Florida: Aggregate Data

Florida data are drawn from the results of a voluntary survey of public elementary, middle and high school principals. For Florida, 942 survey responses were received, a response rate of 26.9% of all K-12 public schools in the state. All of these data, as well as additional tables and graphs, are available at www.southarts.org/artseducation. A list of the questions asked, including demographic categories, is incorporated in an Appendix to this report.

Access
Florida schools responding to the survey meet and exceed the regional averages for access to visual art, dance, music, and theatre, but fall shy of the national averages in visual art and music. Among responding Florida schools, 78% offer classes in visual art, 17% in dance, 84% in music, and 23% in theatre. The regional averages for arts classes offered by responding schools are 71% in visual art, 14% in dance, 80% in music, and 22% in theatre [Fig. FL-1].

Student enrollment in arts classes at responding Florida schools is very close to the regional average, with 59% in visual art, 22% in dance, 58% in music, and 19% in theatre. Those figures are just below the regional averages of 61% in visual art, 28% in dance, 62% in music, and 23% in theatre. These Florida schools are also just below the regional average for number of minutes enrolled in arts classes each week in three of the four disciplines; the exception is dance, where the Florida average is higher.

Florida schools responding to the survey offer a range of other arts education programs to their students, including arts field trips (52%), after school programs (36%), arts integration (34%), community arts programs (18%), and visiting artist programs (17%).

Quality
Responding schools in Florida meet or exceed the regional average in all four disciplines (visual art, dance, music, and theatre) in almost every area measured in the survey, including instruction following a sequential and ongoing curriculum, instruction following state and national standards, and instruction taught by certified arts specialists.

Instructors
Compared to the region, arts instructors in responding Florida schools generally have higher qualifications than average. Among these Florida schools, 76% have visual art instructors that are certified arts specialists, and 26% have instructors that are classroom teachers with arts-primary assignments, compared to the regional averages of 74% and 25%, respectively. In dance, arts specialists are in 45% of responding schools, compared to the regional average of 40%. Music specialists are in 45% of responding Florida schools at the same rate as the regional average of 81%, and 53% have theatre specialists, compared to the regional average of 51% [Fig. FL-2].

In Florida, 95% of schools responding to the survey have arts instructors that participate in arts-specific professional development, and 93% of those participate every year. Arts instructors at these Florida schools participate in a variety of professional development activities. 91% responded that their instructors participate in district workshops, 36% in workshops by arts specialists, and 23% in teacher workshops. The exceptions are arts field trips (52%) and after school programs (36%).

organizations, 32% in school workshops, 29% in national conferences, 27% in state arts council workshops, and 22% in college or university workshops.

**Resources and Partners**
Among responding Florida schools, 45% receive arts education funding from their district, 35% from PTA/PTO, 34% from the school budget, 29% from arts fund raisers, and 22% from individual contributions. 73% of these schools spend arts education funds on arts supplies and equipment, 55% on arts field trips, 36% on arts instructor professional development, 27% on arts assemblies, and 23% on release time.

**Principal Perspectives**
Florida school principals who responded to the survey identified three main obstacles to providing arts education – budget constraints (73%), competing priorities (64%), and time in the school day (57%). In turn, they identified several factors that would be helpful to improve arts learning at their school – increased arts education funding for community and state arts organizations (55%), arts supplies or equipment (41%), more flexibility in scheduling (36%), training in arts integration (33%), and facilities and classroom space (20%).

**Figure FL-1**

Responding Florida Schools with Access to Arts Classes

Arts Instructor Qualifications in Responding Schools

Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.
Florida: Elementary School Data

Access
Access to visual art and music in Florida elementary schools that responded to the survey is above the regional average, and close to the national average, while access to dance and theatre is right at the regional average and above the national average. 83% of responding Florida elementary schools offer classes in visual art, 89% in music, 11% in dance, and 8% in theatre. This compares to the regional average of 69% in visual art, 79% in music, 11% in dance, and 9% in theatre [Fig. FL-3].

