ratio	Arts Students - Arts Teachers Ratio
6,001	143	119	Music	311	198
			Visual Arts	284	196
			Theater	907	84
			Dance	875	111
			Media Arts	746	56

## Arts Teachers by Grade Level and Discipline

The largest number of Arts teachers are in elementary schools.





# 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

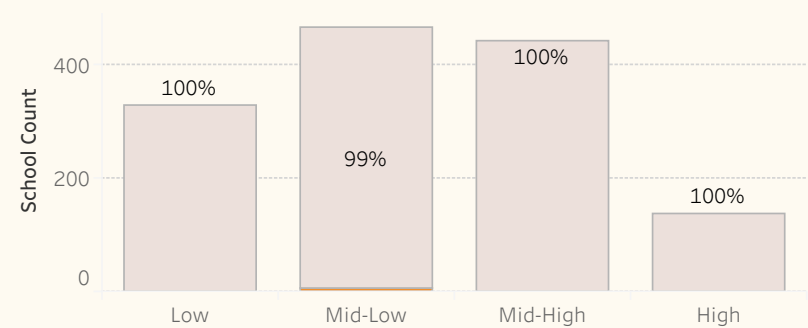
## Access to Arts Education and Enrollment

► arts enrollment is **lowest** in schools with low FRPL eligibility

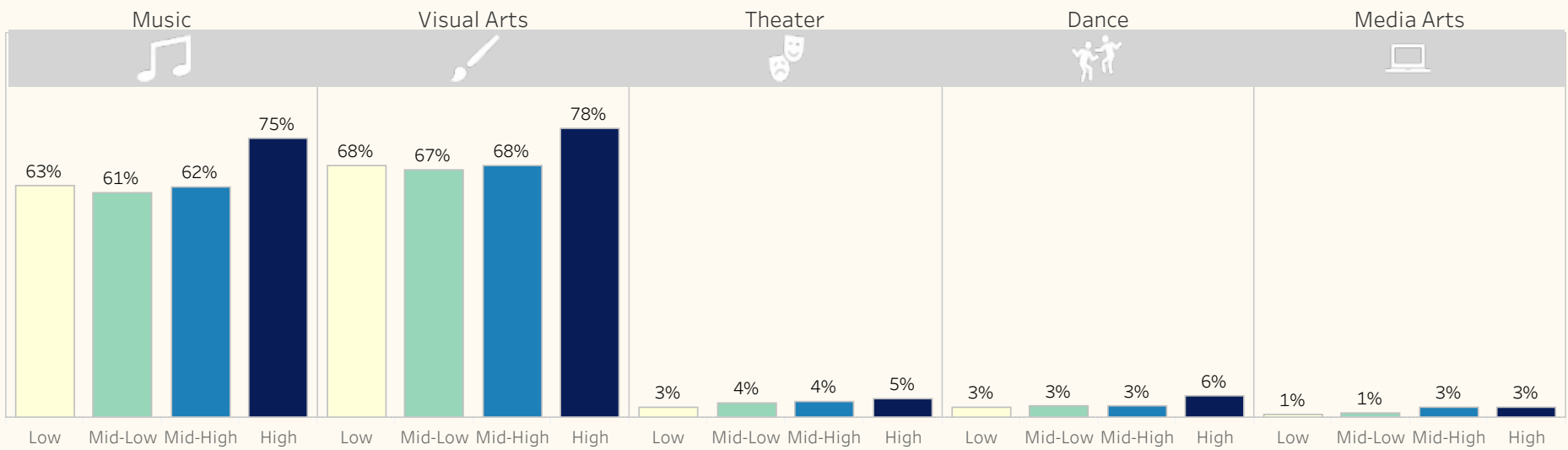
	% Schools With Arts	% Student Access	% Arts Enrollment
Low	100%	100%	82%
Mid-Low	99%	100%	83%
Mid-High	100%	100%	84%
High	100%	100%	92%

