Mississippi data are drawn from the results of a voluntary survey of public elementary, middle and high school principals. For Mississippi, 175 responses were received, a response rate of 19.6% 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
Generally, for those Mississippi schools that responded to the survey, fewer provide access to arts classes than the regional and national average\(^1\). 47% of responding Mississippi schools offer visual art classes, 60% offer music classes, 9% offer dance classes, 17% offer theatre classes, and 10% offer media arts classes. This compares to the regional average of responding schools: 71% in visual art, 79% in music, 14% in dance, 22% in theatre, and 19% in media arts [Fig. MS-1].

While fewer responding Mississippi schools offer arts classes, in the schools where they are offered, student enrollment generally matches or exceeds the regional average in visual art (60% compared to 61%), music (63% to 62%), and media arts (49% to 45%). The rate of enrollment in Mississippi dance (21%) and theatre (11%) classes in these schools is lower than the regional average (28% and 23%, respectively). Meanwhile, the average number of minutes that students spend in these schools’ arts classes each week exceeds the regional average for all five arts disciplines.

Responding Mississippi schools offer access to other arts education programs, including arts field trips (35%), arts integration (33%), gifted/talented programs (21%), and community arts programs (13%).

Quality
On measures of quality, including arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by certified arts specialists, arts education in responding Mississippi schools is just below the regional average in visual art, music, theatre, and media arts. Schools in the state responding to the survey fall farther below the regional average for measures of quality in dance.

Instructors
Compared to the regional average, arts instruction in responding Mississippi schools is more likely to be taught by classroom teachers with arts-primary assignments than certified arts specialists, especially in dance and theatre. Arts instruction in visual art is provided by arts specialists in 57% of these schools, and classroom teachers with arts-primary assignments in 31% of schools. The ratio is similar in music, with arts specialists in 68% of responding schools, and classroom teachers with arts-primary assignments in 24% of the schools. However, dance instruction is provided by classroom teachers in 33% of schools responding, and theatre instruction by classroom teachers in 41% of schools [Fig. MS-2].

In 76% of Mississippi schools responding to the survey, arts instructors participate in arts-specific professional development, including workshops by arts organizations (48%), district

workshops (47%), college or university workshops (44%), school workshops (38%), and state department of education workshops (20%), instruction or mentoring by artists (18%), national conferences (16%), and state arts commission workshops (11%).

**Resources and Partners**
Responding Mississippi schools receive arts education funding from the district (40%), arts fund raisers (25%), individual contributions (24%), PTA/PTO (21%), and the school budget (16%). Meanwhile, these schools spend arts education funds on arts supplies and equipment (53%), arts field trips (32%), arts instructor professional development (27%), and arts assemblies (14%).

**Principal Perspectives**
Principals in Mississippi responding to the survey identified five main obstacles to providing arts education: budget constraints (68%), competing priorities (47%), insufficient personnel (42%), insufficient space or facilities (34%), and time in the school day (28%). These principals also identified helpful factors to improve arts learning, including certified arts specialists (46%), arts supplies or equipment (43%), facilities and classroom space (31%), increased funding for community arts organizations that support school arts programs (30%), increased funding for Mississippi Arts Commission arts in education programs (22%), arts integration training (22%), and professional development opportunities in the arts (21%).

**Figure MS-1**

*The region average for Media Arts is only made up of data from the two states which included the subject in their survey - MS and SC.*
Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.
Mississippi: Elementary School Data

Access
Elementary schools in Mississippi that responded to the survey have lower access to arts classes than the regional average and the national average. 36% of responding Mississippi elementary schools offer visual art classes, compared to the region at 69% and the nation at 83%. In music, classes are offered in 57% of these Mississippi schools, but 79% for the region, and 94% across the nation. Responding schools offer dance classes at a rate between the regional and the national averages, theatre classes below both, and media arts classes below the regional average for responding schools [Fig. MS-3].

In the responding Mississippi elementary schools where arts classes are offered, 100% of students are enrolled in visual art, music, and media arts. 37% of students are enrolled in dance classes where available, and 23% are enrolled in theatre. For the average number of minutes students are enrolled in arts classes each week, responding Mississippi schools are even with the regional average for visual art and music, just below the regional average for dance and media arts, and well above the regional average in theatre.

