Tennessee: Aggregate Data

Tennessee data are drawn from the results of a voluntary survey of public elementary, middle and high school principals. For Tennessee, 417 survey responses were received, a response rate of 25.5% of all K-12 public schools in the state. All of these data, as well as additional tables and graphs, are available at www.southarts.org/artseducation. A list of the questions asked, including demographic categories, is incorporated in an Appendix to this report.

Access
Schools in Tennessee responding to the survey provide greater access to classes in visual art and music than the regional average, based on responding schools, but slightly less access to classes in dance and theatre than the regional average. Classes in visual art are available in 76% of these schools, dance in 5%, music in 85%, and theatre in 18%. This compares to the regional average of 71%, 14%, 80%, and 22%, respectively. Compared to the national average,1 responding Tennessee schools offer less access to classes in visual art and music. The comparison to national averages is mixed for dance and theatre classes depending on the school level. [Fig. TN-1]

Among responding schools where arts classes are available, the average percentage of Tennessee students enrolled in visual art (73%) and music (72%) classes exceeds the regional average (61% and 62%, respectively), while the percentage enrolled in dance (26%) and theatre (25%) is very close to the regional average (28% and 23%, respectively). Tennessee students in responding schools spend fewer minutes in arts classes each week in visual art (121), dance (121), and music (116) when compared to the regional average (134, 155, and 137, respectively). In theatre, however, Tennessee students spend 216 minutes in class during the week which is greater than the regional average of 194.

Tennessee schools that responded offer additional arts education programs for their students, including arts field trips (46%), arts integration (29%), after school programs (26%), visiting artist programs (17%), and community arts programs (16%).

Quality
Arts instruction in visual art and music in responding Tennessee schools generally exceeds the regional average for measures of quality such as arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by certified arts specialists. For instruction in dance and theatre, these schools are generally within a few percentage points of the regional average for all four measures.

Instructors
In responding schools, a higher percentage of Tennessee arts instructors in visual arts (88%) and music (93%) are certified arts specialists than the regional average (74% and 81%, respectively). Tennessee arts instructors in these schools in dance and theatre, however, have a broader mix of qualifications, including certified specialists (33% and 47%), classroom teachers with arts-primary assignments (20% and 28%), paraprofessionals (9% and 4%), volunteers or parents with arts interest or experience (11%  

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and 9%), and artists (38% and 19%) [Fig. TN-2].

Arts instructors in Tennessee schools that responded participate in arts-specific professional development at a rate of 93%. These professional development activities include district workshops (80%), workshops by arts organizations (49%), college or university workshops (46%), school workshops (39%), state arts commission workshops (35%), national conferences (25%), and instruction or mentoring by artists (23%).

**Resources and Partners**

Tennessee schools responding to the survey receive arts education funding from the district (44%), PTA/PTO (32%), arts fund raisers (27%), the school budget (25%), individual contributions (22%), and state arts commission grants (20%). These schools spend arts education funds on arts supplies and equipment (69%), arts field trips (49%), arts instructor professional development (35%), arts assemblies (26%), and release time (23%).

**Principal Perspectives**

The main obstacles to providing arts education that responding Tennessee principals identified were budget constraints (69%), competing priorities (57%), and time in the school day (51%). In turn, they identified helpful factors to improve arts learning – increased arts education funding for community and state arts organizations (48%), arts supplies or equipment (36%), more flexibility in scheduling (33%), and arts integration training (32%).

**Figure TN-1**

*Responding Tennessee Schools with Access to Arts Classes*

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.
Tennessee: Elementary School Data

Access
A higher percentage of Tennessee elementary schools responding to the survey offer classes in visual art (74%) and music (87%) than the regional average (69% and 79%, respectively), but fewer than the national average (83% and 94%, respectively). A lower percentage of these elementary schools offer classes in dance (2%) and theatre (3%), than the regional average (11% and 9%, respectively) and the national average (3% and 4%, respectively) [Fig. TN-3].

Among responding Tennessee elementary schools with arts classes, 100% of students are enrolled in visual art classes and music classes, which is slightly higher than the regional average. For responding schools, a lower percentage of students are enrolled in dance (41%) and theatre (21%) than the regional average of 48% and 40%, respectively. The average number of minutes that these students spend in arts classes each week is lower than the regional average, based on responses, for all four arts disciplines.