## 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 do offer the arts.



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



# 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

5

% of Schools Without Arts

0.4%

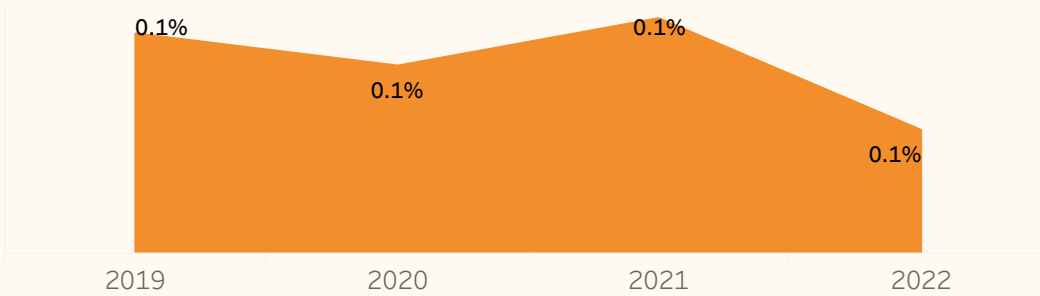
Enrollment in Schools Without Arts

584

% of Students Without Arts Access

0.1%

## Trend Over Time: Students Without Arts Access



## Students Without Arts Access, By School Type

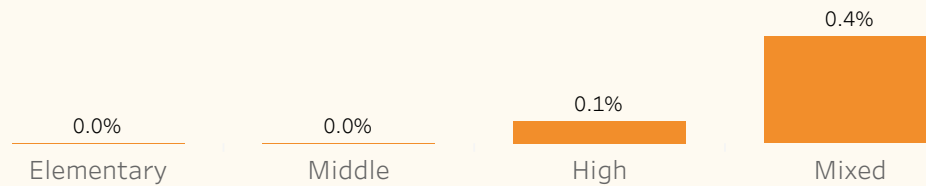
This chart shows that the proportion of students without arts is higher in traditional schools.



All of the students without arts access are in traditional schools.

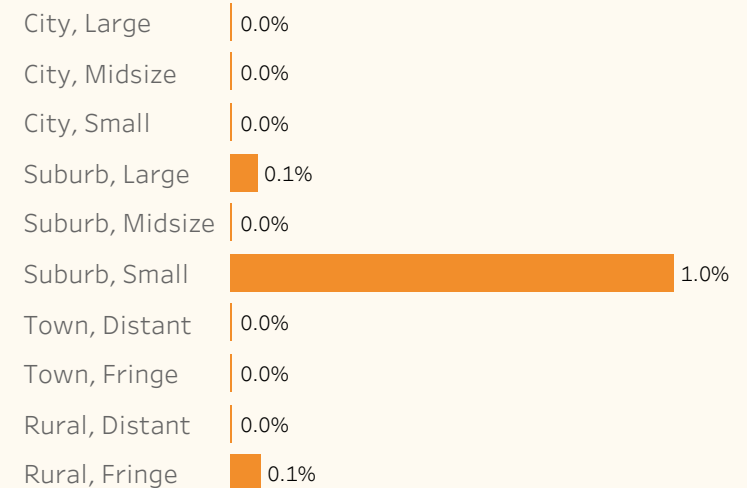


## Students Without Arts Access, By Grade Level

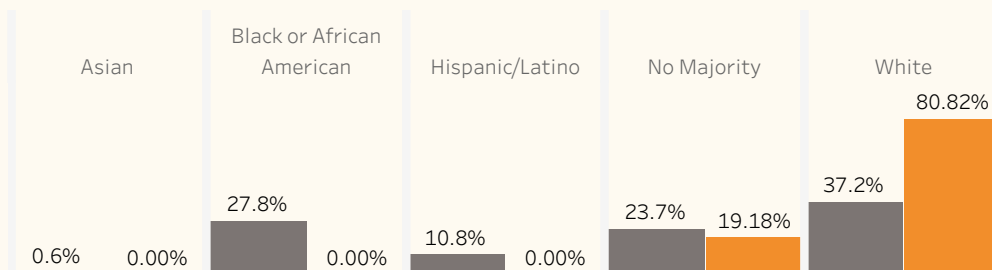


## Students Without Arts Access, By Locale

More students who attend schools located in small suburbs do not have access to any Arts programs as compared to other locale types.



