Arts Education in the South Phase I:
Public School Data and Principals’ Perspectives
Summary Report
A South Arts Research Publication
By Allen Bell
About South Arts
South Arts, a nonprofit regional arts organization, was founded in 1975 to build on the South’s unique heritage and enhance the public value of the arts. South Arts’ work responds to the arts environment and cultural trends with a regional perspective. South Arts offers an annual portfolio of activities designed to address the role of the arts in impacting the issues important to our region, and to link the South with the nation and the world through the arts.

Located in Atlanta, Georgia, the ten-employee nonprofit organization provides a broad portfolio of programs and services for arts organizations in its nine-state region. The flagship South Arts programs include:

- The South Arts Fund which provides presenting and touring grants to arts organizations located throughout the region
- The Performing Arts Exchange, an annual conference that brings together touring artists and presenters from throughout the eastern half of the United States for industry meetings, professional development, a performing arts marketplace, and live showcases
- ArtsReady, a service that helps arts organizations from throughout the nation develop crisis response and emergency preparedness plans
- Southern Circuit, a program which takes independent filmmakers and their films to screening venues located throughout the South
- Dance Touring Initiative, which builds audiences for contemporary dance in communities
- Folklorists in the South, a professional development program for folklorists in the region

South Arts also partners with other organizations to produce programs in research, professional development, arts education, and international cultural engagement.

We work in partnership with the state arts agencies of Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee. South Arts is funded by the National Endowment for the Arts, member states, foundations, businesses and individuals.

Mission
South Arts strengthens the South through advancing excellence in the arts, connecting the arts to key state and national policies, and nurturing a vibrant quality of life.
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This research report would not have been possible without the work, input, and support of a number of people. The research process began while South Arts was under the leadership of Executive Director Gerri Combs, now retired, and was concluded under the direction of Executive Director Suzette M. Surkamer. During the entire process, this work was supported by Deputy Director Mollie Quinlan-Hayes with significant contributions by Ivan Schustak.

South Arts wants to acknowledge the work of the Arts Education Advisory Committee, including the leadership of Chair Jo Anne Anderson, and the contributions of Kristin Congdon, Jim Harrison, Tom Pearson, Anne Pope, Stuart Rosenfeld, and Dianne Walton. During the period it has taken to complete this project, several South Arts interns have provided assistance: Clare Yaghjian, Madeleine Walker, Denise Benshoof, Carly Wright, and Melissa Simmons.

When this project was first conceived, South Arts looked at the “Statewide Arts Education Assessment” conducted by Western States Arts Federation (WESTAF) as a loose model for our approach. That study was completed while Ryan Stubbs was the research director there. He is now the research director at the National Assembly of State Arts Agencies (NASAA) and was very generous with his time and advice regarding the production of a multi-state arts education survey.

Additionally, conversations with Ayanna Hudson, Arts Education Director at the National Endowment for the Arts (NEA), were extremely helpful during the research process.

This project would not have been possible without the cooperation of all of the state arts agencies and a number of the state departments of education in the South Arts region. South Arts wants to acknowledge the assistance of the following during the course of this research: Al Head and Diana Green at the Alabama State Council on the Arts; Beverly Davis, Leigh Ann Kyser, Michael Sibley, and Superintendent Thomas Bice at the Alabama State Department of Education; Sandy Shaughnessy, Gaylen Phillips, Patricia Warren, and Maureen Murphy at the Florida Division of Cultural Affairs; John LeTellier, and Kelly Seay at the Florida Department of Education; Karen Paty at the Georgia Council for the Arts; Pam Smith at the Georgia Department of Education; Lori Meadows, Rachel Allen, and Jean St. John at the Kentucky Arts Council; Cathy Hernandez and Danny Belanger at the Louisiana Division of the Arts; Richard Baker at the Louisiana Department of Education; Tom Pearson and Kim Whitt at the Mississippi Arts Commission; Limeul Eubanks and Nathan Oakley at the Mississippi Department of Education; Wayne Martin, Banu Valladares, and Ardath Weaver at the North Carolina Arts Council; Christie Lynch Ebert and Slater Mapp at the North Carolina Department of Public Instruction; Ken May and Christine Fisher at the South Carolina Arts Commission; Scot Hockman at the South Carolina Department of Education; and Anne Pope, Ann Brown, and Nan Zierden at the Tennessee Arts Commission.

We also appreciate the additional contributions to this report made by Ryan Stubbs of the National Assembly of State Arts Agencies.

In addition we want to thank all of the public school principals who took the time to complete the arts education surveys. We received surveys from 4,400 principals, which is a testament to the interest in arts education by educators and administrators throughout the South.
Preface

This study has its roots in early 2007, when South Arts established the Arts Learning Work Group, made up of members of the South Arts board of directors. That body was charged with assessing the state of arts education in the South Arts region, and making recommendations for the organization’s work in that field. Initial research on the arts education programs managed by the state arts agencies in the South Arts region was followed by an Arts Learning Strategy Summit where representatives from each state were led through a discussion and planning session by Sarah Cunningham from the NEA and Kelly Barsdate from NASAA. Their recommendations were adopted by South Arts in November 2009 under the auspices of the organization’s new strategic plan.

More recently, South Arts began detailed planning for the study in spring of 2012, including methodology, question language, and survey development. Recognizing the critical role of school principals in program quality, advocacy, and resource allocation, the study sought to understand their perceptions around arts education as well as collecting from them quantitative data about arts education offerings in their schools. The surveys were distributed in the fall of 2012 to more than 15,000 principals in the nine states of the South Arts region – Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee. The survey response rate was 29%, with 4,400 principals submitting answers, representing schools with a total enrollment of 2.87 million students.

We spent the first half of 2013 processing the data and verifying numerical responses. We analyzed the data, creating tables and bar graphs for the region in aggregate, for each state, and then for each of three school levels – elementary school, middle school, and high school – for the region and each state, resulting in a total of 40 data sets. A rough outline of the report was developed and preliminary results were presented to the South Arts board of directors in September 2013. Finally, this written report was developed, and released in May 2014.

The primary purpose of this study is to create baseline arts education data for the South Arts region, including aggregate and state-level data. This includes data on access to arts education, the quality of arts education, arts instructor qualifications, resources and partners, and principal perspectives. The results of this research are presented in two formats. The written summary report is intended to give interested parties a general overview of the research findings. The online data archive is provided for researchers, policymakers, administrators, and educators to look more closely at the survey results and to conduct further analysis. The data available online are organized for the region in aggregate, for the region by each of three school levels (elementary, middle, and high), for each state in aggregate, and for each state by each of three school levels. The online data archive can be found at www.southarts.org/artseducation.

The data and report resulting from this research are meant to inform policy discussions around arts education in our region, and program planning and funding decisions by the state arts agencies and state departments of education. Our target audiences for this research include state arts agencies, state departments of education or public instruction, legislators, arts educators, arts education advocates, superintendents, school boards, principals, teachers, parents, arts education organizations, teaching artists, arts education researchers, arts education policymakers, arts education funders, and arts education programmers. In addition, South Arts has partnered with Southeast Center for Education in the Arts (SCEA) to create a series of case studies of model arts education programs at public schools in the region. The main line of inquiry is to investigate the common elements of quality arts education in the South. That report, *Arts Education in the South Phase II: Profiles of Quality*, is being published as a complementary volume to this one and is also available at www.southarts.org/artseducation.
Executive Summary

Arts education – teaching the skills and content of an art form – is broadly considered to be part of a student’s whole education. Additionally, research has shown that arts education can help address many of the education challenges facing the South, improving graduation rates, attendance, academic achievement, and test scores. The research has demonstrated these benefits as well as increased student engagement, brain development, creativity, workforce development, and 21st century skills.

