



# ARTS EDUCATION IN GEORGIA

Public School Data and  
Principal Perspectives

Full Report



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Principal Perspectives

Full Report

A Georgia Council for the Arts Publication  
by Allen Bell

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## Acknowledgments

First and foremost, Georgia Council for the Arts (GCA) owes a debt of gratitude to South Arts, a nine-state regional arts organization, for developing the original arts education data set based on surveys of principals in their nine-state region – Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee. Without this data set, and the willingness of South Arts to share it, this research would not have been possible.

GCA would like to acknowledge the ongoing encouragement and support from the Georgia Department of Economic Development (GDEcD), especially Commissioner Chris Carr, COO Pat Wilson, and CFO John Moffatt. Our arts agency has been part of GDEcD for several years now, and being part of the department has given our agency a fresh start and renewed energy.

We want to thank the GCA Advisory Board and the Governor’s Arts Learning Task Force members for their ongoing leadership and guidance.

In addition, the staff members of GCA have contributed to this work in ways large and small. They are Karen Paty, Executive Director; Tina Lilly, Grants Program Manager; Marva Swanson, Database Manager; and Allen Bell, Arts Education Manager. Allen is the primary researcher, analyst, and author for this report.

We would like to show our appreciation for our GDEcD colleagues. In particular Sheldon Brevett, Graphic Production Artist, who contributed his talents designing this report; Hannah Bowles, Project Analyst, for simplifying the geographical data; and Emily Murray, Communications Specialist, for providing her editorial and promotional expertise to GCA.

We owe a debt of gratitude to the outside readers who contributed their time to improve this report. Because of their efforts this document is much improved.

We want to thank the Georgia public school principals who completed the survey. Without their time and efforts, there would not be a data set to analyze and share.

We want to recognize the daily energy and commitment of arts instructors, teaching artists, fine arts coordinators, and administrators who make arts education in Georgia possible.

And we would like to acknowledge in advance those who will use this report to promote the cause of arts education in Georgia. This research will not have the impact that we all hope for without your continuing commitment and support.



*Sagwan Owl Eyes*

*There are called "Sagwan" in Japan. The Sagwan Scree Owl and the Brown Head Owl are two types of owls indigenous to Japan and around their art pieces. The Scree Owl has small ear tufts and bright colorful eyes that give it its characteristic beauty and essence. The Brown Head Owl has a round head with no ear tufts. This owl has bright eyes with dark circles similar to the Sagwan Scree Owl. Both are nocturnal and are found in Japanese folklore. Students were inspired by these Japanese owl eyes. The students used simple graphics to recreate their own interpretation of the unique but beautiful design of the owl.*



# Introduction

## Context

One tool available to help address Georgia's education challenges is arts education. Recent research has demonstrated the benefits of arts education in a number of areas, including graduation rates, student engagement, brain development, academic achievement, attendance, creativity, 21st century skills, and workforce development.<sup>1</sup>

There are numerous examples of arts magnet schools which have the highest performing students in the state and the nation.<sup>2</sup> At the same time, there are regional examples of whole school reform models, based on arts integration, which are implemented by schools that have experienced significant improvements. And there are still other examples of state arts education programs that have resulted in better attendance, deeper student engagement, higher test scores, higher graduation rates, and higher academic achievement.<sup>3</sup>

While the potential and importance of arts education has been clearly established, until recently no one has created benchmark data about the availability of arts education in Georgia.

From 2012-2014, South Arts developed arts education data at the state and regional levels. This report relies on the data set they created. The original analysis of the data by South Arts, however, was relatively brief. This study takes that data and provides a much deeper analysis of arts education in Georgia.

## The Study

*Arts Education in Georgia: Public School Data and Principal Perspectives* relies on voluntary survey data collected by South Arts from responding K-12 public school principals in a nine-state region, including Georgia, during the 2012-2013 school year. The analysis in this report is based on information provided by the schools that responded to the survey.

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1. 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.

2. 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.

3. This includes the Whole Schools Initiative managed by the Mississippi Arts Commission and A+ Schools managed by the North Carolina Arts Council. The impact of these programs is documented in Corbett, et al, "The Arts are an 'R' Too," Mississippi Arts Commission, 2013, and Corbett, et al, "The A+ schools program: School, community, teacher, and student effects", Thomas S. Kenan Institute for the Arts, 2001. See also, "Changing Tennessee Schools Through Arts Integration," Tennessee Arts Commission, 2011.