## All Students vs. Students Without Arts Access by School-Majority Race/Ethnicity



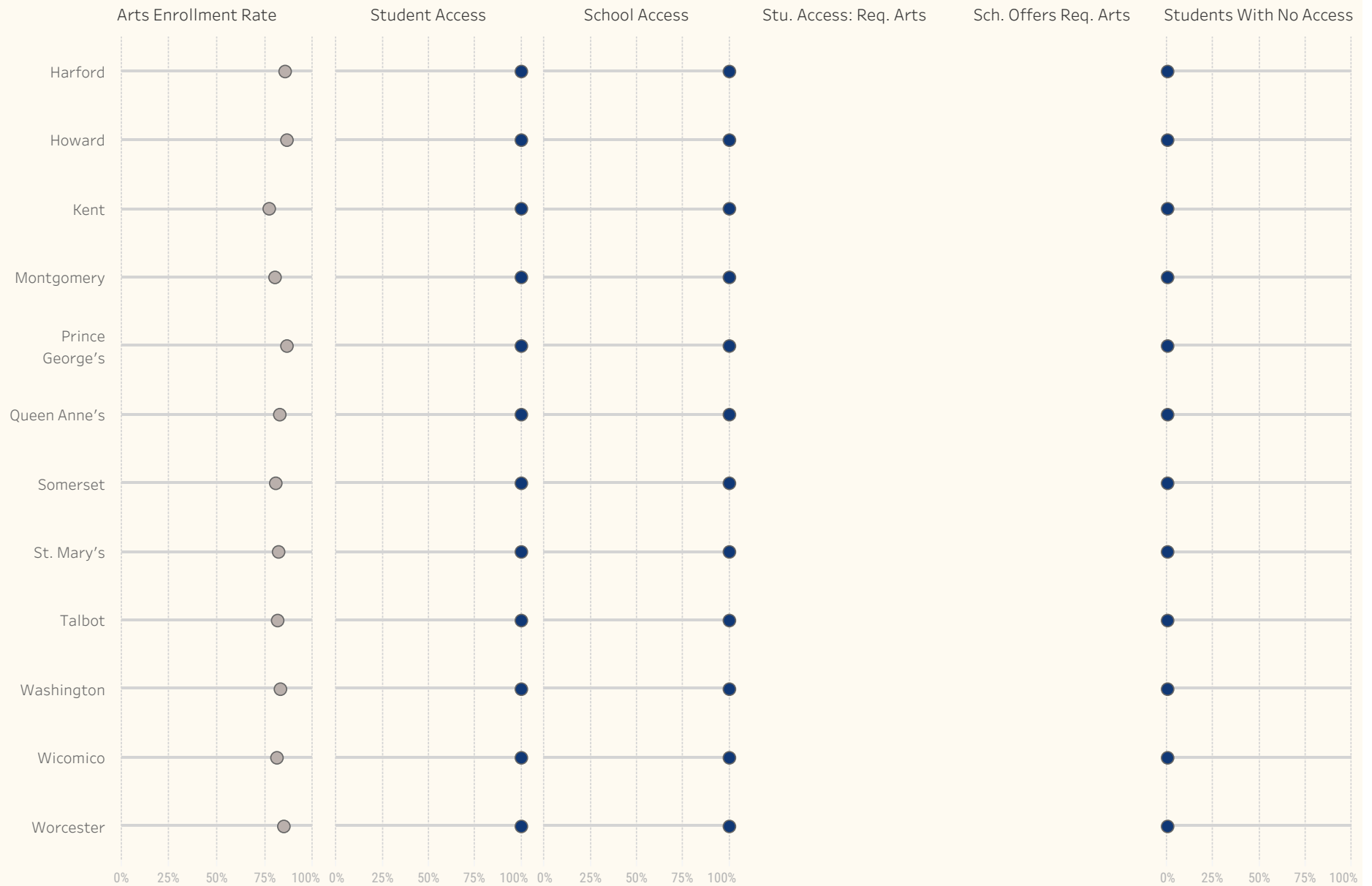
## Counties' Performance Across Arts Ed Metrics