While the potential and importance of arts education is clearly established, to date no one has generated benchmark data on the availability of arts education in southern schools. Some have developed data aggregated at the state level, however, many of these studies are dated, and none of them look at the entire South Arts region in a comprehensive way. This study is a major step toward that goal.

South Arts is a regional arts organization working in partnership with the state arts agencies of the nine southeastern states: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee. The agency’s strategic plan adopted in 2009 included a goal to understand the status of arts education in the region. Recognizing the critical role of the school principal in program quality, advocacy, and resource allocation, the study sought to understand their perceptions of arts education as well as collect quantitative data about arts education available in their schools. Surveys distributed in the fall of 2012 to more than 15,000 principals yielded 4,400 responses, a 29% response rate, representing schools with a total enrollment of 2.87 million students. All findings reported represent only those responding schools.

The study’s primary purpose is to create baseline arts education data for the South Arts region on access to arts education, the quality of arts education, arts instructor qualifications, resources and partners, and principal perspectives. The summary report Arts Education in the South Phase I: Public School Data and Principals’ Perspectives gives a general overview of the research findings. An online data archive, organized in aggregate for the region and each state, as well as by elementary, middle and high school levels, is available at www.southarts.org/artseducation for researchers, policymakers, administrators and educators to look more closely at the survey results and conduct further analyses.

A companion report, Arts Education in the South Phase II: Profiles of Quality, comprises a series of case studies of model arts education programs at public schools in the region. Created in partnership with the Southeast Center for Education in the Arts at the University of Tennessee-Chattanooga, this report is also available at www.southarts.org/artseducation.

As in the rest of the nation, responding schools in the South in aggregate are more likely to offer visual art (71%) and music (80%) classes than dance (14%) and theatre (22%) classes. While some states in the region meet or exceed the national average of access to visual art and music, in aggregate the South offers less access than the national average. In schools where arts classes are available, a significantly greater percentage of students are enrolled in visual art (61%) and music (62%) than other art forms. However, the time students spend in arts classes each week is higher in dance (155 minutes) and theatre (194 minutes) than in visual art (134) and music (137). In addition to arts classes, 38% of schools in the region utilize arts integration, and 48% offer arts field trips. Twenty-five percent offer after school arts programs, 23% visiting artist programs, and 24% gifted/talented programs in the arts. Five percent of responding schools offer no arts education whatsoever.

Like measures of access, measures of quality arts instruction for responding schools in the region tend to be higher for visual art and music,

and lower for dance and theatre. This is the case for all four measures of quality—arts instruction following sequential and ongoing curriculum, arts instruction following state standards, arts instruction following national standards, and arts instruction taught by certified specialists. While the vast majority of visual art (91%) and music instruction (94%) is being taught by arts specialists, qualifications among dance and theatre instructors are more diverse, with more instruction provided by classroom teachers, artists, paraprofessionals or volunteers/parents.

Some 28% of responding schools receive funding for arts education through the school budget. Other support comes from a variety of sources: the district (42% of schools), the PTA/PTO (31%), arts fund raisers (26%), and state arts agencies (13%). About 69% of responding schools spend arts education funds on arts supplies and equipment, 52% on arts field trips, 36% on arts instructor professional development, and 31% on arts assemblies.

Seventy-seven percent of responding principals identified themselves as the primary decision-maker for arts education at their school. Seventy-three percent of them reported budget constraints as one of their three greatest obstacles to providing arts education, the others being competing priorities (53%) and time in the school day (45%). Thirty-five percent identified insufficient personnel as an obstacle.

Fifty-three percent of responding principals identified increased arts education funding for community and state arts organizations as a factor that would be helpful to improve arts learning. Other key factors are the availability of arts supplies and equipment (38%), a certified specialist for teaching the arts (31%), and training in arts integration (30%).

No research methodology can fully illuminate its subject. This report compiles data from voluntarily responding principals. Interested parties may use this and other existing data to identify potential reporting gaps, cross-correlate data to provide more in-depth understanding of the responses, and define additional questions and areas for exploration. A number of suggestions for taking the data further appear in the complete report.

South Arts thanks the state arts agency and state departments of education staff in the region who assisted with this research, and the 4,400 public school principals who took the time to complete the survey. Allen Bell is the primary author of the research report. To read the entire Summary Report, access the data archive, and/or sign up for South Arts’ arts education resource email list, visit www.southarts.org/artseducation. For more information, contact Mollie Quinlan-Hayes, South Arts Deputy Director, at 404-201-7941 or mquinlanhayes@southarts.org.
Introduction

Context
Arts education – teaching the skills and content of an art form – is broadly considered to be part of a student’s whole education. Additionally, research has shown that arts education can help address many of the education challenges facing the South, improving graduation rates, attendance, academic achievement, and test scores. The research has demonstrated these benefits as well as increased student engagement, brain development, creativity, workforce development, and 21st century skills.²

There are numerous examples of arts magnet schools that have the highest performing students in the region and the nation.³ There are examples of arts integration whole school reform models implemented by state arts agencies where schools have seen significant improvement. And there are other examples of state arts education programs that have resulted

² There is significant research documenting the positive impact of the arts in all of the areas referenced. One recent publication does an excellent job of summarizing recent research: Dwyer, Reinvesting in Arts Education: Winning America’s Future Through Creative Schools, President’s Committee on the Arts and the Humanities, 2011. Other works that provide important summaries of the impact of arts education include: Deasy, editor, Critical Links: Learning in the Arts and Student Academic and Social Development, Arts Education Partnership, 2002; Ruppert, Critical Evidence: How the Arts Benefit Student Achievement, National Assembly of State Arts Agencies, 2006; and Arts Education Partnership, Preparing Students for the Next America: The Benefits of an Arts Education, 2013. To date the definitive work on arts education and brain development is Hardiman, et al, Neuroeducation: Learning, Arts, and the Brain, 2009.

The most significant longitudinal studies on the impact of arts education on student engagement, academic achievement, and social development are Catterall, Doing Well and Doing Good by Doing Art, 2009; and Catterall, et al, The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies, 2012.

³ For example, arts magnet schools hold three of the five spots for highest average SAT scores among all Georgia high schools. For evidence of the link between magnet schools and academic achievement, see Gamoran, Adam, “Do Magnet Schools Boost Achievement?,” Educational Leadership, Vol. 54, No. 2, October 1996.

While the potential and importance of arts education has been clearly established, to date no one has created benchmark data for the availability of arts education in the South. Some have developed data at the state level; however, many of those studies are dated, and none of them look at the entire South Arts region in a comprehensive way. This study is a major step toward that goal.

The Study
Arts Education in the South relies on voluntary survey data collected from responding K-12 public school principals in the nine-state South Arts region during the 2012-2013 school year. This region includes Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina and Tennessee. The survey questions encompassed six major areas of inquiry: access to arts education, quality of arts instruction, arts instructor qualifications, resources and partners for arts education, principal perspectives on arts education, and general school data (enrollment, demographics, graduation rates, average test scores, etc.). A full list of survey questions is in the Appendix.

