Louisiana data are drawn from the results of a voluntary survey of public elementary, middle and high school principals. For Louisiana, 209 survey responses were received, a response rate of 16.3% 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**
Significantly fewer Louisiana schools that responded to the survey offer access to visual art and music classes than the regional and national averages1. 55% of responding Louisiana schools offer visual art classes, compared to 71% for the region, 83% for elementary schools in the nation, and 89% for secondary schools in the nation. 61% of responding Louisiana schools have music classes, compared to 80% for the region, 94% for elementary schools in the nation, and 91% for secondary schools in the nation. These Louisiana schools are closer to, but still lower than, the regional averages in dance (10% compared to 14%) and in theatre (20% to 22%) [Fig. LA-1].

In Louisiana schools responding to the survey, where arts classes are available, the average percentage of students enrolled in arts classes is lower than the national average in visual art (44% to 61%), dance (12% to 28%), music (46% to 62%), and theatre (7% to 23%). Meanwhile, the average number of minutes that Louisiana students in responding schools spend in arts classes each week is close to the regional average for visual art, dance, and music, but somewhat lower for theatre.

Louisiana schools responding have higher access to some other arts education programs than the regional average, including gifted/talented programs (58% compared to 24%) and arts integration (41% to 38%). These Louisiana schools also offer arts field trips (41%), visiting artist programs (13%), and teaching artist programs (11%).

**Quality**
When it comes to measures of quality – instruction following a sequential and ongoing curriculum, instruction following state and national standards, and instruction taught by certified arts specialists – Louisiana schools responding to the survey are generally close to the regional average, especially in visual art, dance, and music. Instruction in theatre in these schools generally exceeds the regional average for measures of quality.

**Instructors**
For responding schools, Louisiana arts instruction in visual art, dance, and music is more likely to be taught by classroom teachers with arts-primary assignments than the regional average. Arts instruction in visual art is provided by arts specialists in 60% of responding Louisiana schools, and by classroom teachers in 42% of schools. The ratio is similar in music, with arts specialists in 70% of these schools, and classroom teachers with arts-primary assignments in 30%. Dance instruction is provided by arts specialists in 30% of responding schools, and by classroom teachers in 39% of schools. On the other hand, theatre instruction in Louisiana schools that responded...
is more likely to be taught by arts specialists (67%) than the regional average (51%) [Fig. LA-2].

In 83% of Louisiana schools responding, arts instructors participate in arts-specific professional development, including district workshops (76%), workshops by arts organizations (44%), school workshops (41%), college or university workshops (29%), and national conferences (23%).

**Resources and Partners**

For those schools responding to the survey, they receive arts education funding from the district (37%), the school budget (22%), and arts fund raisers (22%). These schools spend arts funds on arts supplies and equipment (66%), arts field trips (52%), release time (24%), and arts instructor professional development (22%).

**Principal Perspectives**

Responding principals identified budget constraints (71%), competing priorities (54%), time in the school day (46%), and insufficient personnel (41%) as obstacles to providing arts education. They also identified increased arts education funding for community and state arts organizations (45%), certified arts specialists (39%), arts supplies or equipment (39%), training in arts integration (32%), more flexibility in scheduling (27%), and facilities and classroom space (24%) as factors helpful to improve arts learning.

**Figure LA-1**

*Responding Louisiana Schools with Access to Arts Classes*

Figure LA-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.
Louisiana: Elementary School Data

Access
In Louisiana elementary schools responding to the survey, access to classes in visual art and music is lower than both the regional average and national average. 46% of these schools offer visual art classes, compared to 69% in the region and 83% in the nation. Meanwhile, 51% offer music classes, compared to 79% in the region and 94% in the nation. For access to classes in dance (7%) and theatre (8%) in schools responding, responding Louisiana schools report to be below the regional average (11% in dance, 9% in theatre), but above the national average (3% in dance, 4% in theatre) [Fig. LA-3].