Tennessee elementary schools responding to the survey offer a variety of other arts education programs, including arts field trips (48%), arts integration (36%), after school programs (25%), and visiting artist programs (20%).

Quality
Based on four measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by a certified arts specialist – Tennessee elementary schools that responded exceed the regional average across all four measures in both visual art and music. For dance, these schools are below the regional average for arts instruction following a sequential and ongoing curriculum and following state standards, but are above the regional average for following national standards and arts instruction taught by a certified specialist. For theatre, these schools fall below the regional average for all four measures.

Instructors
Tennessee elementary schools responding to the survey exceed the regional average for percentage of schools with a certified arts specialist in visual art (90%) and music (95%). In dance and theatre, arts instruction is provided by teachers with a variety of qualifications. In these Tennessee schools, dance instructors include arts specialists (26%), classroom teachers with arts-primary assignments (17%), paraprofessionals (9%), volunteers or parents (14%), and artists (46%). For theatre, instructors include arts specialists (11%), classroom teachers (19%), paraprofessionals (7%), volunteers or parents (19%), and artists (48%) [Fig.TN-4].

Among responding Tennessee elementary schools, 93% have arts instructors who participate in arts-specific professional development. These professional development activities include district workshops (86%), workshops by arts organizations (47%), school workshops (37%), college or university workshops (37%), and state arts commission workshops (33%).

Resources and Partners
Tennessee elementary schools that responded to the survey receive arts education funding from a variety of sources, including the district (42%), the PTA/PTO (39%), state arts commission grants (25%), and the school budget (22%). These schools spend arts education funds on arts supplies and equipment (69%), arts field trips (48%), arts instructor professional development (35%), arts assemblies (28%), and release time (23%).

Principal Perspectives
Principals at responding Tennessee elementary schools identified three main obstacles to providing arts education – budget constraints
(65%), time in the school day (58%), and competing priorities (57%). In turn, they identified several helpful factors to improve arts learning: increased arts education funding for community and state arts organizations (49%), training in arts integration (37%), more flexibility in scheduling (32%), arts supplies or equipment (27%), and certified arts specialists (23%).

Figure TN-3

Responding Tennessee Elementary Schools with Access to Arts Classes

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

Access
Tennessee middle schools responding to the survey are very close to the regional average for access to arts classes in visual art (72% of schools compared to 73%), and music (85% to 84%). The state average is lower than the regional average for responding schools, however, in dance (2% compared to 13%), and theatre (16% to 26%) [Fig. TN-5].

In responding schools where arts classes are available, the average percentage of Tennessee students enrolled in arts classes is higher than the regional average in visual art (73% compared to 39%), music (61% to 39%), and theatre (52% to 22%), but lower in dance (8% to 20%). The average number of minutes that students in these schools spend in arts classes each week is lower than the regional average in visual art, dance, and music, but higher than the regional average in theatre.

Middle schools in Tennessee that responded provide access to other arts education programs, including after school programs (38%), arts field trips (36%), arts integration (13%), and community arts programs (10%).

Quality
As a percentage, responding Tennessee middle schools meet or exceed the regional average across all four arts disciplines for three of four measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following national standards, and arts instruction taught by a certified arts specialist. A lower percentage of these schools have arts instruction that follows state standards than the regional average for all four arts disciplines.

Instructors
Tennessee middle schools responding to the survey are more likely than the regional average to have a certified arts specialist responsible for arts instruction in visual art (93% of schools compared to 82%), music (91% to 86%), and theatre (70% to 58%). Meanwhile, dance instruction in these middle schools is taught by instructors with a variety of qualifications – certified arts specialists (20%), classroom teachers with arts-primary assignments (20%), paraprofessionals or prep-time specialists (40%), and artists (20%) [Fig. TN-6].

Approximately 89% of responding Tennessee middle schools with arts classes have arts instructors who participate in arts-specific professional development. Their professional development activities include district workshops (69%), college or university workshops (50%), workshops by arts organizations (40%), school workshops (31%), national conferences (21%), and state arts commission workshops (21%).

Resources and Partners
Middle schools in Tennessee responding to the survey receive arts education funding from a variety of sources, including the school budget (45%), arts fund raisers (30%), in-kind donations (25%), and businesses (21%). They spend arts education funds on arts supplies and equipment (64%), arts field trips (43%), arts instructor professional development (32%), and release time (21%).