While responding Florida elementary schools generally have equal or greater access to arts classes than the regional average (83% compared to 69% in visual art, 11% to 11% in dance, 89% to 79% in music, and 8% to 9% in theatre), enrollment in arts classes as a percentage of the student body is slightly below the regional average (91% compared to 96% in visual art, 37% to 48% in dance, 90% to 97% in music, and 32% to 40% in theatre). The average number of minutes students in responding elementary schools spend in arts classes is the same as the regional average in visual art and music, and above the regional average for responding schools in both dance and theatre.

Florida elementary schools responding provide access to a variety of other arts education programs including arts field trips (57%), after school programs (42%), arts integration (38%), community arts programs (19%), and visiting artist programs (18%).

Quality
Arts instruction in responding Florida elementary schools generally meets or exceeds the regional average for measures of quality, including arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by a certified arts specialist. Instruction in visual art and music in these schools exceeds the regional average by at least several percentage points, except for meeting national standards, where it meets the regional average. Instruction in dance and theatre for these schools generally meets the regional average for measures of quality, except for meeting national standards, where it is a few points below the regional average.

Instructors
In visual art and music, Florida elementary schools responding to the survey have a greater percentage of certified arts specialists as arts instructors than the regional average with 77% in visual art, and 81% in music. In dance and theatre, these schools rely on instructors with a variety of qualifications: in dance, 34% of instructors are arts specialists, 18% are classroom teachers with arts-primary assignments, 8% are paraprofessionals, 11% are volunteers or parents, and 31% are artists. In theatre, 30% of instructors in these schools are arts specialists, 22% are classroom teachers, 5% are paraprofessionals, 14% are volunteers or parents, and 32% are artists [Fig. FL-4].

Among arts instructors in responding Florida elementary schools, 96% participate in arts-specific professional development, and of those 92% participate every year. Professional development activities include district workshops (96%), workshops by arts organizations (30%), school workshops (28%), and national conferences (26%).

Resources and Partners
Florida elementary schools responding to the survey receive arts education funding from a variety of sources, including the district (45%), the PTA/PTO (44%), the school budget (33%), arts fund raisers (25%), and individual contributions (19%). Their school’s spending on arts education includes arts supplies and equipment (74%), arts field trips (53%), arts instructor professional development (31%), and arts assemblies (27%).

Principal Perspectives
Florida elementary school principals responding to the survey identified three main obstacles to providing arts education – budget constraints.
(71%), time in the school day (66%), and competing priorities (64%). In turn, they identified four main factors that would be helpful improve to arts learning – increased arts education funding for community and state arts organizations (52%), more flexibility in scheduling (36%), arts supplies or equipment (35%), and training in arts integration (35%).

**Figure FL-3**

**Responding Florida Elementary Schools with Access to Arts Classes**

Figure FL-4

Elementary School Arts Instructor Qualifications in Responding Schools

Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.
Florida: Middle School Data

Access
Florida middle schools responding to the survey provide greater access to arts classes than the regional average for all four arts disciplines – visual art (77% compared to 73%), dance (21% to 13%), music (93% to 84%), and theatre (37% to 26%) [Fig. FL-5].

The average percentage of Florida students enrolled in responding schools’ arts classes where they are available is lower than the regional average for all four arts disciplines – visual art (22% compared to 39%), dance (14% to 20%), music (29% to 39%), and theatre (14% to 22%). The average number of minutes students in these Florida schools spend in arts classes each week is higher than the regional average in all four arts disciplines: visual art (213 compared to 196), dance (190 to 176), music (225 to 219), and theatre (196 to 175).

Other arts education programs at responding Florida middle schools include arts field trips (44%), after school programs (35%), arts integration (28%), community arts programs (17%), and visiting artist programs (15%).

Quality
Middle schools in Florida that responded to the survey generally meet or exceed the regional average for measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by a certified arts specialist. The average these schools is higher for all four measures in dance and music. For these schools, in visual art, Florida meets the regional average for state and national standards, and is just below the regional average for arts instruction following a sequential and ongoing curriculum and arts instruction taught by a certified arts specialist. In theatre, Florida is higher than the regional average for all but following national standards.

