Georgia: Aggregate Data

Georgia data are drawn from the results of a voluntary survey of public elementary, middle and high school principals. For Georgia, 413 survey responses were received, a response rate of 18.4% 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
In general, schools in Georgia that responded to the survey provide access to arts classes at a level just above the regional average, but just below the national average\(^1\). In the visual arts, 81% of these schools provide access to visual art classes, compared to 71% for the region, 83% for the nation’s elementary schools and 89% for the nation’s secondary schools. In music, 87% of Georgia schools responding offer classes, compared to 80% for the region, 94% for the nation’s elementary schools, and 91% for the nation’s secondary schools. Georgia is just below the regional average of responding schools in terms of access to dance classes, and just above the regional average for theatre. In addition, 19% of responding Georgia schools offer creative writing, compared with 22% of responding schools in the region [Fig. GA-1].

Georgia’s rate of enrollment in arts classes is just below the regional average in the four major arts disciplines of visual art (56% compared to 61%), dance (18% to 28%), music (60% to 62%), and theatre (20% to 23%) in schools responding to the survey. These Georgia schools slightly exceed the regional average for the rate of enrollment in creative writing classes (46% compared to 45%). The average number of minutes that Georgia students in responding schools spend in arts classes each week is right at the regional average in three arts disciplines: visual art, music, and creative writing. The state average is slightly higher than the region in theatre, and slightly lower than the region in dance.

Other arts education programs offered by responding Georgia schools include arts field trips (46%), after school programs (31%), arts integration (30%), visiting artist programs (19%), community arts programs (18%), and gifted/talented programs (16%).

Quality
Georgia schools responding to the survey meet or exceed the regional average in three of five arts disciplines (visual art, music, and creative writing) in all four areas of quality 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. For most measures of quality, dance and theatre instruction in these Georgia schools is slightly below the regional average.

Instructors
Arts instructor qualifications in Georgia schools responding to the survey generally exceed the regional average. A greater percentage of instructors in these Georgia schools are certified arts specialists in visual art and music, while instructor qualifications in theatre match almost exactly with the regional average. For responding schools, in dance, while most instruction is provided by certified arts

specialists and classroom teachers with arts-primary assignments, dance classes in Georgia are more likely to be taught by artists than the regional average (30% compared to 20%, respectively) [Fig. GA-2].

In 88% of responding Georgia schools, arts instructors participate in arts-specific professional development. In these schools, professional development activities include district workshops (70%), workshops by arts organizations (40%), school workshops (37%), college or university workshops (34%), national conferences (33%), and state arts council workshops (33%).

**Resources and Partners**

Funding sources for arts education in Georgia schools responding to the survey include the district (52%), arts fund raisers (36%), PTA/PTO (35%), the school budget (31%), and individual contributions (23%). These Georgia schools spend arts education funds on arts supplies and equipment (70%), arts field trips (47%), arts instructor professional development (38%), arts assemblies (32%), and release time (25%).

**Principal Perspectives**

Responding principals in Georgia identified budget constraints (77%), competing priorities (55%), and time in the school day (41%) as obstacles to providing arts education. Meanwhile, they identified increased arts education funding for community and state arts organizations (61%), arts supplies or equipment (42%), and training in arts integration (35%) as helpful factors to improve arts learning.

**Figure GA-1**

![Graph showing arts classes access in Georgia schools](image)
Figure GA-2

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.
Georgia: Elementary School Data

Access
Georgia elementary schools responding to the survey provide greater access to visual art (77%) and music (87%) classes than the regional average (69% and 79%, respectively), but less access than the national average (83% and 94%, respectively). In the disciplines of dance (9%) and theatre (8%), responding Georgia elementary schools come close to meeting the regional average of responding schools (11% and 9%, respectively) and exceed the national average (3% and 4%, respectively). In creative writing, the state meets the regional average (18%) [Fig. GA-3].

In responding schools where art classes are available, the percentage of Georgia elementary school students enrolled in visual art (98%), music (98%), and creative writing (81%) classes generally meets the regional average, while the percentage enrolled in dance (33%) and theatre (34%) is below the regional average. The number of minutes students in these elementary schools spend in visual art, dance, and music classes is very close to the regional average. The number of minutes students spend in theatre in these schools is below the regional average, while the number of minutes in creative writing is greater than the regional average.

Elementary schools in Georgia that responded offer access to a number of other arts education programs, including field trips (44%), arts integration (35%), after school programs (32%), and visiting artist programs (24%).