This is the case for all three measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and/or national standards, and arts instruction taught by certified arts specialists.

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

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

On average, the greatest source of funding for arts education at responding schools is the district, followed by arts fundraisers, the PTA/PTO, school budgets, and individual contributions. Most responding schools spend arts education funds on arts supplies and equipment, and on arts field trips. About one-third of responding schools spend funds on arts instructor professional development and arts assemblies.

More than three-fourths of responding principals identified budget constraints as one of their three greatest obstacles to providing arts education, while more than half singled out competing priorities as a major obstacle. Two-fifths of principals identified lack of time in the school day as an obstacle, and almost a quarter marked insufficient personnel.

Three-fifths of responding principals identified increased funding for community and state arts organizations that support school arts programs as a factor that would be helpful to improve arts learning

at their school. Meanwhile, more than two-fifths also identified the availability of arts supplies and equipment, a third marked training in arts integration, one-fifth highlighted a certified specialist for teaching the arts, and one-fifth identified flexibility in scheduling as helpful factors to improve arts learning at their schools.

## The Report

What follows is an analysis of the arts education survey data for responding schools in Georgia. Again, the data is analyzed for all responding Georgia public schools in aggregate, and then for each school level – elementary, middle, and high. Following the data analysis is a brief conclusion which articulates major findings and recommendations.

All of the data analyzed in this report, including the state and school level breakdowns, is available on the South Arts website at [www.southarts.org/artseducation](http://www.southarts.org/artseducation).

This report compiles data from voluntary self-responding principals at public schools throughout the state. Because the survey methodology did not result in a response rate of 100% of all public schools in Georgia, it is possible that reporting gaps (geographic, economic, demographic, school level, etc.) exist which may require further research and exploration. We feel confident, however, that the analysis presented in this report is generally reflective of arts education at public schools in the state.

Finally, the intent of this report is to be useful and impactful to those engaged in arts education. We ask readers to share it and put it to work within your agencies and departments, with statewide arts education organizations, with school boards, superintendents, principals, arts instructors, parents, artists, legislators, and advocates to improve access to quality arts education in Georgia.



# Arts Education in Georgia Public Schools

## Access to Arts Instruction in Georgia Public Schools

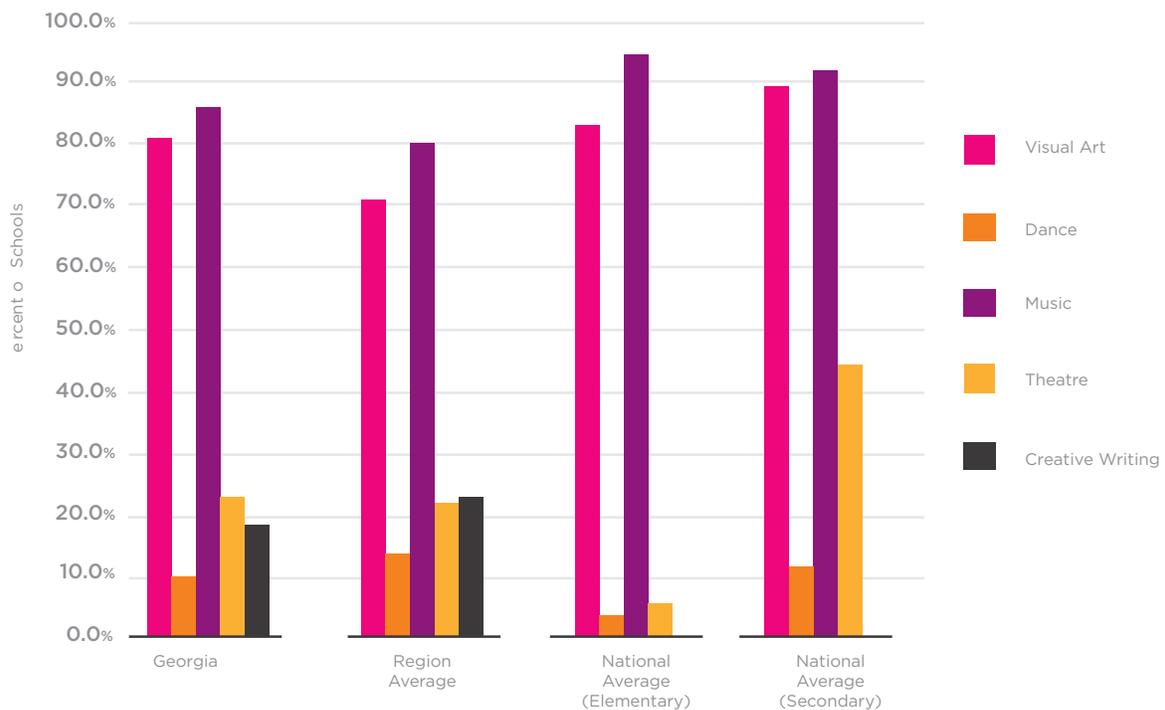
Georgia public schools responding to the survey provide greater access to visual art (81%) and music (87%) classes than the regional average (71% and 80%, respectively). In the disciplines of dance (11%) and theatre (24%), Georgia public schools come close to meeting the regional average in dance (14%) and exceed the regional average in theatre (22%). In creative writing, the state is below the regional average (19% compared to 22%).

