

Arizona

2020 - 2021

All data in this report are from 2020 - 2021 unless otherwise noted.

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The Physical Education Data Project is a program of Quadrant Research. The nationwide project coordinates with participating state departments of education to collect and report physical education data from State Longitudinal Data Systems (SLDS) and other state department of education datasets on an annual basis. © 2022 Quadrant Research

Data Notes

The Physical Education Data Project is a project of Quadrant Research. The nationwide project coordinates with participating state departments of education to collect and report physical education data from State Longitudinal Data Systems (SLDS) and other state department of education datasets on an annual basis.

The data were reported through the AzEDS system, based on the annual enrollment data snapshots taken on October 1st.

The state of Arizona has established a series of course codes and course definitions, which are provided at the Arizona Department of Education website: <http://www.azed.gov/stc/>

The Arizona Department of Education captures enrollment by grade level for physical education courses delivered in traditional public and charter schools.

Arizona requires that at least one PE course is offered per grade for grades K-8.

This summary provides a top-line view of the data analyses. Please visit: <https://www.azed.gov/pe/physical-education-data-dashboard> to view the companion interactive dashboards.

Basic Information by Grade Level for 2020-2021

	# of Schools	% of Schools	School Enrollment	% of Students
Elementary	652	31.2%	281,141	26.2%
Middle	191	9.1%	104,716	9.8%
High	472	22.6%	257,138	24.0%
Mixed	777	37.1%	428,492	40.0%
Grand Total	2,092	100.0%	1,071,487	100.0%

Key Findings from the Physical Education Data Project

Arizona

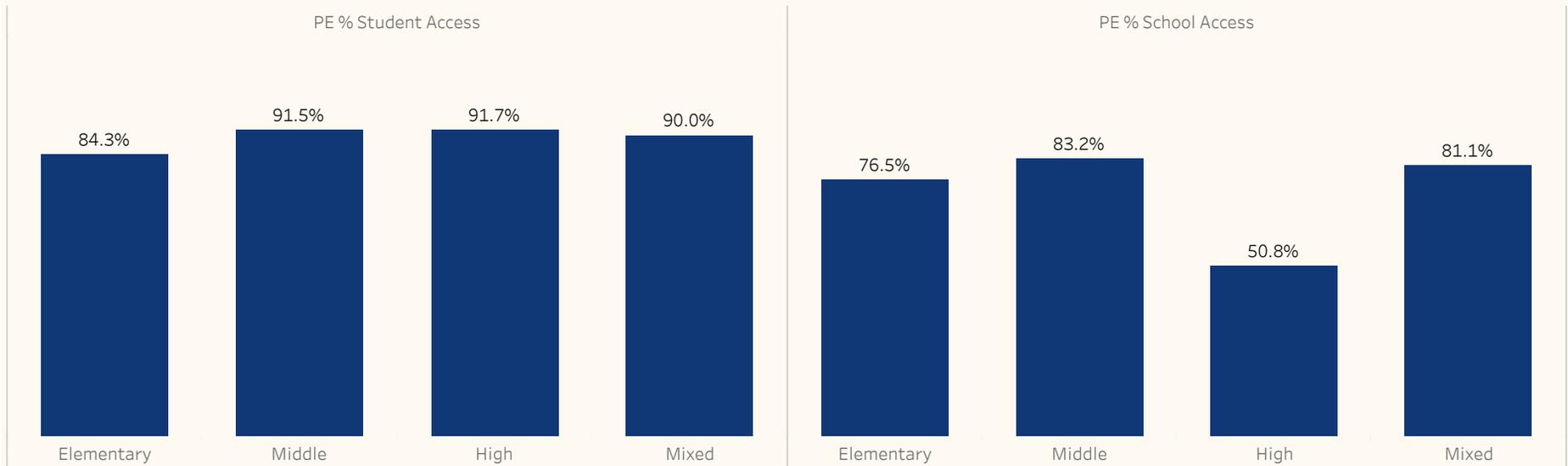
2020 - 2021

- Most students (89%) had access to at least one PE course.
- More than half (59%) of all students participated in physical education courses. This represents more than 628,000 students. This participation rate is about the same as it was in 2020 (57%).
- PE enrollment was highest among students in elementary schools (66%) and lowest at high schools, 34%.
- 10.9% of students did not have access to any phys ed instruction. This is an improvement over the prior year's rate of 11.7%.
- Schools, where a low proportion of students were eligible for free or reduced-price lunch (FRL), were more likely to lack physical education (39%) than schools with a higher proportion of FRL-eligible students.
- Overall phys ed participation was highest in schools with mid-low and mid-high proportions of an FRL-eligible population (63% and 65%, respectively).
- Physical education enrollment was higher in traditional schools than in charter schools (61% vs. 49%).
- Among students without access to PE, more than twice as many attended a charter school (22.2%) vs. a traditional school (7.9%).
- The phys ed participation rate was highest (64%) in schools where there was not a majority by race/ethnicity and was lowest in majority-White schools (46%).
- Schools in rural, distant locations had the highest PE participation rate (69%); schools in remote town locales had the lowest rate: 44%.