When looking at the average percentage of students enrolled in arts classes at the responding schools where they are available, Louisiana is below the national average at 77% in visual art, 28% in dance, 91% in music, and 4% in theatre. This compares to regional averages of 96%, 48%, 97%, and 40% in responding schools, respectively. When looking at the average number of minutes students are enrolled in arts classes each week in responding schools, however, Louisiana elementary schools responding exceed the regional average in all four disciplines.

Elementary schools in Louisiana that responded to the survey offer access to a variety of other arts education programs, including gifted/talented programs (50%), arts integration (45%), arts field trips (41%), and visiting artist programs (19%).

Quality
When looking at measures of quality – instruction following a sequential and ongoing curriculum, instruction following state and national standards, and instruction by certified arts specialists – the average for Louisiana elementary schools responding to the survey is mixed, sometimes exceeding the regional average, sometimes falling below the regional average. The result of the comparison varies across measures of quality and artistic disciplines.

Instructors
Across all four disciplines of visual art, dance, music, and theatre, arts instructors in responding Louisiana elementary schools are less likely to be certified arts specialists and more likely to be classroom teachers with arts-primary assignments than the regional average. In addition, dance instructors in these schools are more likely to be artists than the regional average [Fig. LA-4].

Among arts instructors at Louisiana elementary schools responding, 81% participate in arts-specific professional development. Professional development activities include district workshops (83%), workshops by arts organizations (40%), school workshops (35%), and national conferences (24%).

Resources and Partners
Responding Louisiana elementary schools receive arts education from a number of sources, including the district (27%), the PTA/PTO (22%), local arts councils (18%), the school budget (15%), arts fund raisers (14%), and individual contributions (14%). Schools spend arts education funding on arts supplies and equipment (65%), arts field trips (48%), and arts assemblies (24%).

Principal Perspectives
Principals at Louisiana elementary schools responding to the survey identified four main obstacles to providing arts education, including budget constraints (66%), competing priorities (54%), time in the school day (52%), and insufficient personnel (34%). They also identified a number of helpful factors to improve arts learning at their school – increased arts education funding for community and state arts organizations (47%), certified arts specialists (42%), arts supplies or equipment (35%), training in arts integration (33%), facilities and classroom space (22%), and more flexibility in scheduling (22%).
Figure LA-3

Responding Louisiana Elementary Schools with Access to Arts Classes

Figure LA-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.
Louisiana: Middle School Data

Access
As a percentage, fewer Louisiana middle schools that responded to the survey provide access to arts classes than the regional average. Approximately 47% of these schools offer visual art classes, compared with the regional average in responding schools of 73%; in music, Louisiana’s 63% compares with 84% in the region. In dance, 3% of responding Louisiana schools offer classes, while the regional average is 13%, and in theatre, 13% offer classes, compared to the regional average of 26% [Fig. LA-5].

Among responding schools that offer arts classes, a lower percentage of students are enrolled in arts classes in Louisiana middle schools than the regional average. Responding Louisiana middle schools have 29% of their students enrolled in visual art, 6% in dance, 28% in music, and 5% in theatre. While students in these middle schools are in class for fewer minutes each week in visual art, music, and theatre than the regional average, they spend more time in class than the regional average for dance.

Responding Louisiana middle schools offer several other arts education programs, including gifted or talented programs (60%), arts field trips (27%), and arts integration (17%).

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 – Louisiana middle schools that responded to the survey compare well to the regional average by some measures, and not as well by others. These schools outperform the regional average for following national standards in visual art, music, and theatre, and for arts instruction taught by certified specialists in dance, music, and theatre. However, arts instruction in responding Louisiana schools is less likely to follow a sequential and ongoing curriculum, and is less likely to follow state standards across all four arts disciplines.