National averages for visual art, music, theatre, and dance classes at the elementary and secondary

levels are provided in Figure 1, however they are not compared to the total Georgia public school figures in this analysis. Those comparisons are made in the appropriate elementary and high schools sections of this report.

Among Georgia public schools, 67% offer classes in both visual art and music. Only 3% of Georgia public schools offer classes in all five arts subject areas – visual art, music, theatre, dance, and creative writing. Approximately 4% of Georgia public schools offer no arts education.

**Georgia Public Schools with Access to Arts Classes**



**Figure 1**

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. \* The region average for Creative Writing is only made up of data from the four states which included the subject area in their survey - AL, GA, KY, and SC.

## Visual Art Instruction and Enrollment in Georgia Public Schools

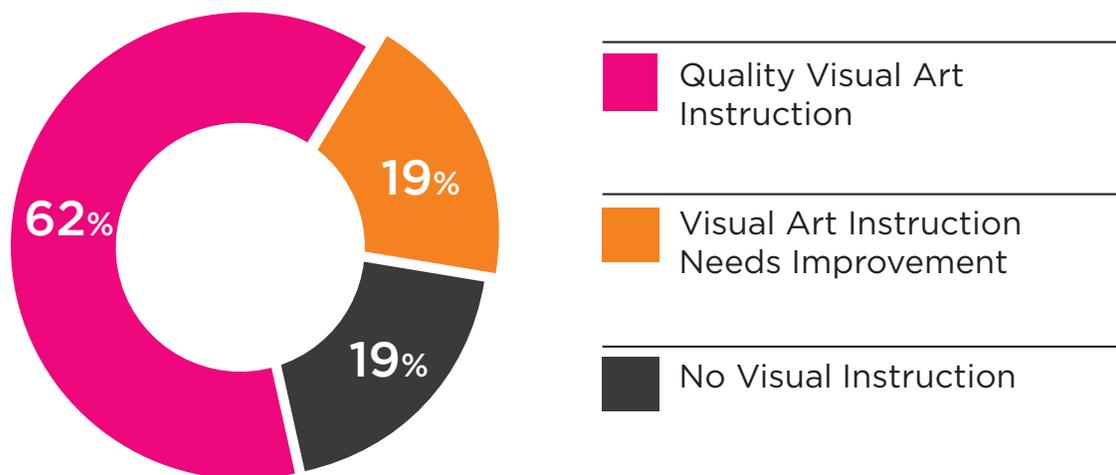
Among Georgia public schools, 81% offer visual art instruction. Of those schools:

- 90% have visual art instruction that follows a sequential and ongoing curriculum.
- 97% have visual art instruction that follows state standards.
- 82% have visual art instruction that follows national standards.
- 95% have visual art instruction that is taught by arts specialists.

A total of 62% of Georgia public schools offer visual art instruction that meets all three measures of quality (sequential and ongoing curriculum, following state or national standards, and instruction taught by specialists).