This summary report addresses five of the six areas of inquiry. The correlation of arts education data with general school data was not

included in the scope of this report. In addition to this summary, the entirety of the processed survey data related to the five areas of inquiry contained in this report is available on the South Arts web site at [www.southarts.org/artseducation](http://www.southarts.org/artseducation).

The data are analyzed for the region in aggregate, as well as for each state in aggregate. In addition, the data are analyzed by school level – elementary school, middle school, and high school – for the region as a whole, as well as for each state. Many of the results from this study vary by state, by school level, and by discipline area.

Data for each state are compared to national and regional averages. National averages used in this study come from the National Center for Education Statistics data for 2009-2010.

Definitions of terminology used in the survey and this study are provided in the Glossary.

**The Results**

The results published in this report represent those schools that responded to the survey. Like those in the rest of the nation, responding schools in the South in aggregate offer significantly greater access to visual art and music classes, and less access to dance and theatre classes. The South as a region offers less frequent access to visual art and music than the national average. However, some states in the region match or exceed the national average in these disciplines.

Responses to questions including other types of arts education programs, funding sources and obstacles to providing arts education allowed principals to report more than one option. Therefore, results for these questions do not sum to 100%.

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5 Reporting middle schools vary in the actual grade levels they serve; therefore middle school data is compared to both elementary and secondary school national averages.


In responding schools where arts classes are available, a significantly greater percentage of students are enrolled in visual art and music, than in dance or theatre. The average number of minutes students spend in arts classes each week, however, is higher in dance and theatre, than in visual art and music.

In addition to arts classes, more than one-third of responding schools in the region utilize arts integration, and almost half of the schools in the region offer arts field trips. Around a quarter of schools in the region offer after school arts programs, visiting artist programs, and/or gifted/talented programs in the arts. Five percent of schools in the region offer no arts education whatsoever.

Like measures of access, measures of quality arts instruction for responding schools in the region tend to be higher for visual art and music, and lower for dance and theatre. This is the case for all four measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state standards, arts instruction following national standards, and arts instruction taught by certified arts specialists.

Across the region, in responding schools the vast majority of visual art and music instruction is being taught by arts specialists. A smaller percentage of visual art and music classes are taught by classroom teachers. For dance and theatre, instructor qualifications vary greatly across the region, with a greater mix of classroom teachers, paraprofessionals, volunteers, parents, and artists teaching classes in those disciplines.

Meanwhile, in responding schools, the vast majority of arts specialists in the region participate in arts-specific professional development. In most states, the most frequent provider of arts-specific professional development is the district, followed by workshops offered by arts organizations, schools, colleges or universities, state arts agencies, and national conferences.

School funding sources for arts education in responding schools vary greatly by state. On
average, the greatest source of funding is the district, followed by the PTA/PTO, school budgets, arts fund raisers, and individual contributions. Most responding schools spend arts education funds on arts supplies and equipment, and arts field trips. About a third of responding schools spend funds on arts instructor professional development and arts assemblies.

Almost three-fourths of responding principals identified budget constraints as one of their three greatest obstacles to providing arts education. About half singled out competing priorities and time in the school day as major obstacles. And a third identified insufficient personnel as an obstacle, while a fifth selected insufficient space or facilities.

About half of responding principals identified increased arts education funding for community and state arts organizations as a factor that would be helpful to improve arts learning. About a third identified the availability of arts supplies and equipment, a certified specialist for teaching the arts, and/or training in arts integration as helpful factors.

The Report
What follows is an analysis of the arts education survey data for responding schools in the South Arts region. Again, the data are analyzed for the region in aggregate, the region by school level, each state in aggregate, and each state by school level. Following the data analysis is a brief conclusion section which draws out additional observations, and recommendations for further inquiry.

All of the data analyzed in this report, including the state and school level breakdowns, are also available on the South Arts website.

No research methodology can fully illuminate its subject. This report compiles data from voluntary self-responding principals. Therefore, we recommend that state arts agencies, departments of education and other interested parties use this and their own data to identify potential reporting gaps (geographic, economic, demographic, school level, etc.) that may further inform them about access to and quality of arts education.

Additionally, this quantitative study is a companion to Arts Education in the South Phase II: Profiles in Quality. A publication of South Arts and the Southeast Center for Education in the Arts, Arts Education in the South Phase II is a qualitative study of model arts education sites in the South. We encourage readers to use both reports to help to build a greater understanding of the state of arts education in the region.

Finally, the intent of this report is to be useful to those engaged in arts education. Share it and put it to work within your agencies, with your departments of education, with your statewide arts education organizations, with your school boards, your superintendents, your principals, your arts instructors, your artists, your legislators, and your advocates to improve access to quality arts education in your state and our region.
Regional data are drawn from the results of a voluntary survey of public elementary, middle and high school principals. The survey yielded 4,400 responses, a response rate of 29.3% of all K-12 public schools in the South Arts region. All of these data, as well as additional tables and graphs, are available at www.southarts.org/artseducation. The questions asked, demographic categories, and the response pool and rates for each state are provided in the Appendix to this report.

Access

Access to arts education in the South for visual art (71%) and music (80%) classes is below the national average7 for both responding elementary and secondary schools. The regional average for access to theatre (22%) is in between the elementary and secondary school national averages for responding schools, while the regional average for access to dance (14%) is higher than both the elementary and secondary school national averages [Fig. SA-1].

In responding schools where arts classes are available, more students are enrolled in visual art (61%) and music (62%) classes than in dance (28%) and theatre (23%) classes. Meanwhile, students enrolled in arts classes spend more minutes each week in dance (155) and theatre (194) classes than they spend on average in visual art (134) and music (137) classes in schools responding.

In addition to arts classes, responding schools in the region pursue a variety of activities both inside and outside of the classroom to provide students with arts education and exposure to the arts. The most common arts programs in these schools include field trips (48% of schools), arts integration (38%), after school programs (25%), gifted/talented programs in the arts (24%), visiting artist programs (23%), and community arts programs (21%). Five percent of responding schools report offering no arts education whatsoever.

Quality

Based on the measures of quality identified for this study – following a sequential and ongoing curriculum, following national standards, following state standards, and instruction taught by certified specialists – the quality of visual art and music instruction in responding K-12 public schools is higher than what is available in dance and theatre. However, well over 50% of dance and theatre instruction meets all four of those measures of quality.

Instructors

The results from the measures of quality are largely replicated in the measures of instructor qualifications. While the vast majority of visual art and music instruction in responding schools is taught by certified arts specialists, there is a more diverse mix of qualifications among dance and theatre instructors. In responding schools, higher percentages of those instructors are classroom teachers with arts-primary assignments, artists, paraprofessionals or prep-time specialists, and volunteers or parents with arts interest or experience [Fig. SA-2].

For schools responding to the survey, among arts specialists that participate in professional development, 73% receive their professional development training from district workshops, followed by 43% from arts organizations, 39%
from school workshops, 35% from college or university workshops, 31% from state arts agency workshops, 23% from national conferences, 20% from instruction or mentoring by artists, and 18% from state education department workshops.