Quality
Based on 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 – arts instruction in visual art, music, and creative writing in Georgia elementary schools responding to the survey generally exceeds the regional average across all measures. In dance and theatre, however, arts instruction in responding Georgia elementary schools is generally lower than the regional average across all measures of quality, except for the percentage of arts instructors that are certified arts specialists.

Instructors
A greater percentage of visual art (78%) and music (86%) instructors in responding Georgia elementary schools are arts specialists than the regional average (71% and 81%, respectively). Meanwhile, instruction in dance and theatre in these schools is taught by instructors with a variety of qualifications. Dance instructors in Georgia elementary schools that responded include art specialists (33%), classroom teachers with arts-primary assignments (21%), paraprofessionals (6%), volunteers or parents (12%), and artists (33%). Theatre instructors in these schools include arts specialists (27%), classroom teachers (30%), volunteers or parents (17%), and artists (33%) [Fig. GA-4].

Among arts instructors in Georgia elementary schools that responded to the survey, 84% participate in arts-specific professional development. For these schools, professional development activities include district workshops (74%), workshops by arts organizations (33%), school workshops (32%), national conferences (28%), college or university workshops (24%), and state arts council workshops (23%).

Resources and Partners
Responding Georgia elementary schools receive arts education funding from a variety of sources, including the district (46%), the PTA/PTO (44%), arts fund raisers (32%), the school budget (28%), and individual contributions (17%). They spend arts education funds on arts supplies and equipment (70%), arts field trips (46%), arts assemblies (36%), and arts instructor professional development (35%).

Principal Perspectives
Georgia elementary school principals that responded identified three primary obstacles to
arts education – budget constraints (76%), competing priorities (49%), and time in the school day (47%). Factors they noted as helpful to arts learning would be increased arts education funding for community and state arts organizations (63%), arts supplies or equipment (39%), arts integration training (34%), certified arts specialists (22%), and flexibility in scheduling (21%).

Figure GA-3

Responding Georgia Elementary Schools with Access to Arts Classes


* The region average for Creative Writing is only made up of data from the four states which included the subject area in their survey - AL, GA, KY, and SC.
Figure GA-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.
Georgia: Middle School Data

Access
Georgia middle schools responding to the survey have greater access to arts classes than the regional average in visual art (86% compared to 73%), music (90% to 84%), and theatre (28% to 26%). Meanwhile, they have lower access to dance (7% to 13%), and the same as the regional average for creative writing (22%) [Fig. GA-5].

On average, for responding Georgia middle schools where arts classes are available have a higher percentage of students enrolled in music (42%) and theater (24%) than the regional average (39% and 22%, respectively). Responding Georgia middle schools have lower rates of enrollment than the regional average in visual art (35% compared to 39%), dance (9% to 20%), and creative writing (27% to 34%). The average number of minutes students in these middle school spend in arts classes each week is greater than the regional average in visual art, music, theatre, and creative writing, but lower than the regional average in dance.

Responding middle schools in Georgia offer a variety of other arts education programs, including arts field trips (46%), after school programs (32%), arts integration (26%), and community arts programs (20%).

Quality
When compared to the regional average for four 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 – Georgia middle schools that responded compare favorably in visual art and music, exceeding the regional average for all four measures, but compare less well in dance, theatre, and creative writing. In those three disciplines, these schools meet the regional average for arts instruction following a sequential and ongoing curriculum, but are below the regional average on the other three measures, especially in dance and theatre.

Instructors
Georgia middle schools that responded to the survey have a greater percentage of certified arts specialists in visual art (83%) and music (88%) than the regional average (82% and 86%, respectively), while they have a lower percentage of certified arts specialists in dance and theatre. Dance instructors in these Georgia middle schools include arts specialists (13%), classroom teachers (25%), volunteers or parents (13%), and artists (63%), while theatre instructors include arts specialists (41%), classroom teachers (41%), paraprofessionals (5%), volunteers or parents (14%), and artists (5%) [Fig. GA-6].

Approximately 95% of responding Georgia middle schools have arts instructors who participate in arts-specific professional development. For them, professional development activities include district workshops (62%), workshops by arts organizations (43%), college or university workshops (43%), school workshops (40%), state arts agency workshops (35%), and national conferences (28%).