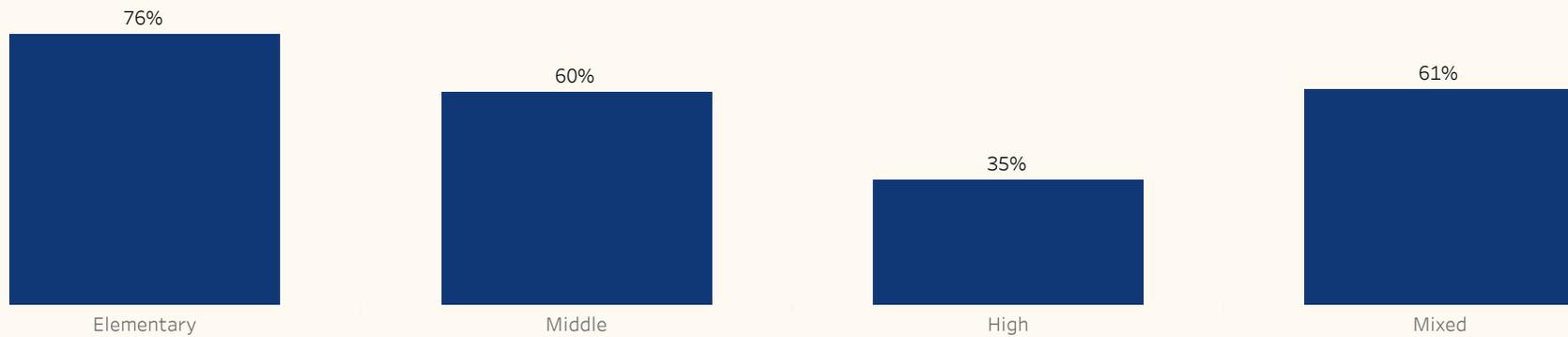
Physical Education Enrollments by Grade Level