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



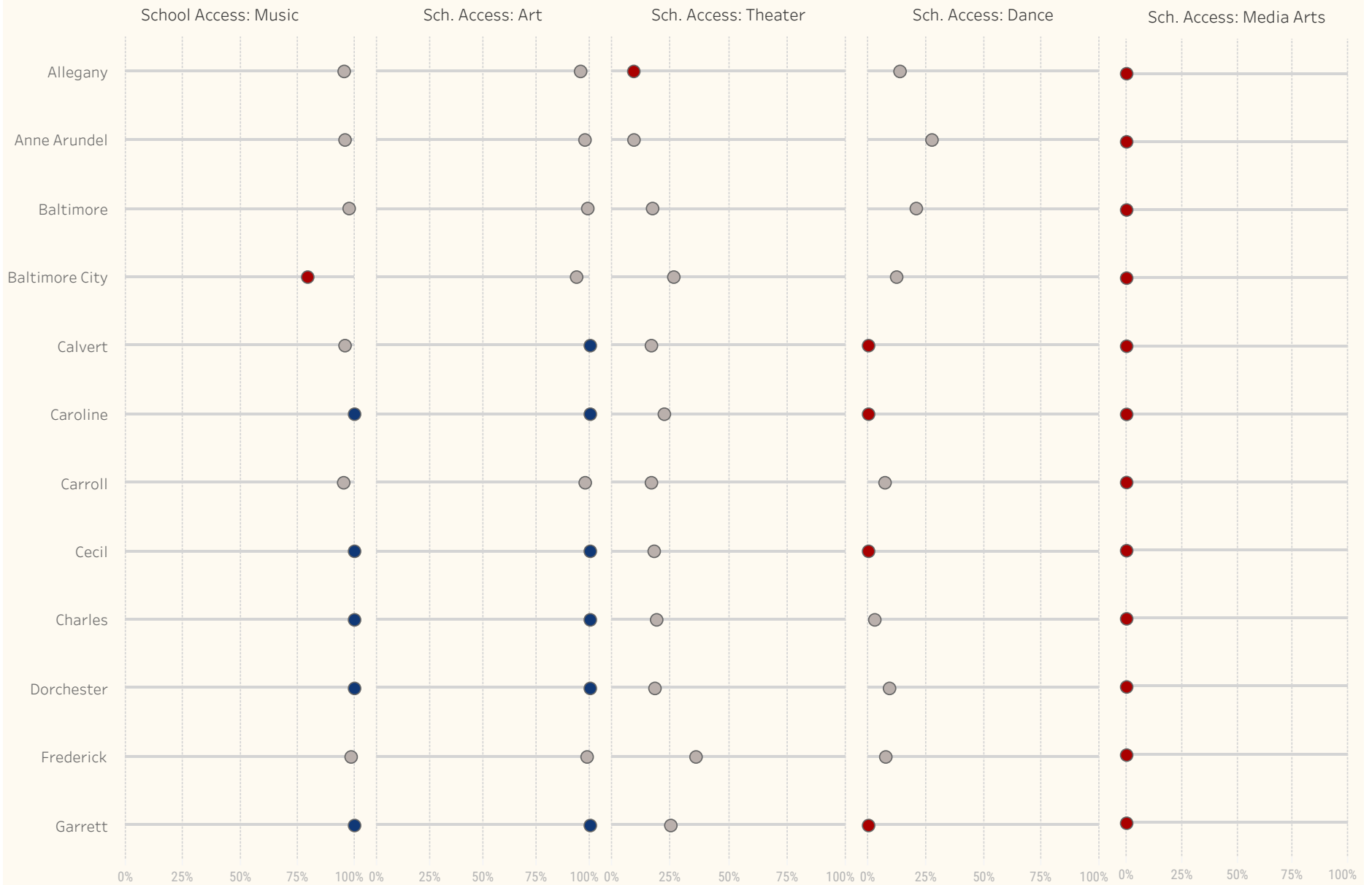
## Counties' Performance Across Arts Ed Metrics