**Resources and Partners**
Responding schools receive funding for arts education from a variety of sources, including the district (42%), the PTA/PTO (31%), the school budget (28%), arts fund raisers (26%) and state arts agencies (13%). When spending funds for arts education, the major expenses for responding schools are art supplies and equipment (69%), arts field trips (52%), arts instructor professional development (36%), and arts assemblies (31%).

**Principal Perspectives**
As the primary decision-makers for arts education at their schools (77%), principals responding to the survey identified obstacles to providing arts education, and factors that would be helpful to improve arts learning at their school. The major obstacles these principals identified are budget constraints (73%), competing priorities (53%), time in the school day (45%), and insufficient personnel (35%). Major factors considered by responding principals to be helpful to arts education included increased funding for community and state arts organizations that fund arts education (53%), availability of arts supplies or equipment (38%), certified specialists for teaching the arts (31%), more flexibility in scheduling (25%), and facilities and classroom space (22%).
Figure SA-1

Responding Schools with Access to Arts Classes


Figure SA-2

Arts Instruction Taught by Certified/Licensed and/or Endorsed Specialists in Responding Schools

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

Access
Public elementary schools in the South Arts region that responded to the survey offer access to visual art (69% of schools) and music (79%) classes less frequently than the national average (83% and 94%, respectively). However, access to dance (11%) and theatre (9%) classes in responding public elementary schools in the South Arts region is greater than the national average (3% and 4%, respectively) [Fig. SA-3].

Among responding elementary schools in the region with arts classes, the percentage of students enrolled in those classes varies greatly depending on the state in which the school is located and the discipline area of the classes. For the region, among responding elementary schools that offer the respective arts classes, 96% of students are enrolled in visual art, 48% are enrolled in dance, 97% are enrolled in music, and 40% are enrolled in theatre.

In addition to arts classes, elementary school students in responding schools in the region have access to a variety of other arts education programs, including field trips (51%), arts integration (45%), visiting artist programs (27%), after school programs (27%), gifted/talented programs (24%), and community arts programs (23%).

Quality
Adherence to measures of quality by responding elementary schools in the region varies greatly by state and by discipline. On average for the region, 84% of responding schools follow a sequential and ongoing curriculum in visual art, 45% in dance, 87% in music, and 36% in theatre. In visual art, 93% of these schools follow state standards, with 57% in dance, 93% in music, and 54% in theatre. On average, fewer responding schools follow national standards, with 75% of instruction in visual art, 41% in dance, 76% in music, and 40% in theatre following national standards. Most instruction in visual art and music is taught by certified specialists (87% and 93%, respectively) in these schools, while a lower percentage of instruction meets that threshold in dance and theatre (58% and 49%, respectively).

Instructors
Among visual art and music instructors in responding elementary schools in the South, the majority are certified arts specialists (71% and 81%, respectively), with a smaller percentage who are classroom teachers with arts-primary assignments (25% and 19%, respectively). Within dance and theatre, however, a lower percentage of instructors in responding schools are certified arts specialists (32% and 31%, respectively), and a higher percentage of instruction is delivered by classroom teachers with arts-primary assignments (32% and 34%, respectively) [Fig. SA-4].

In the responding schools, of the approximately 88% of elementary arts instructors who participate in professional development, 77% participate in district workshops, 34% in school workshops, 27% in state arts agency workshops, and 20% in national conferences.

Resources and Partners
Elementary schools responding to the survey receive funding for arts education from a variety of sources, including the PTA/PTO (41% of schools), the district (38%), the school (26%), arts fund raisers (21%), individual contributions (15%), and state arts agency grants (15%). 70% of these elementary schools spend funds on arts supplies and equipment, 50% on arts field trips, 35% on arts assemblies, and 33% on arts instructor professional development.

Principal Perspectives
As the primary decision-maker (76%) for arts education programs in elementary schools, responding principals rated their top three obstacles to providing arts education, including budget constraints (72%), time in the school day (54%), competing priorities (53%), and insufficient personnel (34%). Factors identified
by these principals to improve arts learning included funding for community and state organizations for arts education programs (54%), a certified arts specialist (34%), arts supplies or equipment (33%), and arts integration training (33%).

**Figure SA-3**

*Responding Elementary Schools with Access to Arts Classes*

![Graph showing the percentage of schools offering arts classes across states and regions.]

*Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.*

**Figure SA-4**

*Elementary School Arts Instruction Taught by Certified/Licensed and/or Endorsed Specialists in Responding Schools*

![Graph showing the percentage of schools offering arts instruction taught by specialists across states and regions.]

*Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.*
Access
Access to arts education at the middle school level varies greatly by state and by discipline. On average, 73% of responding schools provide access to visual art classes, 13% offer dance, 84% offer music, and 26% offer theatre. Access in the South Arts region is generally lower than the national average for secondary schools, which is 89% in visual art, 12% in dance, 91% in music, and 45% in theatre [Fig. SA-5].

Again, the percentage of students enrolled in school arts classes varies greatly by state and discipline for responding schools. The regional average for responding middle schools is 39% in visual art, 20% in dance, 39% in music, and 22% in theatre. The average number of minutes that students in these schools spend in middle school arts classes each week is 196 in visual art, 176 in dance, 219 in music, and 175 in theatre.

In addition to arts classes, responding middle school students in the South have access to other arts education programs, including field trips (39% of schools), arts integration (25%), after school programs (25%), and gifted/talented programs (23%).

Quality
Based on our measures of quality – a sequential and ongoing curriculum, following state and national standards, and instruction taught by specialists – middle school instruction in visual art and music in schools responding to the survey is of much higher quality than instruction in dance and theatre. On average for these schools, 87% of visual art and 91% of music instruction follows a sequential and ongoing curriculum, while only 60% of dance and 65% of theatre instruction follows a sequential curriculum. All four disciplines follow a similar pattern in these schools with regard to the measures of state and national standards, and instruction by specialists.

Instructors
Similar to elementary school instructors in the region, middle school arts instructors in responding schools are more likely to be certified arts specialists with a degree in the art form in visual art (82%) and music (86%), than they are in dance (36%) and theatre (58%). In many of these schools whose arts instructors are not specialists, they are instead classroom teachers with arts primary assignments in visual art (21%), dance (27%), music (17%), and theatre (30%) [Fig. SA-6].

Approximately 90% of responding middle schools in the South have arts instructors who participate in arts-specific professional development. The most frequent sources for professional development for these schools include district workshops (71%), school workshops (44%), workshops by arts organizations (43%), college or university workshops (37%), and state arts agency workshops (31%).

Resources and Partners
Middle schools in the region responding to the survey receive funding for arts education from a variety of sources, including the district (43% of schools), the school (33%), arts fund raisers (31%), and the PTA/PTO (19%). Middle schools spend funds on a variety of arts education programs, as well, including arts supplies and equipment (71%), arts field trips (49%), arts instructor professional development (39%), arts assemblies (24%), and release time (24%).