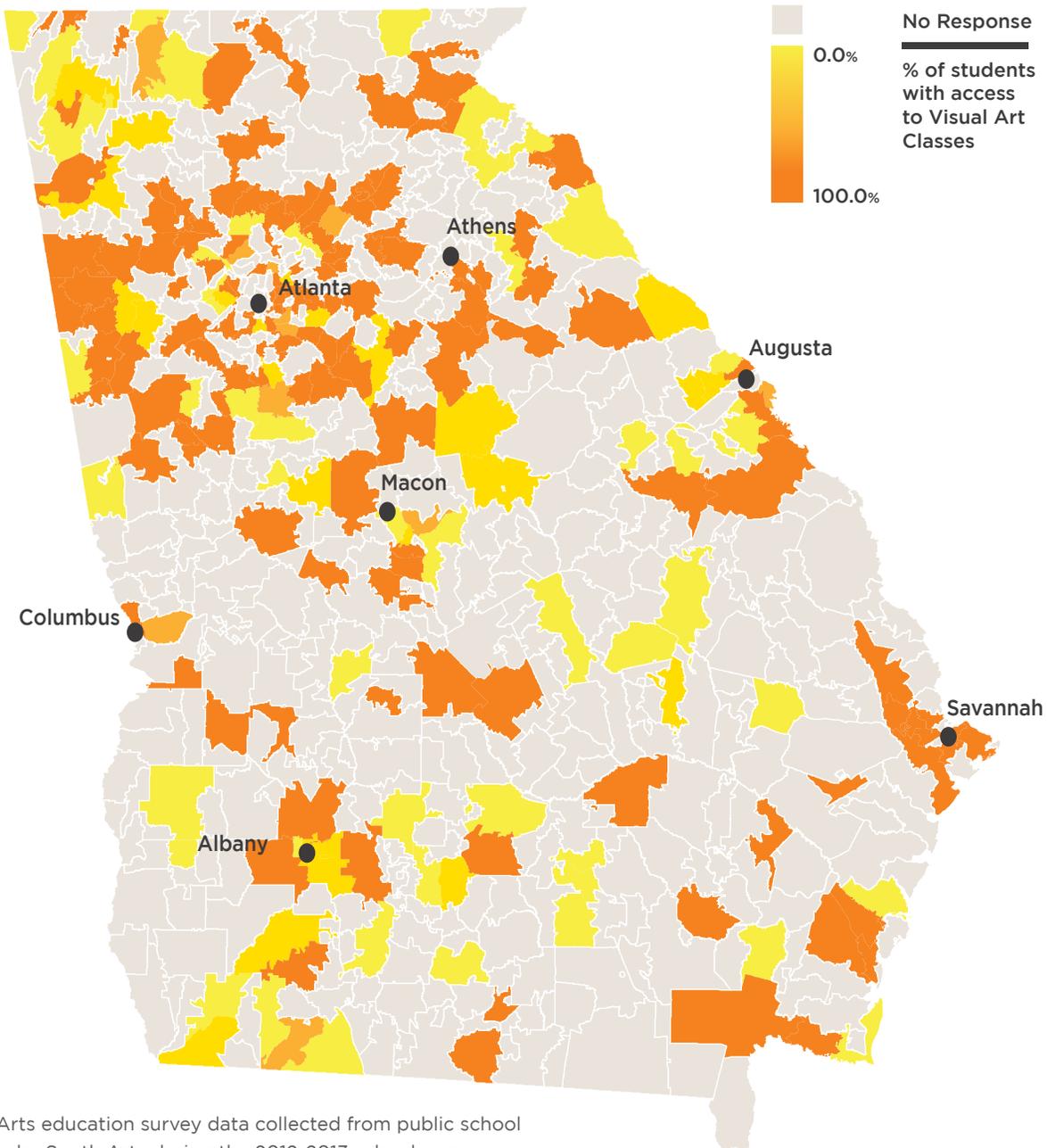
This means that 19% of Georgia public schools offer visual art instruction that needs improvement. Another 19% of Georgia public schools offer no visual art instruction.

Among Georgia public schools that offer visual art classes, enrollment in visual art averages 56% of the student body. Therefore, approximately 45% of Georgia public school students are enrolled in visual art instruction in any given year; and approximately 35% of Georgia public school students are enrolled in quality visual art classes that follow a sequential and ongoing curriculum, are aligned with state or national standards, and are taught by a certified arts specialist.