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



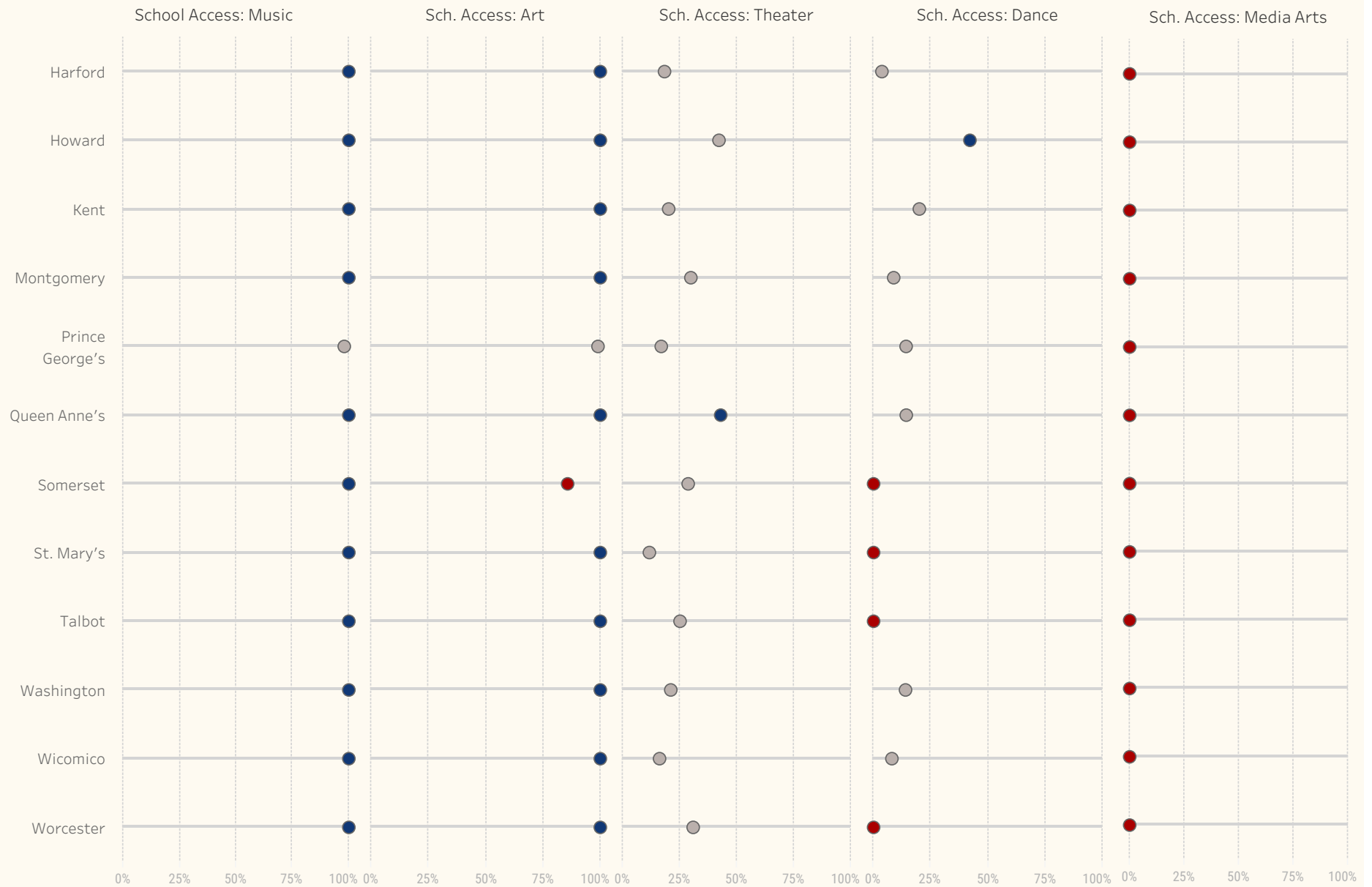
# Counties' Performance Across Arts Ed Metrics

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



# 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 counties to each other on each individual metric as well as review each county's performance across all the metrics.



# 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.

## Maryland Regulations on Arts Education

Each local school system shall:

(1) Provide an instructional program in fine arts each year for all students in grades prekindergarten-8 as follows:

(a) Within the prekindergarten-5 grade span, students shall have experiences in the fine art forms of dance, media arts, music, theatre, and visual art; and

(b) Within grades 6-8, students may specialize in one or more of the fine art forms of dance, media arts, music, theatre, and visual art; and

(2) Provide an instructional program that enables all students in grades 9-12 to meet graduation requirements, and to select from among fine arts elective courses of dance, media arts, music, theatre, and visual art that will prepare them for post-secondary education and careers. (Code of Maryland Regulations 13A.04.16.01A)

## Maryland State Graduation Requirement

Fine Arts — one credit in dance, media arts, music, theatre, or visual art, or a combination of these (Code of Maryland Regulations 13A.03.02.03B(2))

## Course Names

In Maryland, local education agencies (LEAs) maintain their own local course numbering and naming conventions. When reporting course data to the Maryland State Department of Education (MSDE), LEAs are required to align each of their local courses to a School Courses for the Exchange of Data (SCED) code. SCED is a common classification system which allows MSDE to standardize course information across LEAs. Throughout the report SCED courses were categorized into the larger discipline categories (dance, media arts, music, theater, visual art).