Principal Perspectives
As the primary decision-maker regarding arts education in most schools (78%), responding principals identified their top three obstacles to providing arts education, including budget constraints (73%), competing priorities (57%), time in the school day (38%), and insufficient personnel (37%). Factors that these principals identified as helpful to arts learning are increased funding for community and state arts organization programs in arts education (50%), arts supplies or equipment (43%), a certified arts specialist (32%), arts integration training (28%), flexibility in scheduling (25%), and facilities or classroom space (25%).
Figure SA-5

Responding Middle Schools with Access to Arts Classes


Figure SA-6

Middle School Arts Instruction Taught by Certified/Licensed and/or Endorsed Specialists in Responding Schools

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

Access
Among high schools in the South responding to the survey, 89% offer classes in visual art, 12% in dance, 91% in music, and 45% in theatre [Fig. SA-7]. While high school art classes are readily available, among responding schools offering arts classes, only 19% of their students are enrolled in visual art, 8% in dance, 18% in music, and 10% in theatre. While enrollment is low, the average number of minutes that high school students in these schools spend in arts classes is relatively high compared to other grade levels. Students spend 279 minutes each week in visual art, 270 minutes in dance, 285 minutes in music, and 269 minutes in theatre.

Responding high schools in the region also provide access to other arts education programs, including field trips (49% of schools), arts integration (29%), gifted/talented programs (26%), after school programs (22%), and community arts programs (22%).

Quality
High schools in the South responding to the survey tend to adhere to measures of quality arts education more than responding elementary and middle schools in the region. On average, 94% of visual art instruction, 69% of dance, 91% of music, and 81% of theatre in these schools follows a sequential and ongoing curriculum. Most high school arts instruction also follows state standards, including 98% of schools with visual art, 83% with dance, 97% with music, and 92% with theatre. Fewer responding schools follow national standards in their arts instruction, including 84% in visual art, 64% in dance, 80% in music, and 75% in theatre. The vast majority of high schools responding have arts instruction that is taught by certified specialists, including 97% of schools with visual art, 84% with dance, 97% with music, and 91% with theatre.

Instructors
For responding high schools in the region, 76% of visual art instructors and 79% of music instructors are certified specialists. The percentages of certified specialists in dance and theatre are somewhat lower at 54% and 66%, respectively. Meanwhile, most of the remaining arts instructors in these schools are classroom teachers with arts-primary assignments in high schools, including 28% in visual art, 31% in dance, 24% in music, and 33% in theatre [Fig. SA-8].

Approximately 91% of all high school arts instructors in responding schools in the region participate in arts-specific professional development. Among respondents, 66% participated in district workshops, 55% in workshops by arts organizations, 53% in college or university workshops, 47% in school workshops, 43% in state arts agency workshops, and 33% in national conferences.

Resources and Partners
High schools in the South responding to the survey receive funding for arts education from a variety of sources, including the district (54% of schools), arts fund raisers (39%), the school (36%), and individual contributions (31%). Responding public high schools in the region also spend funds on a variety of arts education programs, including arts supplies and equipment (72% of schools), arts field trips (62%), arts instructor professional development (45%), release time (27%), and arts assemblies (25%).

Principal Perspectives
As the primary decision-makers for most high schools (84%), responding principals identified their top three obstacles to providing arts education, including budget constraints (78% of principals), competing priorities (53%), insufficient personnel (34%), insufficient space or facilities (31%), and time in the school day (26%). Meanwhile, these principals also identified factors that would be helpful to improve arts learning at their school, including increased funding for community and state arts organization programs for arts education (51% of principals), arts supplies or equipment (50%), facilities and classroom space (31%), more flexibility in scheduling (26.5%), a certified specialist for teaching the arts (23%), and arts integration training (23%).
Figure SA-7

Responding High Schools with Access to Arts Classes


Figure SA-8

High School Arts Instruction Taught by Certified/Licensed and/or Endorsed Specialists in Responding Schools

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

This report was administered across nine southern states, which makes it the largest study of its kind. The consistent methodology and findings across the nine states allows for both a deeper understanding of national trends that fit with prior research and some surprising differences that may be informative to policy makers and future researchers.

In a region as diverse as the one encompassing South Arts’ nine states – Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina and Tennessee – access to arts education among the schools responding to our survey varies widely, by state, by grade level, and by arts discipline. A relatively high percentage of students that are covered by the study have some form of access to arts education. In general, visual art and music classes are much more available than classes in dance and theatre, a finding which is consistent with national studies. In schools where arts classes are available, enrollment is generally greater in visual art and music classes than in dance and theatre classes.

We found high adoption percentages for arts instruction following state standards (ranging from 69% to 95% between the four primary art forms), and that higher numbers of visual arts instructors are certified specialists than for the other art forms. While most states in the region are at or above the national average in access to dance, one or two states have remarkably higher access to dance. Respondents in Kentucky in particular report access to theatre classes higher than the regional average, and access to dance classes higher than the regional and national average. This indicates a need to look at each state’s data individually to determine gaps and needs.

There is broader access to arts instruction and higher enrollment in arts classes at the elementary school level; however, arts instruction at the high school level is more likely to meet measures of quality.

Visual art and music instruction more frequently meet measures of quality than dance and theatre instruction. And visual art and music instruction is more likely to be delivered by a certified arts specialist than dance and theatre instruction, which is more likely to be delivered by a classroom teacher, parent, volunteer, or artist.

Arts education funding comes from a variety of sources, but those sources vary significantly by state. Responding schools’ spending on arts education programs, including arts field trips, supplies and equipment, instructor professional development, and arts assemblies varies by state and grade level.

Principals perceive the main obstacles to delivering arts education to be budget constraints, time in the school day, and competing priorities. Leading factors that responding principals feel would be helpful to improve arts learning are increased funding for community and state arts organizations that fund arts education, availability of arts supplies or equipment, certified specialists for teaching the arts, more flexibility in scheduling, and facilities and classroom space. Community support for arts education, such as funding through the local PTA/PTO and individual contributions, as well as programming or professional development through a community arts organization or college or university, is considered by responding principals to be especially helpful to efforts to provide access to arts education.

There is a correlation between these principals’ perceived emphasis on arts education at the district level as demonstrated through funding, and the reported availability of, quality of, and funding for arts education in their schools.

While not all states included media arts and creative writing in their surveys, from what we learned through those that did, there is room for
growth in access and improvement in quality for both disciplines in the region.

Schools find resourceful ways to offer arts education. In some cases schools use arts integration to teach the arts, or in other cases they utilize parents, volunteers, paraprofessionals, or artists to deliver arts education.

One unique characteristic of this study is that it looks at a subset of states that have a number of similarities in demographic compositions as well as some shared regional cultures and histories. While this study is not intended to uncover how policies have contributed to the status and condition of arts education in various states, examining policies in light of this assessment can help provide some clues for future researchers and give us the basic information necessary to form hypotheses about where to adjust policies and programs to improve the status and condition of arts education in the South.

Additional Context
Several primary findings in this report are consistent with multiple statewide and national reports including the National Center for Education Statistics’ (NCES) *Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010*. NCES reports that for school year 2008-09, of the nation’s elementary schools, 94% offer music, 83% offer visual arts, 3% offer dance and 4% offer theatre/drama arts education. For that year in the nation’s secondary schools, 91% offer arts education in music, 89% in visual arts, 12% in dance and 45% in theatre/drama.

This study does not seek causal implications for the prevalence of and access to arts education in southern states, but it does assess the current status of multiple aspects of arts education as reported by respondents. Numerous rigorous studies have articulated the positive social, civic and academic benefits of arts education:

**Preparing Students for the Next America**
The Arts Education Partnership prepared this synthesis of how arts education boosts academic achievement, supports life skills and promotes workforce readiness.