**Figure 2**  
**Visual Art Instruction in Georgia Public Schools**

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



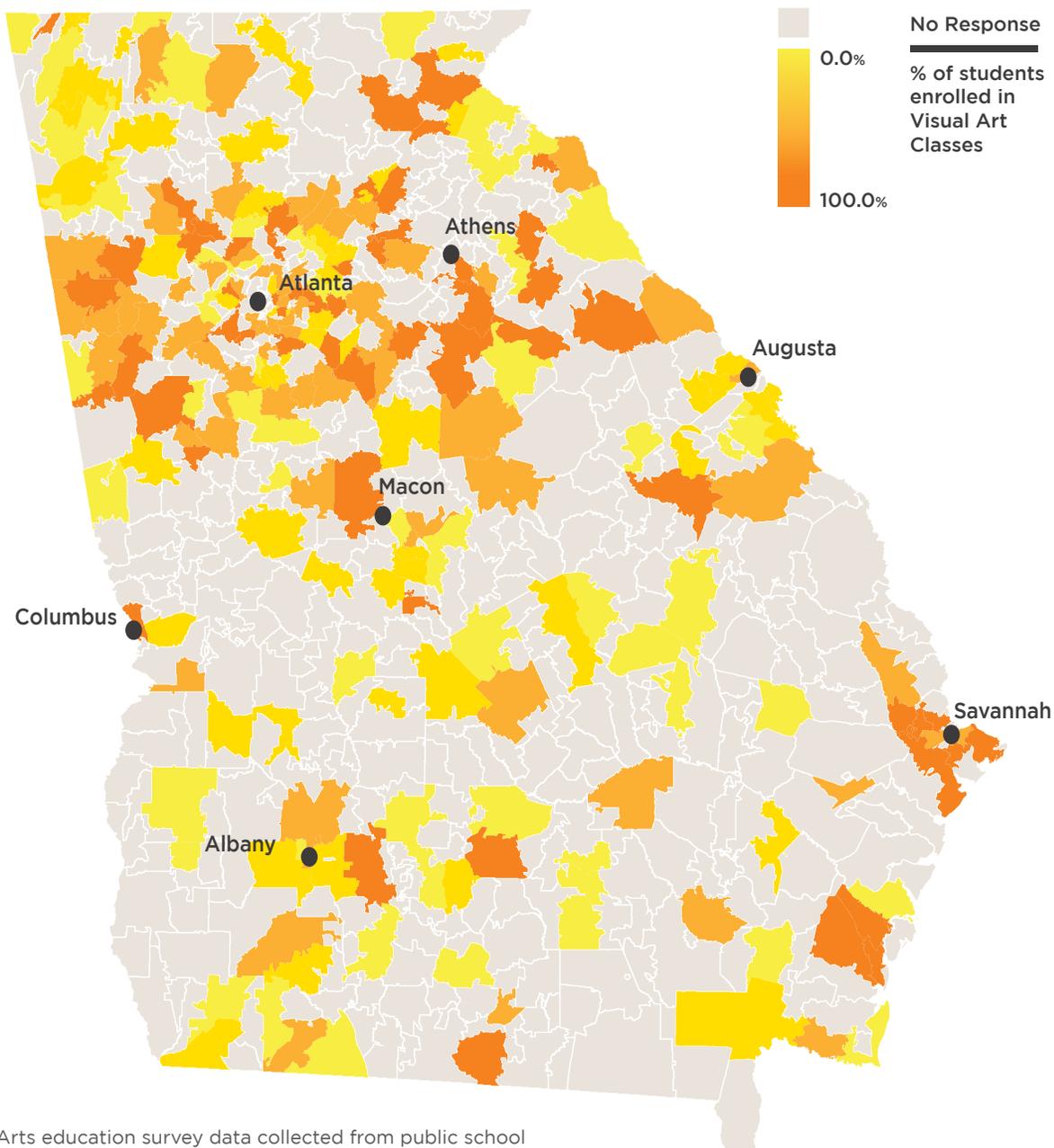
Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Figure 3

## Access to Visual Art Classes

As illustrated in Figure 2, 81% of Georgia public schools responding to the survey offer visual art classes. That relatively high rate is reflected in Figure 3, where survey responses are mapped for access to visual art classes. The darkest shade of orange represents zip codes where 100% of responding schools from that zip code offer visual art classes. The lighter shades of orange represent zip codes where less than 100% of responding schools from that zip code offer visual art classes. Yellow represents zip codes where responding schools offer no visual art instruction. Areas that are not shaded represent zip codes where no schools responded to the survey.