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

### School-Majority Race/Ethnicity

	2019	2020	2021	2022
Asian	7	7	7	7
Black or African American	441	438	430	425
Hispanic/Latino	126	128	129	129
No Majority	275	274	275	277
White	531	531	533	533
<b>Grand Total</b>	<b>1,380</b>	<b>1,378</b>	<b>1,374</b>	<b>1,371</b>

### Free or Reduced Price Lunch

	2019	2020	2021	2022
Low	352	350	310	329
Mid-Low	386	417	407	465
Mid-High	299	444	418	441
High	342	165	238	136
Unknown	1	2	1	
<b>Grand Total</b>	<b>1,380</b>	<b>1,378</b>	<b>1,374</b>	<b>1,371</b>

### Locale Type

	2019	2020	2021	2022
City, Large	166	162	159	156
City, Midsize	29	29	29	29
City, Small	107	105	104	104
Suburb, Large	661	663	663	661
Suburb, Midsize	104	105	105	107
Suburb, Small	37	37	37	37
Town, Distant	23	23	23	23
Town, Fringe	31	31	31	31
Rural, Distant	54	54	54	54
Rural, Fringe	168	169	169	169
<b>Grand Total</b>	<b>1,380</b>	<b>1,378</b>	<b>1,374</b>	<b>1,371</b>



# 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.

<b>City, Large</b>	Territory inside an urbanized area and inside a principal city with population of 250,000 or more
<b>City, Midsize</b>	Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000
<b>City, Small</b>	Territory inside an urbanized area and inside a principal city with population less than 100,000
<b>Rural, Distant</b>	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
<b>Rural, Fringe</b>	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
<b>Rural, Remote</b>	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
<b>Suburb, Large</b>	Territory outside a principal city and inside an urbanized area with population of 250,000 or more
<b>Suburb, Midsize</b>	Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000
<b>Suburb, Small</b>	Territory outside a principal city and inside an urbanized area with population less than 100,000
<b>Town, Distant</b>	Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area
<b>Town, Fringe</b>	Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area
<b>Town, Remote</b>	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:

## Maryland Arts Education Data Project Steering Committee

Alysia Lee, former Coordinator of Fine Arts, Maryland State Department of Education

Anita Lambert, former AMES co-chair, AEMS Trustee

Jane Coffey, former AMES co-chair, AEMS Trustee

Paul Hatton, Instructional Specialist, Prince George's County Public Schools

Nigel Ray Garcia, former AEMS Trustee

Kristin Cox, AEMS co-chair

George Blackmon, former Data Coach, Prince George's County Public Schools

Julia Di Bussolo, Executive Director, Arts Every Day

Kate Lynch, Consultant

## Maryland State Department of Education:

Tracy Dusablon, Director, Office of Performance Reporting and Accountability

Lizzie Devereux, Director, Comprehensive Arts Education

Susan Spinnato, Director, Instructional Programs

Dr. Deann Collins, Deputy State Superintendent for Teaching and Learning..

## Arts Education Data Project

Robert B. Morrison, Project Director, Quadrant Research

Elizabeth Maughan, Project Director, State Education Agency Directors of Arts Education

Patrick McCormick, Chief Data Officer, Quadrant Research

Jen Shepherd, Director of Visual Analytics, Quadrant Research

Luke Miller, Data Warehouse Architect, Quadrant Research

Jeff Hasselberger, Editorial, Hasselberger Associates

## Additional Thanks:

Mary Ann Mears, AEMS Founder

Lori Snyder, former AEMS Executive Director

Quanice Floyd, former AEMS Executive Director; Executive Director, National Guild of Community Arts Education

Sabrina Thornton, Creativity & Innovation Program Officer, T. Rowe Price Foundation

John Brothers, President, T. Rowe Price Foundation

Rachel McGrain, Executive Director, AEMS

Peter Dayton, Director of Operations, AEMS

Alissa Gittens, Communications Manager, AEMS

..

## State Support for the Maryland Arts Education Data Project



# About the Data Project

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.

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..



The Music Man  
Foundation



NAMM®  
Foundation



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