**Arts Ed Search**
This continually expanding database, maintained by the Arts Education Partnership, summarizes the findings of more than 400 credible studies documenting the effects of arts learning on students and teachers in K-12 and after-school settings. Each study includes a user-friendly summary of findings and policy implications.

**The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies**
Based on large, multi-year data sets from the U.S. Department of Education and the U.S. Department of Labor, this report analyzes the relationship over time between young adults who participate in the arts and their academic and social achievements.

**Reinvesting in Arts Education: Winning America’s Future through Creative Schools**
Drawing from research about arts learning outcomes, this report from the President’s Committee on the Arts and the Humanities outlines five policy recommendations for improving American education through the arts.

It is in the purview of research such as the above to examine the benefits of arts education. A large amount of work is still required to assess the status and delivery of arts education in schools across the country. The *National Center for Education Statistics* conducts a Congressionally-mandated study on arts education in public K-12 schools every ten years. This work is extremely valuable and informative; however, these reports do not provide the level of detail and are not administered frequently enough to provide necessary information to the large body of arts education stakeholders at the state and local levels. These stakeholders include parents, teachers, school administrators, artists, state arts agencies and state departments of education. To meet the demand for this information, many states have conducted surveys (though some are dated) that provide a more in-depth look at the status of arts education in multiple regions. Quadrant Arts Education Research has created a...
list of most of these statewide studies:

http://artsedresearch.typepad.com/QuadrantState StatusReports.pdf

The State and Local Perspective

Because arts education policy is mostly set at the state and local levels, and because access to arts education varies by state and locality, this report does not make region-wide arts education policy recommendations. Rather, changes to arts education policies should be pursued at the state and local levels, based on state and local conditions and resources.

The data points in this survey can be used as indicators or characteristics with which to assess your own local arts education offerings:

- The level of access to arts classes and to other arts education programs.
- Whether arts instruction follows state and/or national standards, and whether it follows a sequential and ongoing curriculum.
- The qualifications of arts instructors and whether they have opportunities for arts-specific professional development.
- Understanding what resources are available for arts education.

For arts education in the region to measurably improve, it will take concerted, well-planned, organized, and coordinated efforts by parents, educators, policymakers, administrators, funders, and advocates working at the school, district, and state levels. But starting from a well-informed position can be the first step toward improving access to quality arts education in the South. We hope this study will allow those interested in quality arts education throughout the South Arts region to take that next step with greater confidence.

Suggestions for Taking the Data Further

This baseline study is the first effort in documenting current arts education access and quality in the nine-state region. In addition to the information in this document, all of the data have been processed and are available in spreadsheet, table and graph form at www.southarts.org/artseducation. We encourage readers to access this information in order to drill down further into the findings. A wide array of options exist to compare and contrast the findings to lead to additional areas of inquiry, identify needs and gaps, and inform program and policy development.

States and localities within the region can use the analysis in this report and the figures shared in the online data archive to help inform their policy decisions related to arts education, provide comparisons between their condition and other states or the region average, and suggest directions that they may want to take with their own arts education policies.

While comparisons state to state are easy to make, we suggest that a more actionable approach is to consider the factors within each state that have contributed to their current arts education status. Here we suggest a number of ways in which readers can use the online data to explore areas of interest to their own state and community.

Although this report does not delve into the details of state arts education policy, it is clear that efforts in arts education by the state departments of education and state arts agencies can have a major impact on access to quality arts education at the statewide level. Readers may correlate state responses with their state arts education policies by looking at http://www.aep-arts.org/research-policy/artsscan/.

Another policy implication to explore is the correlation between policy and resources that may create broader access to arts instruction and higher enrollment in arts classes at the elementary school level, while at the high school level may often offer more limited access, but instruction that is more likely to meet measures of quality.
Closing
As a critical element of a whole education, the availability and quality of arts education currently available to students in the South is widely variable. South Arts hopes to continue the conversation and explorations prompted by this study, as well as Arts Education in the South Phase II: Profiles of Quality. To be part of the conversation and receive updates on arts education research, visit www.southarts.org/artseducation and sign up for our arts education information list.


Appendix 1: Methodology, Respondents & Data

Methodology
For this research, South Arts worked with the state arts agency executive directors and arts education directors and officials at the state departments of education or departments of public instruction in our region, as well as our Arts Education Advisory committee to develop the preferred areas of inquiry, the list of questions, and the question language for the survey. We also reviewed arts education studies conducted by Western States Arts Federation (WESTAF) and others to inform our survey questions and methodology.

A survey was developed for each of the nine states in the South Arts region. While the survey language and content was mostly the same, some additional questions were included for some states (i.e., some states included creative writing and/or media arts as arts disciplines in their survey). South Arts designed and distributed the surveys for each state using SurveyMonkey™.

South Arts developed principal email lists in cooperation with each of our state arts agencies and each state’s department of education or department of public instruction, although the lists for a couple of states were purchased through a professional service.

Respondents
South Arts emailed the surveys to slightly more than 15,000 principals in the fall of 2012. 4,400 principals responded to the survey, representing schools with a total enrollment of 2.87 million students. That results in a response rate of approximately 29% for the region as a whole. Response rates within each state varied, from 16.3% at the lowest, to 45.2% at the most. Figure AP-1, below, presents the response rate for each state.

Of the respondents, 56% were elementary schools principals, 17% were middle school principals, and 21% were high school principals. 5% of the principals represented schools that did not easily fall under one of those school levels, such as K-12 schools or alternative schools. The average enrollment for respondent schools was 633 students, although this average varies by state and by school level.

Data
The data from the survey are available on the South Arts website at www.southarts.org/artseducation. The data is organized by the region in aggregate and by school level (elementary, middle, and high), and by each state in aggregate and by school level. For each of these 40 data sets, South Arts has divided the data into thematic sections – access, quality, instructors, resources and partners, and principal perspectives – and then by survey question within each thematic section. All of the data are available as a table and a bar graph on tabs within Excel spreadsheets. Middle school data include both elementary and high school national averages due to the variable nature of the actual grade levels in middle schools.

Questions about the survey process or methodology should be directed to Mollie Quinlan-Hayes, Deputy Director at South Arts at 404-201-7941 or mquinlanhayes@southarts.org.

Research Note: South Arts has worked in partnership with Southeast Center for Education in the Arts (SCEA) at the University of Tennessee-Chattanooga to develop follow-up research on the quality of arts education in the South. Funded in part by the National Endowment for the Arts (NEA) and our state arts agencies, this report has also been released in May 2014 and available at www.southarts.org/artseducation.
Figure AP-1

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Appendix 2: Survey Questions

The survey questions below were included in each state’s survey, except for those questions noted otherwise, including additional subject areas such as media arts and creative writing. While demographic and test score data was collected in the survey process, that data was not analyzed for the purposes of this report. Demographic and test score data may be utilized in future research or reports.