Mississippi elementary schools responding offer a variety of other arts education programs, including arts integration (53%), arts field trips (46%), gifted/talented programs (28%), and community arts programs (21%).

Quality
When compared to 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 certified arts specialists – the Mississippi elementary schools responding to the survey’s average is lower across the four measures and five arts disciplines (visual art, dance, music, theatre, and media arts).

Instructors
While a majority of responding Mississippi elementary schools have arts instructors who are certified arts specialists in visual art (50%) and music (67%), the state’s average falls below the regional averages of 71% and 81%, respectively. Like the rest of the region, arts instruction in dance and theatre in these elementary schools is taught by instructors with a variety of qualifications. Dance instructors in responding Mississippi elementary schools include certified arts specialists (9%), classroom teachers with arts primary assignments (32%), paraprofessionals (18%), volunteers or parents (27%), and artists (18%). In theatre, instructors include classroom teachers (43%), paraprofessionals (14%), volunteers or parents (29%), and artists (14%) [Fig. MS-4].

Among arts instructors in Mississippi elementary schools responding, 75% participate in arts-specific professional development. Those professional development activities include workshops by arts organizations (54%), district workshops (49%), college or university workshops (40%), and school workshops (34%).

Resources and Partners
Mississippi elementary schools responding to the survey receive arts education funding from a variety of sources, including the PTA/PTO (33%), the district (33%), arts fund raisers (22%), individual contributions (18%), and the school budget (18%). These schools spend arts education funds on arts supplies and equipment (53%), arts field trips (32%), arts instructor professional development (26%), and arts assemblies (21%).

Principal Perspectives
Principals in Mississippi elementary schools that responded to the survey identified five major obstacles to providing arts education: budget constraints (69%), competing priorities (48%), insufficient personnel (47%), time in the school day (38%), and insufficient space or
facilities (29%). In turn, these principals identified helpful factors to improve arts learning, including certified arts specialists (54%), arts supplies or equipment (33%), increased funding for Mississippi Arts Commission arts in education programs (28%), increased arts education funding for community organizations (28%), and facilities or classroom space (26%).

Figure MS-3

Responding Mississippi Elementary Schools with Access to Arts Classes


* The region average for Media Arts is only made up of data from the two states which included the subject in their survey - MS and SC.
Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.
Mississippi: Middle School Data

Access
Mississippi middle schools responding to the survey have less access to arts classes compared to the regional average. 55% of these middle schools offer classes in visual art, compared with 73% for the region. The rate is 65% compared to 84% in music, 10% to 13% in dance, and 20% to 26% in theatre [Fig. MS-5].

In responding Mississippi middle schools where arts classes are available, for the most part a lower percentage of students are enrolled in arts classes than the regional average for responding middle schools. 18% of students are enrolled in visual art in Mississippi’s responding middle schools, compared to 39% for the region. The rate is 29% to 39% in music, and 10% to 22% in theatre. In dance, however, 22% of students are enrolled in these schools, compared to 20% for the region. In addition, middle school students in responding Mississippi schools spend a greater number of minutes in arts classes each week than the regional average.

These Mississippi middle schools offer other arts education programs, including gifted/talented programs (25%), arts field trips (20%), and arts integration (15%).

Quality
When compared to 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 – responding Mississippi middle schools sometimes exceed the regional average for those measures, and sometimes rate lower than the regional average. Across all four arts disciplines – visual art, dance, music, and theatre – arts instruction in responding Mississippi middle schools exceed the regional average for following state standards and for instruction by a certified arts specialist. Meanwhile, arts instruction in responding Mississippi schools follows national standards than the regional average in all four arts disciplines. A greater percentage of responding Mississippi middle schools have arts instruction that follows a sequential and ongoing curriculum in visual art and music than the regional average. But these schools report rates lower than the regional average for that same measure in dance and theatre.

Instructors
Among responding Mississippi middle schools, 75% have arts instruction in visual art taught by certified arts specialists, as well as 72% for music, and 60% for theatre. Dance in these schools is taught by instructors with a variety of qualifications, including certified arts specialists (33%), classroom teachers with arts-primary assignments (33%), and volunteers or parents (33%) [Fig. MS-6].