Instructors
When compared to the regional average, a lower percentage of responding Florida middle schools have a certified arts specialist on staff in visual art (72% compared to 82%) and music (83% to 86%). On the other hand, a higher percentage of responding Florida middle schools have a certified arts specialist on staff in dance (45% to 36%) and theatre (59% to 58%) [Fig. FL-6].

Among Florida middle schools that responded to the survey, 97% have arts instructors that participate in arts-specific professional development. Of those, 90% have instructors that participate in professional development every year. Professional development activities for these schools include district workshops (91%), workshops by arts organizations (39%), school workshops (38%), state arts agency workshops (37%), college or university workshops (25%), national conferences (25%), and instruction or mentoring by artists (23%).

Resources and Partners
Florida middle schools responding to the survey receive arts education funding from a variety of sources, including the district (48%), the school budget (38%), arts fund raisers (36%), the PTA/PTO (26%), and individual contributions (21%). These schools spend arts education funds on arts supplies and equipment (82%), arts field trips (58%), arts instructor professional development (50%), release time (27%), and arts assemblies (26%).

Principal Perspectives
 Principals at Florida middle schools who responded identified three main obstacles to providing arts education – budget constraints (84% of principals), competing priorities (68%), and time in the school day (42%). They also rated helpful factors to improve arts learning, including increased arts education funding for community and state arts organizations (57%), arts supplies or equipment (47%), training in arts integration (29%), more flexibility in scheduling (27%), and facilities and classroom space (25%).
Responding Florida Middle Schools with Access to Arts Classes

Figure FL-6

Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.
Florida: High School Data

**Access**
A lower percentage of Florida high schools responding to the survey offer classes in visual art (77%) and music (79%) than the regional average (82% and 83%, respectively). But a higher percentage of Florida high schools offer classes in dance (41%) and theatre (70%) than the regional average (22% and 57%, respectively) [Fig.7 FL-].

In responding schools where arts classes are available, the average percentage of students enrolled in arts classes at Florida high schools exceeds the regional average in visual art (22% compared to 19%) and dance (9% to 8%), and matches the regional average in music (18%) and theatre (10%). The average number of minutes that Florida high school students spend in arts classes each week is lower than the regional average for all four arts disciplines.

Other arts education programs at Florida high schools responding include arts field trips (45%), arts integration (26%), after school programs (22%), and community arts programs (18%).

**Quality**
Compared across four measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by certified arts specialists – Florida high schools responding to the survey generally match the regional average very closely in all four arts disciplines (visual art, dance, music, and theatre).

**Instructors**
A higher percentage of responding high schools in Florida have certified arts specialists who are responsible for arts instruction than the regional average in all four arts disciplines: visual art (80% of schools compared to 76%), dance (61% compared to 54%), music (80% to 79%), and theatre (72% to 66%) [Fig. FL-8].

Among responding Florida high schools with arts classes, 92% have arts instructors who participate in arts-specific professional development, 85% of whom participate every year. Their professional development activities include district workshops (84%), workshops by arts organizations (55%), state arts agency workshops (50%), college or university workshops (50%), school workshops (46%), national conferences (45%), and instruction or mentoring by artists (27%).

**Resources and Partners**
High schools in Florida responding to the survey receive arts education funding from a variety of sources, including the district (59%), the school budget (45%), arts fund raisers (43%), individual contributions (37%), businesses (24%), and in-kind donations (20%). Schools spend arts education funds on arts supplies and equipment (70%), arts field trips (63%), arts instructor professional development (47%), release time (32%), and arts assemblies (24%).

**Principal Perspectives**
Principals at Florida high schools who responded to the survey identified four primary obstacles to providing arts education – budget constraints (74%), competing priorities (68%), time in the school day (38%), and insufficient space or facilities (28%). They also identified helpful factors to improve arts learning at the school, including increased arts education funding for community and state arts organizations (53%), arts supplies or equipment (49%), more flexibility in scheduling (36%), facilities and classroom space (30%), and arts integration training (21%).
Figure FL-7

Responding Florida High Schools with Access to Arts Classes

High School Arts Instructor Qualifications in Responding Schools

Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.