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 Phys Ed



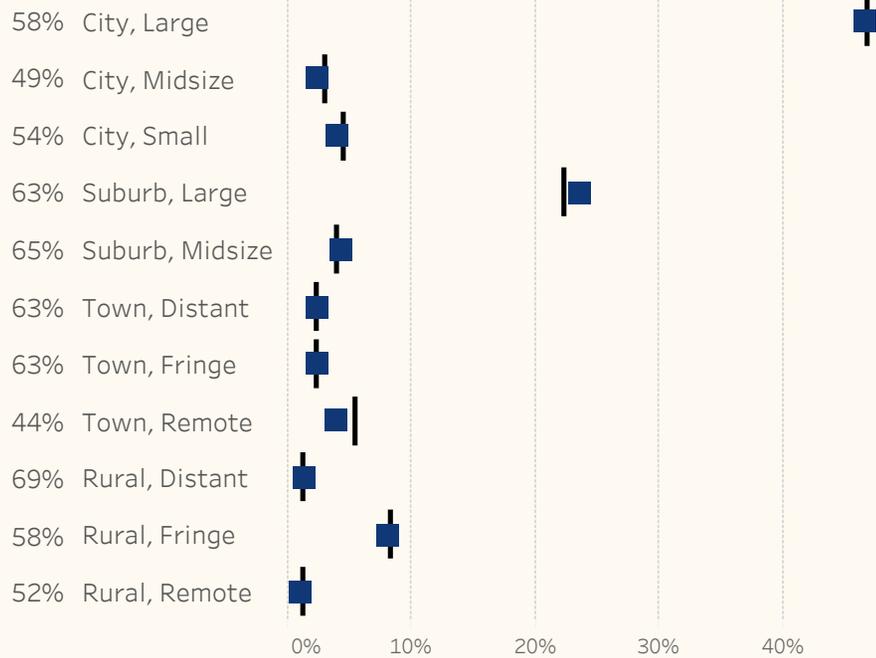
Phys Ed Enrollments



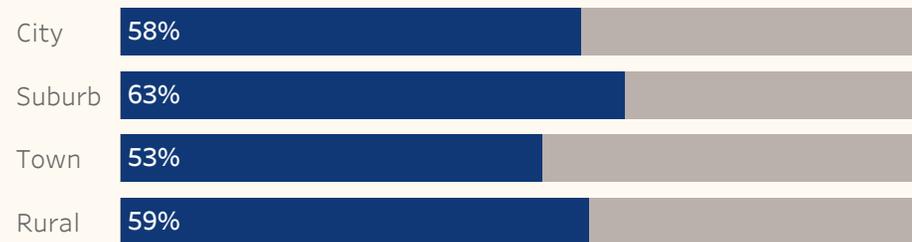
Phys Ed Enrollments by School and Student Characteristics

Student Enrollment vs. Phys Ed Enrollment by Locale

The %s on the left show the overall phys ed 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 phys ed across locales. If the blue square is further to the right than the black line, then more students participate in phys ed in that locale than would be expected based on the overall distribution of students.

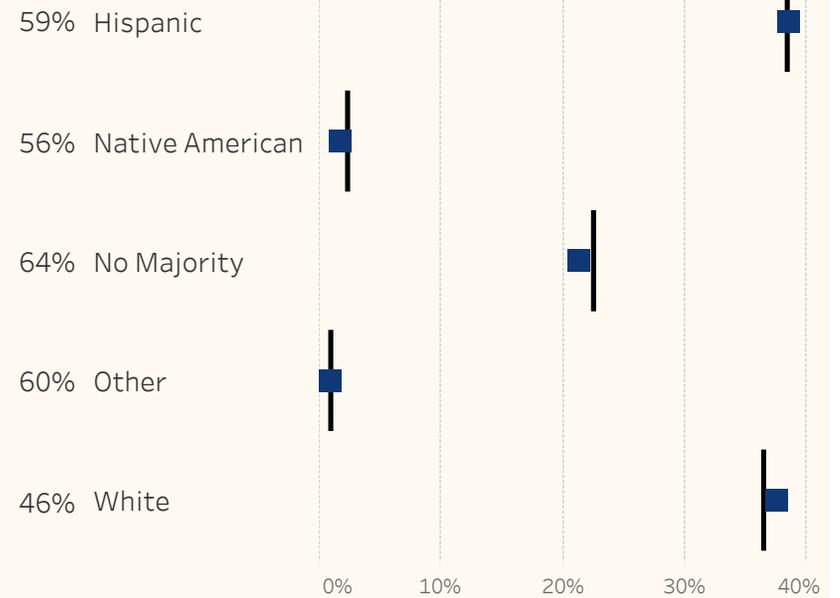


Phys Ed Enrollment by School Locale Type

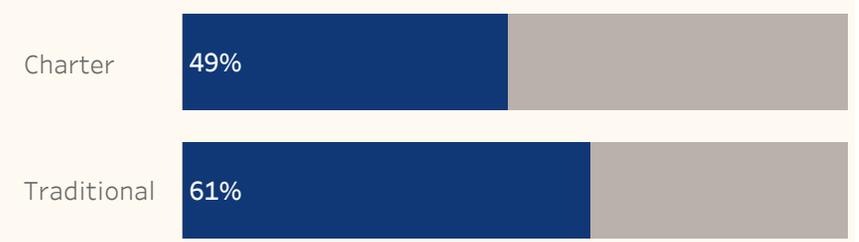


Student Enrollment vs. Phys Ed Enrollment by School-Majority Race/Ethnicity

The %s on the left show the overall phys ed 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 phys ed in those schools. If the blue square is further to the right than the black line, then more students participate in phys ed than would be expected based on the overall distribution of students.