Higher rates of visual art classes are offered in the suburbs and outer reaches of metro Atlanta, around second-tier cities such as Augusta, Savannah, Columbus, and Macon, as well as in more rural areas in north, west, east, central, and south Georgia. The zip codes where there is no visual art instruction offered by responding schools are distributed just as broadly throughout the state.



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

Figure 4

## Enrollment in Visual Art Classes

In Figure 4, enrollment in visual art classes among responding public schools is mapped by zip code. Those schools with higher rates of enrollment in visual art classes are identified by the darkest shade of orange. The zip codes highlighted in lighter shades of orange represent schools with lower rates of enrollment in visual art classes. School respondents with very low or no visual art enrollment are represented by zip codes in the lightest shades of yellow. As in Figure 3, the rates of enrollment vary broadly throughout the state, with higher average enrollment rates in the northern half of Georgia.

## Music Instruction and Enrollment in Georgia Public Schools

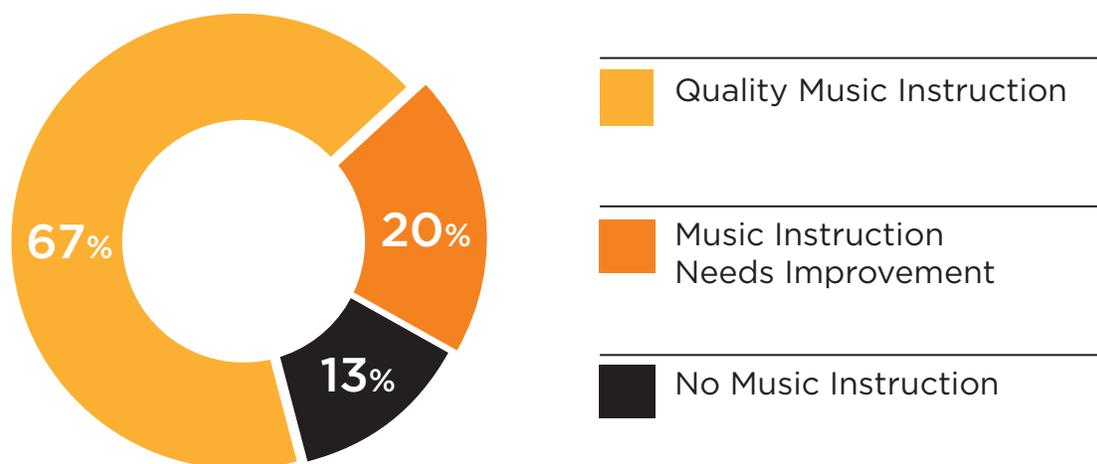
Among Georgia public schools, 87% offer music instruction. Of those schools:

- 94% have music instruction that follows a sequential and ongoing curriculum.
- 97% have music instruction that follows state standards.
- 82% have music instruction that follows national standards.
- 99% have music instruction that is taught by arts specialists.

A total of 67% of Georgia public schools offer music instruction that meets all three measures of quality (sequential and ongoing curriculum, following state or national standards, and instruction taught by specialists).

