Kentucky: Aggregate Data

Kentucky data are drawn from the results of a voluntary survey of public elementary, middle and high school principals. For Kentucky, 316 survey responses were received, a response rate of 27.5% 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
Kentucky schools responding to the survey provide access to arts classes at a rate that meets or exceeds both regional and national averages. Visual art classes are available in 87% of Kentucky schools, with dance classes available in 34%, music in 93%, theatre in 30%, and creative writing in 33% [Fig. KY-1].

Students are enrolled in arts classes in responding Kentucky schools at a much higher rate than the regional average, as well. In schools that responding where arts classes are available, 71% of students are enrolled in visual art, 68% in dance, 70% in music, 46% in theatre, and 66% in creative writing. When looking at the average number of minutes that Kentucky students are enrolled in arts classes in the responding schools, the figure is below the regional average. Kentucky students in these schools spend an average of 109 minutes in visual art classes each week, 86 minutes in dance, 109 minutes in music, 97 minutes in theatre, and 108 minutes in creative writing.

These Kentucky schools also provides greater than average access to other arts education programs, such as arts field trips (68%), arts integration (67%), visiting artist programs (42%), gifted/talented programs (39%), after school programs (34%), and community arts programs (27%).

Quality
Responding schools in Kentucky generally meet or exceed the regional average for measures of quality arts education – instruction following a sequential and ongoing curriculum, and instruction following state and national standards – in all five disciplines (visual art, dance, music, theatre, and creative writing). On average, these schools rate slightly below the regional average for instruction taught by certified arts specialists in all five disciplines.

Instructors
Compared to the regional average, Kentucky arts instruction in responding schools is more likely to be taught by classroom teachers with arts-primary assignments, rather than certified arts specialists, especially in dance and theatre. Arts instruction in visual art is provided by arts specialists in 62% of Kentucky schools that responded, and classroom teachers with arts-primary assignments in 37% of schools. The ratio is similar in music, with arts specialists in 78% of responding schools, and classroom teachers with arts-primary assignments in 23% of schools. However, dance instruction is provided by classroom teachers in 63% of these schools, and theatre instruction by classroom teachers in 67% of schools [Fig. KY-2].

In 86% of the Kentucky schools responding to the survey, arts instructors participate in arts-specific professional development, including district workshops (53%), workshops by arts specialists, and other professional development.
organizations (51%), state arts council workshops (48%), college or university workshops (41%), and school workshops (35%).

**Resources and Partners**
For responding Kentucky schools, 42% receive arts education funding from their district, 41% from the school budget, 36% from PTA/PTO, and 24% from arts fund raisers. These Kentucky schools spend arts education funds on arts supplies and equipment (80%), arts field trips (75%), arts assemblies (56%), arts instructor professional development (51%), professional or touring artists (32%), and release time (29%).

**Principal Perspectives**
Kentucky school principals responding to the survey identified budget constraints (76%), competing priorities (65%), time in the school day (55%), and insufficient personnel (36%) as obstacles to providing arts education. Meanwhile, they identified increased arts education funding for community and state arts organizations (56%), certified arts specialists (43%), arts integration training (28%), arts supplies or equipment (27%), and professional development opportunities in the arts (25%) as helpful factors to improve arts learning.

**Figure KY-1**

*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 KY-2

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

**Access**
Elementary schools in Kentucky responding to the survey generally have greater access to arts classes than the regional and national averages. 84% provide classes in visual art, 40% in dance, 92% in music, 24% in theatre, and 32% in creative writing. These figures exceed the regional and national averages in all but the national average for access to music classes (94%) [Fig. KY-3].

Responding Kentucky elementary schools also exceed the regional average for percentage of students enrolled in arts classes across all disciplines – visual art (99% to 96%), dance (92% to 48%), music (98% to 97%), theatre (74% to 40%), and creative writing (89% to 82%). The average number of minutes each week that students in these schools are enrolled in arts classes is close to the regional average for visual art and music. The number of minutes is lower than the regional average for responding schools, however, for dance, theatre, and creative writing.

Students in responding Kentucky elementary schools have access to a variety of other arts education programs, including arts integration (71%), arts field trips (71%), visiting artist programs (43%), gifted/talented programs (40%), after school programs (31%), and community arts programs (28%).

**Instructors**
In responding Kentucky elementary schools, the percentage of arts instructors that are classroom teachers with arts-primary assignments exceeds the regional average in music (24% to 19%), but especially in visual art (43% to 25%), dance (66% to 32%), and theatre (76% to 34%) [Fig. KY-4]. This may be an impact of Kentucky’s greater access to arts integration compared to the rest of the region.

Among the arts instructors in responding Kentucky elementary schools, 87% participate in arts-specific professional development. Professional development activities include district workshops (54%), workshops by arts organizations (47%), state arts council workshops (43%), college or university workshops (32%), and school workshops (32%).

**Resources and Partners**
Elementary schools in Kentucky that responded to the survey receive arts education funding from a number of sources, including the PTA/PTO (46%), the school budget (40%), the district (35%), arts fund raisers (21%), and local arts councils (17%). Schools spend arts education funding on arts supplies and equipment (81%), arts field trips (73%), arts assemblies (63%), arts instructor professional development (50%), professional or touring artists (35%), and release time (31%).

**Principal Perspectives**
Responding Kentucky elementary school principals identified four primary obstacles to providing arts education – budget constraints (77%), time in the school day (64%), competing priorities (63%), and insufficient personnel (39%). Factors helpful to improve arts learning include increased arts education funding for community and state arts organizations (57%), certified arts specialists (46%), arts integration training (32%), and professional development opportunities in the arts (25%).
Responding Kentucky 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 KY-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.
Kentucky: Middle School Data

Access
Middle schools in Kentucky responding to the survey exceed the regional average for access to arts classes in all five arts disciplines – visual art (93% compared to 73%), dance (26% to 13%), music (98% to 84%), theatre (35% to 26%), and creative writing (26% to 22%) [Fig. KY-5].