1. What is the name of your school?

2. What is the name of the school district in which your school is located?

3. Please enter your Zip Code.

4. What is the total number of students enrolled at your school?
   School enrollment:

5. What identifier most accurately describes your school?
   Elementary School
   Middle School
   High School
   Other
   For other, please specify type of school:

6. What form does arts education take at your school? (mark all that apply)
   Visual art classes
   Dance classes
   Music classes
   Theatre classes
   Creative writing classes†
   Media arts classes‡
   Arts integration in other content areas
   Programs by teaching artists
   After school arts programs
   Programs by visiting artists
   Field trips to arts programs
   Programs by community arts organizations
   Arts in gifted and/or talented programs
   We do not offer arts education at our school
   Other
   For other, please specify:

7. What is the total number of students in your school who are enrolled in the following subject areas?
   Visual art
   Dance
   Music
   Theatre
   Creative writing†
   Media arts‡
8. How many minutes does each student enrolled in the following subject areas spend studying the subject each week?
   Visual art
   Dance
   Music
   Theatre
   Creative writing†
   Media arts‡

9. For students enrolled in the following arts subject areas, on average how many weeks in a year do they spend studying the subject?§
   Visual Arts
   Dance
   Music
   Theatre

10. Does your school's instruction in the following subject areas follow a sequential and ongoing curriculum? (mark all that apply)
   Visual art - Yes No Not Applicable
   Dance - Yes No Not Applicable
   Music - Yes No Not Applicable
   Theatre - Yes No Not Applicable
   Creative writing† - Yes No Not Applicable
   Media arts‡ - Yes No Not Applicable

11. Is your school's instruction in the following subject areas aligned with state standards? (mark all that apply)
   Visual art - Yes No Not Applicable
   Dance - Yes No Not Applicable
   Music - Yes No Not Applicable
   Theatre - Yes No Not Applicable
   Creative writing† - Yes No Not Applicable
   Media arts‡ - Yes No Not Applicable

12. Is your school's instruction in the following subject areas aligned with national standards? (mark all that apply)
   Visual art - Yes No Not Applicable
   Dance - Yes No Not Applicable
   Music - Yes No Not Applicable
   Theatre - Yes No Not Applicable
   Creative writing† - Yes No Not Applicable
   Media arts‡ - Yes No Not Applicable

13. Is your school's instruction in the following subject areas taught by certified/licensed and/or endorsed specialists? (mark all that apply)
   Visual art - Yes No Not Applicable
   Dance - Yes No Not Applicable
   Music - Yes No Not Applicable
   Theatre - Yes No Not Applicable
   Creative writing† - Yes No Not Applicable
   Media arts‡ - Yes No Not Applicable
14. Which qualifications best describe the persons responsible for arts instruction? (mark all that apply)

Visual Art
Specialists with a college degree in the art form
Classroom teachers with arts-primary assignments
Paraprofessionals or prep-time specialists
Volunteers/parents with arts interest or experience
Artists

Dance
Specialists with a college degree in the art form
Classroom teachers with arts-primary assignments
Paraprofessionals or prep-time specialists
Volunteers/parents with arts interest or experience
Artists

Music
Specialists with a college degree in the art form
Classroom teachers with arts-primary assignments
Paraprofessionals or prep-time specialists
Volunteers/parents with arts interest or experience
Artists

Theatre
Specialists with a college degree in the art form
Classroom teachers with arts-primary assignments
Paraprofessionals or prep-time specialists
Volunteers/parents with arts interest or experience
Artists

Other (please specify)

15. Have the persons responsible for arts instruction participated in arts-specific professional development?
   Yes
   No
   Not Applicable

16. How frequently do the persons responsible for arts instruction participate in arts-specific professional development?
   Every year
   Every other year
   Once every few years
   Once every five years
   Once every ten years
   Once in their career
   Other
17. Which professional development activities specific to their respective art forms have your school’s arts specialists participated in during the last year? (mark all that apply)
   School workshops
   District workshops
   University/community college workshops
   National conferences
   State arts council/commission workshops
   State department of education/office of public instruction workshops
   Instruction or mentoring from professional artists
   Workshops offered by arts organizations
   Other (please specify)

18. What form does instruction in creative thinking - inventing, imagination, thinking "outside the box," or problem solving - take at your school? (mark all that apply)
   ♯ Classes that promote creative thinking, such as arts classes
   Integration of creative thinking in the core curriculum
   Integration of creative thinking into some curriculum
   Creative thinking programs in the classroom, such as teaching artists
   After school programs centered in creative thinking
   Creative thinking programs presented by community organizations
   Gifted and/or talented programs
   Creative thinking workshops, such as brainstorming activities, games that stimulate creativity, and games that would stimulate self-knowledge
   We do not offer this type of instruction at our school
   I don't know
   Other

19. Did your school receive money for arts education from any of the following sources in the last year? (mark all that apply)
   PTA/PTO
   State Department of Education
   Grants from the state arts council/commission
   Local arts councils
   Foundations
   Individual contributions (parents, grandparents)
   Businesses
   Other grants
   District
   Transfer of funds within school budget
   Fund raisers specifically for the arts
   In-kind donations
   None of the above
   Other (please specify)
20. Did your school spend, or do you plan to spend, money for any of the following arts programs? (mark all that apply)
   - Arts field trips
   - Arts assemblies
   - Hiring professional artists and/or touring companies
   - Arts materials, supplies, equipment, and/or instruments
   - Release time, collaborative learning time
   - Professional development for teachers in the arts
   - To hire full-time arts specialist(s)
   - To hire part-time arts specialist(s)
   - Development of sequential arts curriculum
   - None of the above
   - Other (please specify)

21. Has your school received arts education programming (i.e. artist residencies, field trips, etc.) through a relationship with one or more local or regional arts organizations or a college or university?
   - Yes
   - No
   - I don't know

22. Please provide the name of the organization(s) and indicate whether the collaboration is a single-year or multi-year initiative.
   - Single-year initiatives
   - Multiple-year initiatives

23. Does your school have a partnership or collaboration (to which the school dedicates financial and/or staff resources) with artists, arts companies, cultural organizations, a college, or university that helps meet the school/district arts education goals?
   - Yes
   - No
   - I don't know

24. Please provide the name of the organization(s) and indicate whether the collaboration is a single-year or multi-year initiative.
   - Single-year initiatives
   - Multi-year initiatives

25. Who makes the decisions for your school regarding arts education, arts programs, and arts enrichment? (mark all that apply)
   - School board
   - Superintendent
   - District arts coordinator
   - Principal
   - Curriculum director
   - Arts teachers
   - Other (please specify)
26. What are your school's greatest obstacles to providing arts education? (please rank your school's top THREE obstacles)
   Competing priorities (e.g., testing, remediation)
   Time in the school
   Insufficient space/facilities
   Insufficient personnel
   Insufficient community resources
   Budget constraints
   Lack of information on available programs
   No obstacles
   Other (please specify)

27. What are the barriers that prevent your school's students from traveling outside of the school building for an arts exhibition, performance, or other arts program? (mark all that apply)
   Time out of the school day
   Transportation costs
   Event/activity admission fees
   Restrictive travel policy††
   No barriers
   Other (please specify)

28. What would be most helpful to improve learning in the arts at your school? (please rank your school's top THREE factors)
   Availability of arts content standards
   Availability of arts supplies or equipment (for any arts discipline)
   Availability of curriculum materials (textbooks)
   Certified specialist for teaching visual art, dance, music, theatre, or creative writing
   Change in school board and/or administrative policies and procedures
   District arts coordinator
   Facilities and classroom space
   Increased funding for community and state arts organizations that support school arts programs‡‡
   More flexibility in scheduling
   Planning time with other teachers
   Professional development opportunities in the arts
   Training for classroom teachers in arts education
   Training in integrating the arts into other subjects
   Other (please specify)