Resources and Partners
Georgia middle schools responding to the survey receive arts education funding from a variety of sources, including the district (57%), arts fund raisers (43%), the school budget (33%), individual contributions (28%), and the PTA/PTO (21%). These schools spend arts education funds on arts supplies and equipment (74%), arts instructor professional development (43%), release time (34%), arts field trips (33%), and arts assemblies (26%).

Principal Perspectives
Responding principals at Georgia middle schools identified four main obstacles to providing arts education – budget constraints (78%), competing priorities (60%), time in the
school day (38%), and insufficient personnel (33%). They also identified helpful factors to improve arts learning, such as increased arts education funding for community and state arts organizations (66%), arts supplies or equipment (43%), arts integration training (35%), and professional development opportunities (26%).

**Figure GA-5**

**Responding Georgia Middle Schools with Access to Arts Classes**

<table>
<thead>
<tr>
<th></th>
<th>Visual Art</th>
<th>Dance</th>
<th>Music</th>
<th>Theatre</th>
<th>Creative Writing*</th>
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<td>40.0%</td>
<td>10.0%</td>
<td>5.0%</td>
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<tr>
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<td>30.0%</td>
<td>50.0%</td>
<td>20.0%</td>
<td>5.0%</td>
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<tr>
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<td>90.0%</td>
<td>10.0%</td>
<td>30.0%</td>
<td>20.0%</td>
<td>5.0%</td>
</tr>
<tr>
<td>National Average (Secondary)</td>
<td>90.0%</td>
<td>10.0%</td>
<td>30.0%</td>
<td>20.0%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

* The region average for Creative Writing is only made up of data from the four states which included the subject area in their survey - AL, GA, KY, and SC.
Middle 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.
Georgia: High School Data

Access
Georgia high schools responding to the survey exceed the regional average with greater access to classes in visual art (93% of schools compared to 82%), music (92% to 83%), and theatre (67% to 57%). Meanwhile, these Georgia high schools less frequently offer dance (21% compared to 22%) and creative writing (19% to 35%) than the regional average [Fig. GA-7].

For responding schools, the average percentage of Georgia students enrolled in arts classes is slightly lower than the regional average for responding schools in visual art (14% compared to 19%), dance (7% to 8%), music (17% to 18%), and theatre (9% to 10%), but higher for creative writing (10% to 8%). Meanwhile, the average number of minutes that students in these high schools spend in arts classes each week is higher than the regional average for visual art, music, and theatre, but lower than the regional average for dance and creative writing.

High schools in Georgia that responded offer access to other arts education programs, including arts field trips (52%), after school programs (27%), community arts programs (23%), gifted or talented programs (21%), and arts integration (19%).

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 – responding Georgia high schools generally meet or exceed the regional average in all five arts disciplines (visual art, dance, music, theatre, and creative writing).

Instructors
A higher percentage of responding high schools in Georgia have certified arts specialists who are responsible for arts instruction than the regional average for visual art (84% of schools compared to 76%), dance (64% compared to 54%), music (85% to 79%), and theatre (71% to 66%) [Fig. GA-8].

Among Georgia high schools that responded, 94% have arts instructors who participate in arts-specific professional development. The types of professional development activities in these schools include district workshops (67%), workshops by arts organizations (62%), college or university workshops (55%), national conferences (51%), school workshops (49%), state arts council workshops (47%), state department of education workshops (31%), and instruction or mentoring by artists (31%).

Resources and Partners
Georgia high schools that responded to the survey receive arts education funding from a variety of sources, including the district (68%), arts fund raisers (48%), the school budget (46%), individual contributions (42%), and the PTA/PTO (22%). These schools spend arts education funds on arts supplies and equipment (67%), arts field trips (67%), arts instructor professional development (49%), release time (30%), and arts assemblies (26%).

Principal Perspectives
Responding principals at Georgia high schools identified two primary obstacles to providing arts education – budget constraints (77%) and competing priorities (65%) – and three secondary obstacles – insufficient space or facilities (26%), time in the school day (24%), and insufficient personnel (19%). They also identified helpful factors to improve arts learning, such as increased arts education funding for community and state arts organizations (51%), arts supplies or equipment (51%), training in arts integration (32%), facilities and classroom space (27%), and more flexibility in scheduling (20%).
Figure GA-7

Responding Georgia High Schools with Access to Arts Classes


* The region average for Creative Writing is only made up of data from the four states which included the subject area in their survey - AL, GA, KY, and SC.
Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.