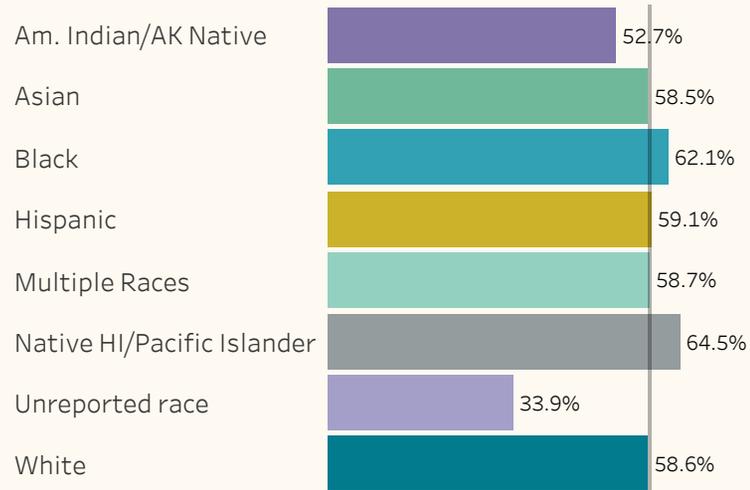
Phys Ed Enrollment by School Type



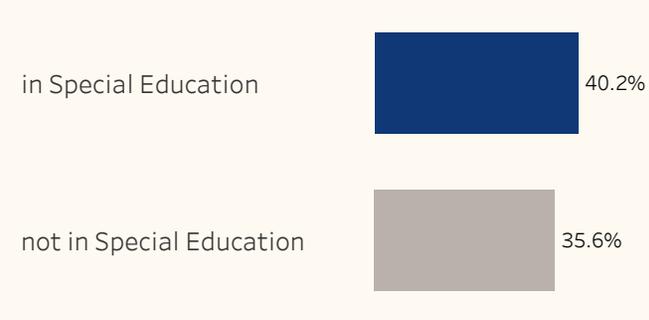
Phys Ed Enrollment Rate by Student Characteristics

The statewide PE enrollment rate is denoted with the vertical gray line

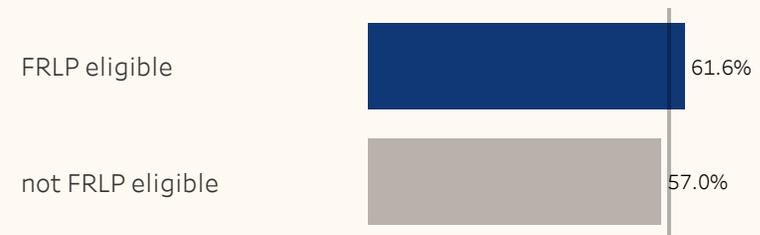
Arts Enrollment Rate by Race/Ethnicity



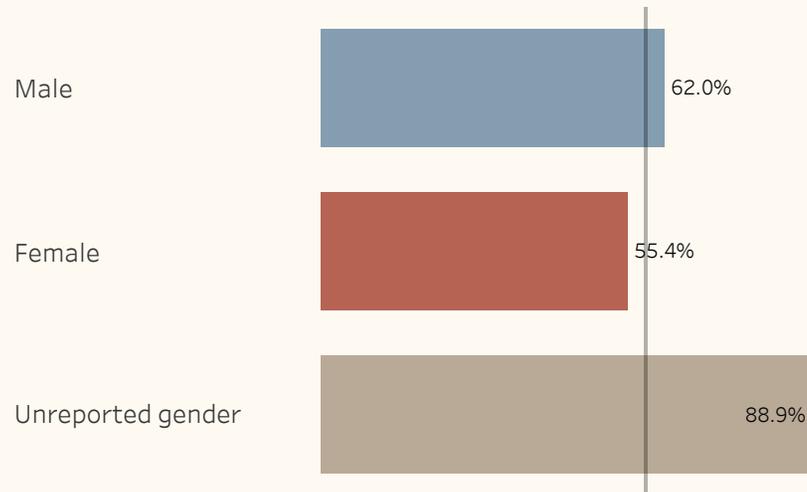
Arts Enrollment Rate by Special Education