Principal Perspectives
Responding principals at Tennessee middle schools identified four main obstacles to providing arts education – budget constraints (76%), competing priorities (56%), time in the school day (49%), and insufficient personnel (26%). In turn, they also identified as helpful factors to improve arts learning at the school: increased arts education funding for community and state arts organizations (58%), arts supplies or equipment (48%), more flexibility in scheduling (37%), arts integration training (23%), and certified arts specialists (21%).
Figure TN-5

Responding Tennessee Middle Schools with Access to Arts Classes

Middle School Arts Instructor Qualifications in Responding Schools

- Visual Art Certified arts specialists with a college degree in the art form
- Visual Art Classroom teachers with arts-primary assignments
- Visual Art Paraprofs or prep-time specialists
- Visual Art Volunteers/ parents with arts interest or experience
- Visual Art Artists
- Dance Certified arts specialists with a college degree in the art form
- Dance Classroom teachers with arts-primary assignments
- Dance Paraprofs or prep-time specialists
- Dance Volunteers/ parents with arts interest or experience
- Dance Artists
- Music Certified arts specialists with a college degree in the art form
- Music Classroom teachers with arts-primary assignments
- Music Paraprofs or prep-time specialists
- Music Volunteers/ parents with arts interest or experience
- Music Artists
- Theatre Certified arts specialists with a college degree in the art form
- Theatre Classroom teachers with arts-primary assignments
- Theatre Paraprofs or prep-time specialists
- Theatre Volunteers/ parents with arts interest or experience
- Theatre Artists

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

Access
Access to arts classes in Tennessee high schools responding to the survey exceeds the regional average in visual art (88% of schools compared to 82%), music (86% to 83%), and theatre (69% to 57%), but falls below the regional average for responding schools in dance (14% to 22%) [Fig. TN-7].

Among schools with arts classes, the average percentage of students in responding high schools who are enrolled in arts classes is higher than the regional average in visual art (22% compared to 19%), dance (11% to 8%), music (26% to 18%), and theatre (13% to 10%). The average number of minutes that students in responding Tennessee high schools spend in arts classes each week slightly exceeds the regional average for visual art, music, and theatre, but falls below the regional average in dance.

Responding Tennessee high schools provide access to other arts education programs, including arts field trips (54%), arts integration (24%), after school programs (22%), visiting artist programs (21%), and community arts programs (19%).

Quality
Compared across four measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by certified arts specialists – Tennessee high schools that responded to the survey generally exceed the regional average across all four measures in visual art, music, and theatre. In dance, they exceed the regional average for arts instruction following a sequential and ongoing curriculum and for arts instruction following state standards, but fall below the regional average for arts instruction following national standards and instruction taught by a certified arts specialist.

Instructors
A greater percentage of responding high schools in Tennessee have certified arts specialists responsible for arts instruction than the regional average in visual art (82% compared to 76%) and music (90% to 79%). In dance, the percentage of certified arts specialists among these schools is the same as the regional average (54%). And in theatre, the percentage of responding Tennessee high schools with certified arts specialists responsible for instruction is slightly below the regional average (64% to 66%) [Fig. TN-8].

Among responding Tennessee high schools with arts classes, 97% have arts instructors who participate in arts-specific professional development. Those professional development activities include college or university workshops (71%), district workshops (70%), workshops by arts organizations (65%), state arts commission workshops (52%), school workshops (49%), instruction or mentoring by artists (40%), national conferences (40%), and state department of education workshops (24%).

Resources and Partners
Tennessee high schools that responded to the survey receive arts education funding from a variety of sources, including arts fund raisers (60%), the district (54%), individual contributions (40%), the school budget (31%), and the PTA/PTO (25%). These schools spend arts education funds on arts supplies and equipment (77%), arts field trips (55%), arts instructor professional development (42%), release time (28%), and arts assemblies (26%).

Principal Perspectives
Responding principals at Tennessee high schools identified two primary and three secondary obstacles to providing arts education – budget constraints (80%), competing priorities (59%), insufficient space or facilities (35%), time in the school day (29%), and insufficient personnel (23%). They also identified helpful factors to improve arts learning: arts supplies or equipment (57%), increased arts education funding for community and state arts organizations (40%), more flexibility in scheduling (32%), facilities and classroom space (29%), professional development opportunities in the arts (26%), and arts integration training (22%).
Figure TN-7

Responding Tennessee High Schools with Access to Arts Classes

High School Arts Instructor Qualifications in Responding Schools

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