Responding Kentucky middle schools also exceed the regional average for the percentage of students enrolled in arts classes where they are available. Kentucky students in these schools are enrolled at rates of 67% in visual art, 58% in dance, 64% in music, 32% in theatre, and 65% in creative writing. However, the number of minutes students in Kentucky middle school that responded spend in arts classes each week is lower than the regional average for visual art, dance, music, theatre, and creative writing.

Access to other arts education programs is provided by responding Kentucky middle schools through arts integration (56%), arts field trips (54%), after school programs (44%), visiting artist programs (40%), gifted/talented programs (37%), and community arts programs (21%).

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 – the responding Kentucky middle school arts programs exceed the regional average in visual art, music, and creative writing. Dance in these schools exceeds the regional average for following state and national standards, but falls below the regional average for responding schools for a sequential and ongoing curriculum and instruction by arts specialists. Theatre in responding schools exceeds the regional average in all measures except for instruction following a sequential and ongoing curriculum.

Instructors
The percentage of visual art (94%) and music (95%) instructors in responding Kentucky middle schools exceeds the regional average of 82% and 86%, respectively. Like much of the region, dance and theatre instruction in responding Kentucky schools involves teachers with a variety of qualifications; dance instruction is delivered by certified arts specialists (40%), classroom teachers (50%), paraprofessionals (5%), volunteers or parents (5%), and artists (10%). Theatre instruction in these schools is provided by arts specialists (35%), classroom teachers (52%), paraprofessionals (4%), and artists (13%) [Fig. KY-6].

Among Kentucky middle schools that responded to the survey, 84% have arts instructors who participate in arts-specific professional development. For these schools, professional development activities include district workshops (52%), workshops by arts organizations (52%), school workshops (49%), state arts council workshops (46%), college or university workshops (36%), instruction or mentoring by artists (36%), and state department of education workshops (33%).

Resources and Partners
Responding Kentucky middle schools receive arts education funding from a variety of sources, including the district (66%), the school budget (42%), arts fund raisers (26%), and other grants (18%). These schools spend arts education funds on arts supplies and equipment (76%), arts field trips (66%), arts instructor professional development (55%), release time (29%), and professional or touring artists (29%).

Principal Perspectives
Principals at the responding Kentucky middle schools identified three main obstacles to providing arts education – competing priorities (72%), budget constraints (72%), and time in the school day (46%). They also identified helpful factors to improve arts learning, including increased arts education funding for community and state arts organizations (46%), certified arts specialists (43%), arts supplies or equipment (41%), and professional development opportunities in the arts (27%).
Responding Kentucky Middle 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 KY-6

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.
Kentucky: High School Data

Access
A greater percentage of Kentucky high schools responding to the survey provide access to arts classes than the regional average in visual art (98% of schools compared to 82%), in dance (24% to 22%), in music (98% to 83%), and creative writing (44% to 35%). Slightly fewer of these Kentucky high schools provide access to theatre than the regional average (56% to 57%) [Fig. KY-7].

The average percentage of students enrolled in arts classes in responding Kentucky high schools is lower than the regional average for responding schools in visual art (14% compared to 19%), dance (7% to 8%), music (13% to 18%), theatre (7% to 10%), and creative writing (7% to 8%). The average number of minutes that students in these high schools spend in arts classes each is also lower than the regional average across all five arts disciplines (visual art, dance, music, theatre, and creative writing).

Responding Kentucky high schools offer a variety of other arts education programs, including arts field trips (71%), arts integration (59%), gifted or talented programs (39%), after school programs (37%), visiting artist programs (34%), community arts programs (27%), and teaching artist programs (20%).

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 by a certified arts specialist – responding high schools in Kentucky sometimes meet, sometimes exceed, and sometimes fall below the regional average, depending on the arts discipline and the measure applied. Like the regional average, these schools are more likely to meet the measures in visual art, music and creative writing, and less likely in dance and theatre.

Instructors
The percentage of responding Kentucky high schools with certified arts specialists responsible for arts instruction is lower than the regional average in visual art (65% compared to 76%), dance (26% to 54%), music (65% to 79%), and theatre (41% to 66%). In these high schools, the majority of dance (58%) and theatre (52%) instruction is delivered by classroom teachers with arts-primary assignments [Fig. KY-8].

Among Kentucky high schools that responded to the survey, 90% have arts instructors who participate in arts-specific professional development. Those professional development activities include college or university workshops (73%), state arts council workshops (65%), workshops by arts organizations (65%), district workshops (49%), school workshops (35%), state department of education workshops (30%), and national conferences (24%).

Resources and Partners
Responding Kentucky high schools receive arts education funding from several sources, including the district (50%), the school budget (45%), arts fund raisers (32%), and individual contributions (21%). They spend arts education funds on arts field trips (90%), arts supplies and equipment (84%), arts instructor professional development (55%), arts assemblies (37%), professional or touring artists (24%), and release time (24%).

Principal Perspectives
Principals at Kentucky high schools responding to the survey identified two primary obstacles to providing arts education – budget constraints (76%) and competing priorities (66%) – and four secondary obstacles – insufficient personnel (32%), time in the school day (29%), insufficient space or facilities (26%), and insufficient community resources (24%). They also identified helpful factors to improve arts learning, such as increased arts funding for community and state arts organizations (63%), arts supplies or equipment (37%), more flexibility in scheduling (29%), certified arts specialists (26%), professional development opportunities in the arts (24%), and facilities and classroom space (21%).
Figure KY-7

Responding Kentucky 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.
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.