Arts Enrollment Rate by Free or Reduced-Price Lunch Program Eligibility



Arts Enrollment Rate by Gender



Arts Enrollment Rate by English Language Learner Status



PE 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

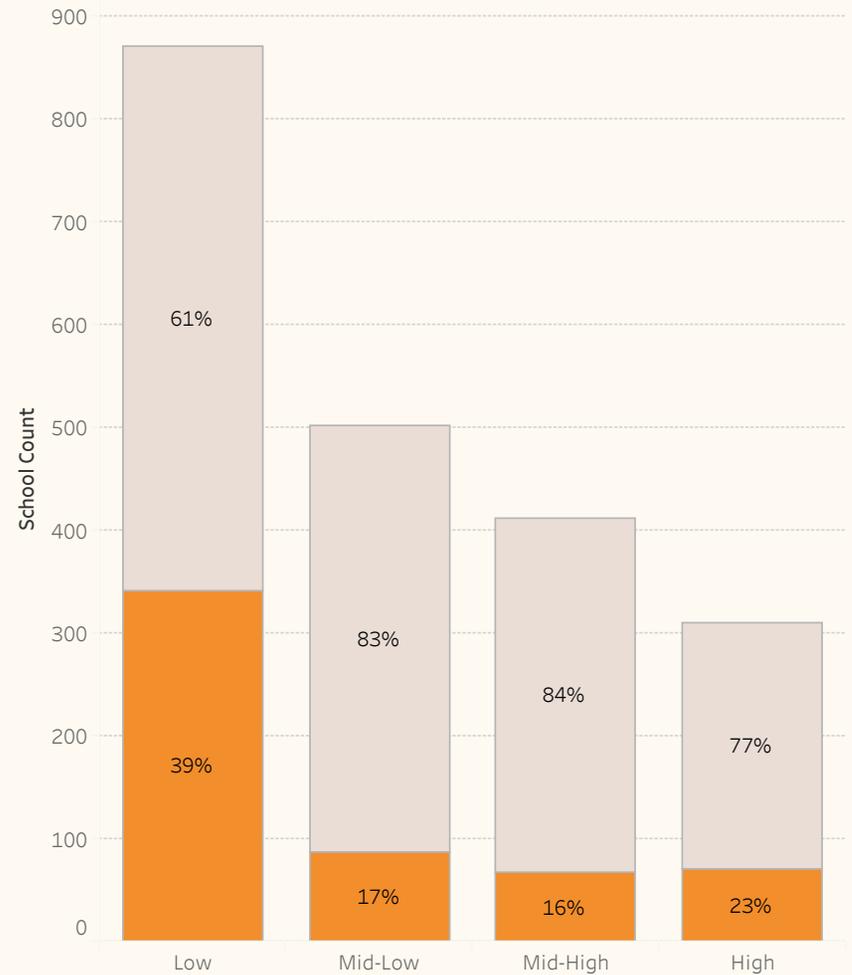
Access to Physical Education and Enrollment

► PE enrollment is **highest** in schools where some students are eligible for the FRPL program



Schools With vs. Without Phys Ed, 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 PE curricula; most schools do offer phys ed.



Schools Without Phys Ed Programs and the Students Affected

Some schools do not offer any phys ed courses, meaning the students in those schools do not have the opportunity to participate in phys ed through their school.

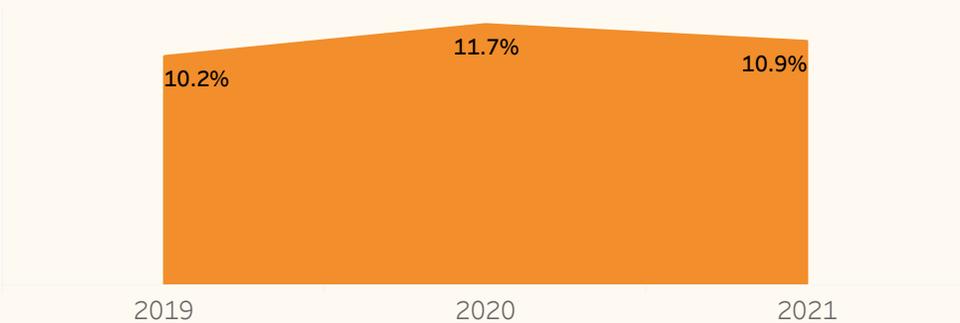
Students Without Access

116,910

% of Students Without PE Access

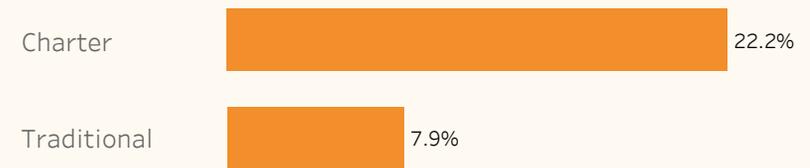
10.9%

Trend Over Time: Students Without Phys Ed Access



Students Without Phys Ed Access, By School Type

The proportion of students without phys ed is significantly higher in charter schools than in traditional schools.



More students without access to phys ed attend a traditional school than attend a charter school.