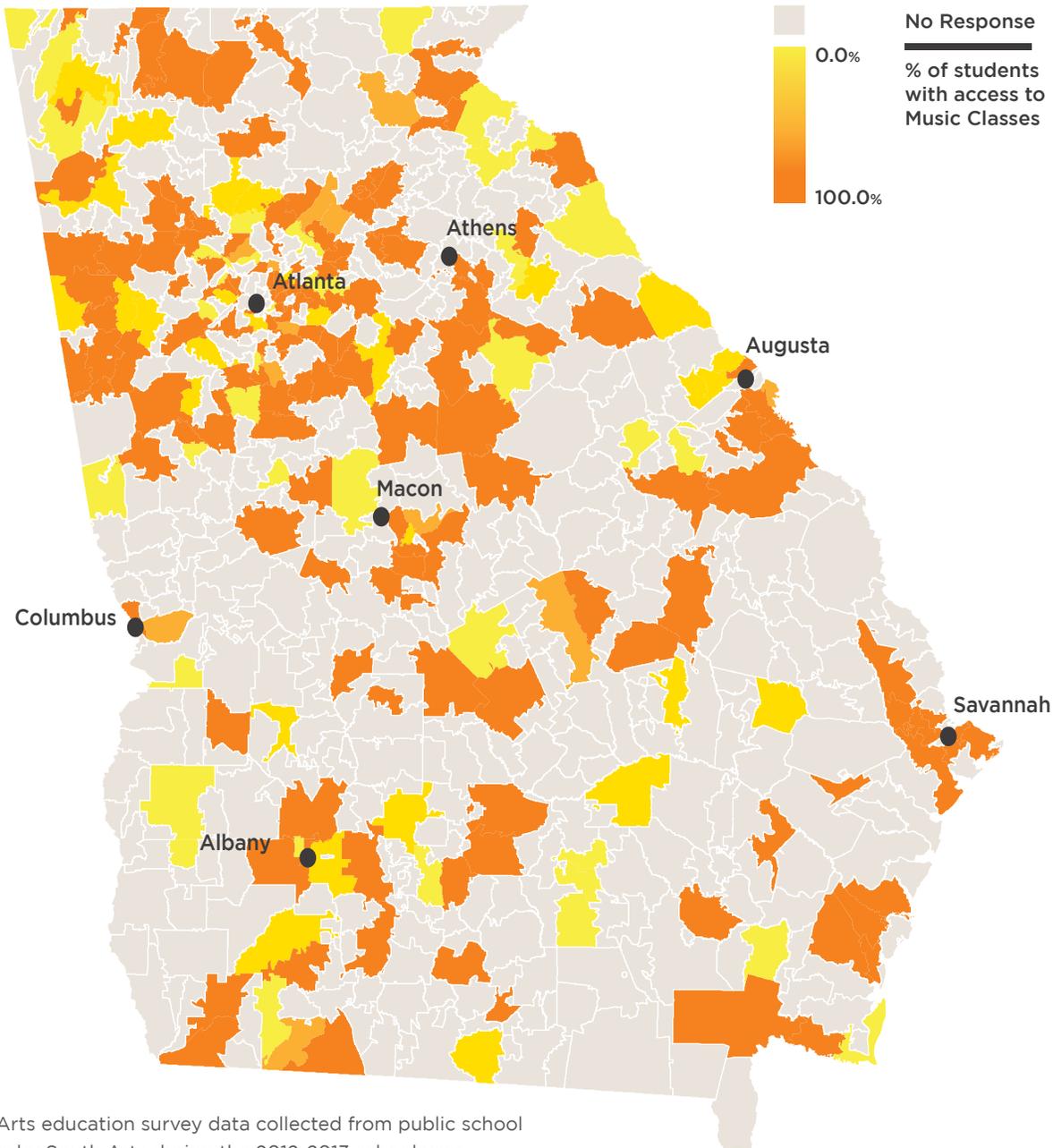
This means that 20% of Georgia public schools offer music instruction that needs improvement. Meanwhile, 13% of Georgia public schools offer no music instruction.

Among Georgia public schools that offer music classes, enrollment in music averages 60% of the student body. Therefore, approximately 52% of Georgia public school students are enrolled in music instruction in any given year; and approximately 40% of Georgia public school students are enrolled in quality music classes that follow a sequential and ongoing curriculum, are aligned with state or national standards, and are taught by a certified arts specialist.