Instructors
Responding Louisiana middle schools are more likely than the regional average to have certified arts specialists providing arts instruction in music (88% compared to 86%) and theatre (86% to 58%). In visual art, however, they are less likely to have certified arts specialists (71% compared to 82%). For dance, arts instruction in responding middle schools is primarily provided by volunteers or parents (50%) and artists (50%) [Fig. LA-6].

In 84% of Louisiana middle schools that responded, arts instructors participate in arts-specific professional development. These professional development activities include district workshops (86%), school workshops (48%), workshops by arts organizations (38%), and college or university workshops (24%).

Resources and Partners
Arts education funding sources in responding Louisiana middle schools include the district (36%), the school budget (29%), arts fund raisers (29%), and individual contributions (14%). These schools spend arts education funding on arts supplies and equipment (63%), arts field trips (48%), and release time (30%).

Principal Perspectives
Principals in Louisiana middle schools that responded identified four primary obstacles to providing arts education – budget constraints (80%), competing priorities (60%), insufficient personnel (60%), and time in the school day (40%). Meanwhile, they also identified helpful factors to improve arts learning, including more flexibility in scheduling (44%), certified arts specialists (44%), increased arts education funding for community and state arts organizations (40%), training in arts integration (32%), arts supplies or equipment (32%), facilities and classroom space (28%), and changes in school board and/or administrative procedures (20%).
Figure LA-5

Responding Louisiana Middle Schools with Access to Arts Classes

Figure LA-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.
Louisiana: High School Data

Access
Louisiana high schools responding to the survey provide access to arts classes at a rate lower than the regional average for responding schools in visual art (78% of schools compared with 82%), in dance (19% to 22%), and theatre (47% to 57%). However, these high schools match the regional average for providing music classes (83%) [Fig. LA-7].

In responding schools with arts classes, the average percentage of Louisiana high school students enrolled in arts classes is lower than the regional average in visual art (16% compared to 19%), in dance (3% to 8%), in music (13% to 18%), and in theatre (7% to 10%). The average number of minutes that Louisiana students in responding high schools spend in arts classes each week is lower than the regional average for all four arts disciplines (visual art, dance, music, and theatre).

High schools in Louisiana that responded provide access to other arts education programs, including gifted or talented programs (72%), arts field trips (52%), arts integration (45%), and teaching artist programs (17%).

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 – Louisiana high schools that responded to the survey generally meet or exceed the regional average across all four measures in all four arts disciplines (visual art, dance, music, and theatre).

Instructors
The percentage of responding Louisiana high schools with arts specialists responsible for arts instruction is lower than the regional average for visual art (71% compared to 76%), for dance (50% to 54%), and for music (76% to 79%). In theatre, however, a greater percentage of these schools have arts specialists than the regional average (77% compared to 66%) [Fig. LA-8].

In 89% of responding Louisiana schools with arts classes, arts instructors participate in arts-specific professional development. Those professional development activities include district workshops (64%), workshops by arts organizations (51%), school workshops (49%), college or university workshops (44%), instruction or mentoring by artists (29%), national conferences (27%), and state arts agency workshops (24%).

Resources and Partners
Louisiana high schools that responded to the survey receive arts education funding from a variety of sources, including the district (57%), the school budget (34%), arts fund raisers (32%), businesses (28%), and individual contributions (21%). Schools spend arts education funds on arts supplies and equipment (72%), arts field trips (60%), release time (36%), and arts instructor professional development (34%).

Principal Perspectives
Responding principals in Louisiana high schools identified five primary obstacles to providing arts education. They are budget constraints (70%), competing priorities (50%), insufficient personnel (44%), time in the school day (34%), and insufficient space or facilities (28%). These principals also identified helpful factors to improve arts learning in their school, including arts supplies or equipment (48%), increased arts education funding for community and state arts organizations (44%), arts integration training (30%), certified arts specialists (28%), more flexibility in scheduling (26%), professional development opportunities in the arts (24%), and facilities and classroom space (24%).
Figure LA-7

Responding Louisiana 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.