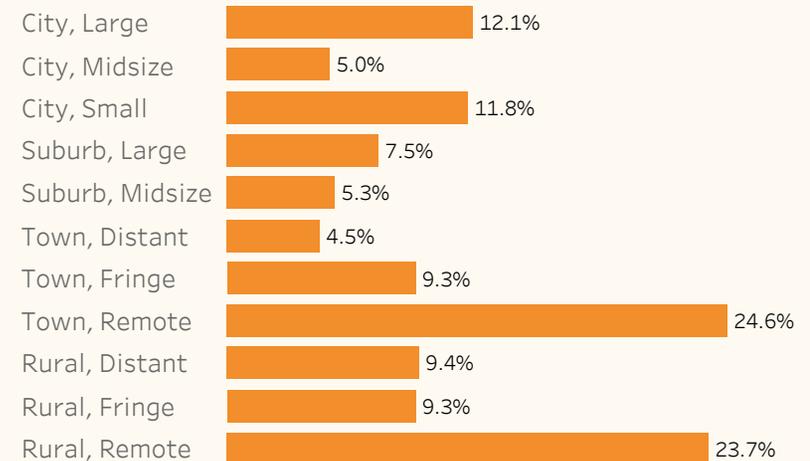
Students Without Phys Ed Access, By Grade Level

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

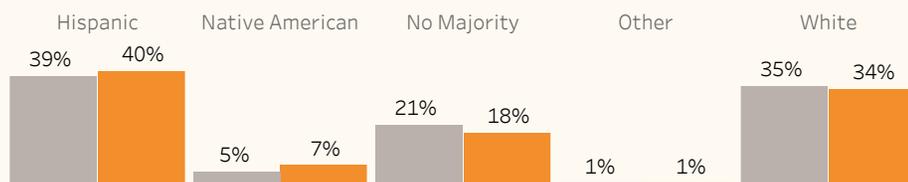


Students Without Phys Ed Access, By Locale

More students who attend schools located in rural, distant and rural, remote areas do not have access to any phys ed as compared to the suburbs and cities.



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



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

School-Majority Race/Ethnicity

	2019	2020	2021
Hispanic	766 39%	767 38%	806 39%
Native American	92 5%	88 4%	96 5%
No Majority	370 19%	402 20%	449 22%
Other Other	13 100%	10 100%	15 100%
White	744 38%	736 37%	726 35%
Grand Total	1,985 100%	2,003 100%	2,092 100%

Free or Reduced Price Lunch

	2019	2020	2021
Low	824 42%	735 37%	870 42%
Mid-Low	318 16%	384 19%	501 24%
Mid-High	354 18%	460 23%	411 20%
High	489 25%	424 21%	310 15%
Grand Total	1,985 100%	2,003 100%	2,092 100%

Locale Type

	2019	2020	2021
City, Large	767 39%	861 43%	879 42%
City, Midsize	87 4%	48 2%	50 2%
City, Small	73 4%	111 6%	109 5%
Suburb, Large	412 21%	351 18%	375 18%
Suburb, Midsize	52 3%	57 3%	63 3%
Suburb, Small	35 2%		
Town, Distant	58 3%	56 3%	60 3%
Town, Fringe	43 2%	43 2%	48 2%
Town, Remote	146 7%	148 7%	164 8%
Rural, Distant	60 3%	63 3%	66 3%
Rural, Fringe	165 8%	176 9%	184 9%
Rural, Remote	87 4%	89 4%	94 4%
Grand Total	1,985 100%	2,003 100%	2,092 100%

Laws, Policies, and Requirements Associated with Physical Education

When reviewing the data contained in both the summary report and through the dashboards, it is critical to understand what the state policies or expectations are regarding physical education. This will provide important context in which to view the data. The data used for the Arizona Physical Education Data Project was self-reported by Schools and LEAs and therefore, in some instances, it may not be a complete representation of student enrollment or access.

Arizona Administrative Codes for Physical Education (R7-2-301. Minimum Course of Study and Competency Goals for Students in the Common Schools)

A. Students shall demonstrate competency as defined by the State Board-adopted academic standards, at the grade levels specified (K-8), in the following required subject areas. District and charter school instructional programs shall include an ongoing assessment of student progress toward meeting the competency requirements. These shall include the successful completion of the academic standards in at least reading, writing, mathematics, science and social studies, as determined by district and/or statewide assessments.

1. English language arts;
2. Mathematics;
3. Science;
4. Social Studies; including civics;
5. The Arts, which may consist of two or more of the following: visual arts, dance, theatre, music or media arts;
6. Health/Physical Education

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
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
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

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About the Data Project

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The Music Man Foundation

The William and Flora Hewlett Foundation

NAMM Foundation



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