In 88% of Mississippi middle schools responding to the survey, arts instructors participate in arts-specific professional development. These professional development activities include district workshops (39%), school workshops (39%), college or university workshops (39%), workshops by arts organizations (39%), and national conferences (23%).

Resources and Partners
Mississippi middle schools that responded to the survey receive arts education funding from a variety of sources, including the district (38%), arts fund raisers (31%), and individual contributions (19%). These schools spend arts education funds on arts supplies and equipment (53%), arts field trips (24%), and arts instructor professional development (24%).

Principal Perspectives
Responding principals at Mississippi middle schools identified four primary obstacles to providing arts education – competing priorities (53%), insufficient space or facilities (47%), budget constraints (47%), and insufficient personnel (35%). They also identified helpful factors to improve arts learning, including arts
supplies or equipment (53%), certified arts specialists (53%), facilities and classroom space (47%), increased arts education funding for community arts organizations (24%), professional development opportunities in the arts (24%), and training in arts integration (24%).

Figure MS-5

Responding Mississippi Middle Schools with Access to Arts Classes


* The region average for Media Arts is only made up of data from the two states which included the subject in their survey - MS and SC.
Figure MS-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.
Mississippi: High School Data

Access

While responding high schools in Mississippi provide some access to arts classes, the percentage of high schools with arts classes is lower than the regional average in visual art (67% of schools compared to 82%), in dance (14% to 22%), in music (71% to 83%), in theatre (20% to 28%), and in media arts (20% to 28%) [Fig. MS-7].

Among responding schools with arts classes available, the average percentage of Mississippi high school students enrolled in arts classes is very similar to the regional average of responding schools, with 19% in visual art, 5% in dance, 19% in music, 9% in theatre, and 9% in media arts. In addition, the average number of minutes that students in responding Mississippi high schools spend in arts classes each week is greater than the regional average in all four arts disciplines—visual art, dance, music, theatre, and media arts.

Responding Mississippi high schools provide limited access to other arts education programs, including arts field trips (31%), arts integration (14%), and gifted or talented programs (11%).

Quality

When looking at 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—visual art and music programs in Mississippi high schools that responded to the survey generally meet or exceed the regional average, while dance is generally below the regional average. Theatre in responding Mississippi high schools meets the regional average for a sequential and ongoing curriculum, is lower than the regional average for following state and national standards, and exceeds the regional average for arts instruction taught by a certified specialist. Media arts in these high schools is lower than the regional average for three of the four measures, but is higher than the regional average for arts instruction taught by a certified specialist.

Instructors

A lower percentage of responding Mississippi high schools have a certified arts specialist responsible for arts instruction in visual art (56% compared to 76%), dance (43% to 54%), music (63% to 79%), and theatre (50% to 66%) [Fig. MS-8].

Among responding high schools, 75% have arts instructors who participate in arts-specific professional development. Those professional development activities include district workshops (50%), college or university workshops (50%), school workshops (45%), workshops by arts organizations (45%), state department of education workshops (40%), and instruction or mentoring by artists (25%).

Resources and Partners

Mississippi high schools responding to the survey receive arts education funding from a variety of sources, including the district (59%), individual contributions (41%), and arts fund raisers (32%). These schools spend arts education funds on arts supplies and equipment (62%), arts field trips (44%), and arts instructor professional development (35%).

Principal Perspectives

Principals in responding Mississippi high schools identified four main obstacles to providing arts education: budget constraints (82%), insufficient personnel (41%), competing priorities (38%), and insufficient space or facilities (29%). In addition, they identified as helpful factors to improve arts learning arts supplies or equipment (56%), increased funding for community organizations that support school arts programs (35%), facilities and classroom space (32%), certified arts specialists (32%), increased funding for Mississippi Arts Commission arts in education programs (24%), and more flexibility in scheduling (24%).
Figure MS-7

Responding Mississippi High Schools with Access to Arts Classes


* The region average for Media Arts is only made up of data from the two states which included the subject in their survey - MS and SC.
Figure MS-8

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.