29. For the most recently completed school year, what percentage of (appropriate elementary school grade level inserted for each state) grade students at your school scored at least the end-of-grade minimum required on the (appropriate standardized test acronym[s] inserted for each state) for the following subject areas?
   % passing (appropriate standardized test acronym inserted for each state) Reading Comprehension
   % passing (appropriate standardized test acronym inserted for each state) Mathematics
   % passing (appropriate standardized test acronym inserted for each state) Science
30. For the most recently completed school year, what percentage of (appropriate middle school grade level inserted for each state) grade students at your school scored at least the end-of-grade minimum required on the (appropriate standardized test acronym inserted for each state) and what percentage of (appropriate middle school grade level inserted for each state) grade students scored at least the end-of-grade minimum required on the (appropriate standardized test acronym inserted for each state)?
  % passing (appropriate standardized test acronym inserted for each state) Reading Comprehension
  % passing (appropriate standardized test acronym inserted for each state) Mathematics
  % passing (appropriate standardized test acronym inserted for each state) Science

31. For the most recently completed school year, what were the following average SAT scores for your school?
  Average SAT Math Score
  Average SAT Reading Score
  Average SAT Writing Score

32. For the most recently completed school year, what were the average ACT scores for your school?
  Average ACT Composite Score
  Average ACT English Score
  Average ACT Mathematics Score
  Average ACT Reading Score
  Average ACT Science Score
  Average ACT Writing Score

33. For the most recently completed school year, what was the graduation rate for students enrolled at your school?
  Graduation rate:

34. For your school's most recent graduating class, what was the total dollar amount for scholarships awarded to students for post-secondary education (college, university, etc.)? $§
  Total dollar amount:  $

35. What percentage of students enrolled at your school claim each of the following ethnic backgrounds?
  % African American or Black
  % Caucasian or White
  % Hispanic American or Latino
  % Asian American or Asian
  % Native American or Pacific Islander
  % With more than one ethnic background
  % Other

36. What percentage of the students enrolled in your school are eligible for free and reduced meals?
  % of students eligible for free and reduced meals

37. What is the population density classification for the area where your school is located?
  Urban
  Suburban
  Rural

38. Additional comments about arts education at your school:
† - Creative writing was included as an arts subject area in the surveys for Alabama, Georgia, Kentucky, and South Carolina.

‡ - Media arts was included as an arts subject area in the surveys for Mississippi and South Carolina.

§ - This question was included only in the survey for North Carolina.

µ - This question was included only in the survey for Florida.

♯ - This question was included only in the survey for Florida.

◊ - This option was included only in the surveys for North Carolina and South Carolina.

†† - This option was included only in the survey for South Carolina.

‡‡ - In the Mississippi survey, this answer option was split into two options:
   Increased funding for community organizations that support school arts programs
   Increased funding for Mississippi Arts Commission arts in education programs

 §§ - This question was included only in the survey for Alabama.
Appendix 3: National and State Standards

National Standards for Arts Education

Standards for arts education are voluntary standards which define what every K-12 student should know and be able to do in the arts. The national standards were developed by the Consortium of National Arts Education Associations, while many states have adopted early learning or pre-K and/or elementary and/or secondary arts education standards.

Courtesy of: The Kennedy Center ARTSEDGE
Dance, Music, Theatre, Visual Arts Education, K-12

State Standards for Arts Education

Alabama
Alabama State Department of Education
Alabama Performance Standards
Dance, Music, Theatre and Visual Arts Education, K-12

Florida
Florida Department of Education
Florida Performance Standards
NGSSS- Next Generation Sunshine State Standards
Dance, Music, Theatre and Visual Arts Education, K-12

Georgia
Georgia Department of Education
Georgia Performance Standards in Dance Education, K-12
Georgia Performance Standards in Music Education, K-12
Georgia Performance Standards in Theatre Education, K-12
Georgia Performance Standards in Visual Arts Education, K-12

Kentucky
Kentucky Department of Education
Kentucky Performance Standards in Arts and Humanities
Dance, Music, Theatre and Visual Arts, K-12

Louisiana
Louisiana Department of Education
Louisiana Performance Standards
Dance, Music, Theatre and Visual Arts Education, K-12

Mississippi
Mississippi Department of Education
Mississippi Performance Standards
Dance, Music, Theatre and Visual Arts Education, K-12
North Carolina
North Carolina Department of Public Instruction
North Carolina Performance Standards
Dance, Music, Theatre and Visual Arts Education, K-12

South Carolina
South Carolina Department of Education
South Carolina Performance Standards in Visual and Performing Arts Education
Dance, Music, Theatre and Visual Arts, K-12

Tennessee
Tennessee Department of Education
Tennessee Performance Standards
Dance, Music, Theatre and Visual Arts Education, K-12
Glossary

While definitions were not included in the surveys delivered to principals, for the purposes of clarity and to make this report useful to the broadest audience possible, we are providing generally-accepted definitions for selected terms in the field of arts education.

**Arts**
Generally, one of four academic subject areas taught in K-12 schools – visual art, dance, music, and theatre. May also include media arts and/or creative writing, depending on how the arts are defined by the state department of education, the district, and/or the school.

**Arts Education**
The arts taught as an academic subject within a formal learning structure.

**Arts Classes**
Courses offered in various arts disciplines, including visual art, dance, music, and theatre for all states, and creative writing and/or media arts in the states that requested the inclusion of those subject areas in the survey.

**Arts Integration**
As defined by the Kennedy Center, arts integration is "an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject and meets evolving objectives in both.” The President’s Committee on the Arts and the Humanities defines arts integration as: “the practice of using arts strategies to build skills and teach classroom subjects across different disciplines, including reading, math, science, and social studies. In recent years, it has formed the basis for several successful school reform initiatives, and has generated a lot of enthusiasm from classroom teachers, school administrators and policy researchers for its ability to increase student engagement and overall learning.”

**Arts Instructors or Arts Teachers**
For the purposes of the survey and this report, the phrases “arts instructors” and “arts teachers” refer to all individuals delivering arts instruction, including arts specialists, classroom teachers, paraprofessionals, artists, and volunteers.

**Arts Specialists**
As defined by the President’s Committee on the Arts and the Humanities: “Art specialists (sometimes called arts education specialists) are professionals certified and qualified to teach in the various arts disciplines in the K-12 setting. Their preparation includes child development, pedagogy, and classroom management, in addition to training in their art form.”

**National Standards**
As defined by the Kennedy Center ARTSEDGE: “Standards for arts education are voluntary standards which define what every K-12 student should know and be able to do in the arts.” The national standards were developed by the Consortium of National Arts Education Associations.

**State Standards**
As defined by the Kennedy Center ARTSEDGE: “Standards for arts education are voluntary standards which define what every K-12 student should know and be able to do in the arts.” Many states have adopted early learning or pre-K and/or elementary and/or secondary arts education standards.
Teaching Artists
As defined by the President’s Committee on the Arts and the Humanities: “Teaching artists are professional working artists who also teach in schools. They serve to both supplement uneven arts offerings and to provide short or long term instruction, bringing with them real world experiences and often project-based learning.”
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