**Figure 5**  
**Music Instruction in Georgia Public Schools**

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



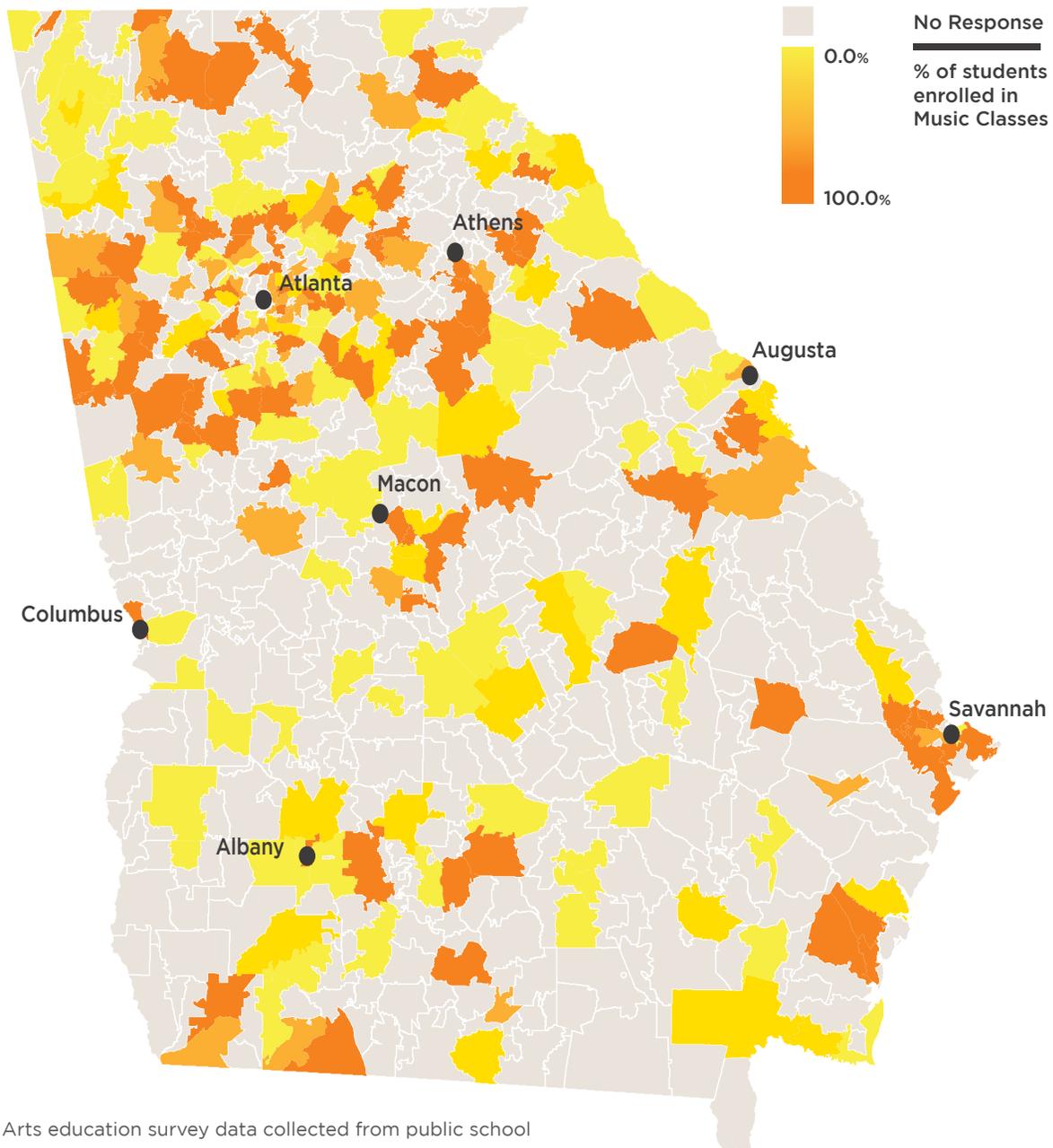
Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Figure 6

## Access to Music Classes

As illustrated in Figure 5, 87% of Georgia public schools responding to the survey offer music classes. That relatively high rate is reflected in Figure 6, where survey responses are mapped for access to music classes. The darkest shade of orange represents zip codes where 100% of responding schools from that zip code offer music classes.

The lighter shades of orange represent zip codes where less than 100% of responding schools from that zip code offer music classes. Yellow represents zip codes where responding schools offer no music instruction. Areas that are not shaded represent zip codes where no schools responded to the survey. Higher rates of music classes are offered in the suburbs and outer reaches of metro Atlanta, around second-tier cities such as Augusta, Savannah, Columbus, and Macon, as well as in more rural areas in north, west, east, central, and south Georgia. The zip codes where there is no music instruction offered by responding schools are distributed just as broadly throughout the state, but especially in the northern suburbs of Atlanta, in extreme northwest and northeast Georgia, and scattered through the central and southern regions of the state.



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

Figure 7

## Enrollment in Music Classes

In Figure 7, enrollment in music classes among responding public schools is mapped by zip code. Those schools with higher rates of enrollment in music classes are identified by the darkest shade of orange. The zip codes highlighted in lighter shades of orange represent schools with lower rates of enrollment in music classes.

School respondents with very low or no music enrollment are represented by zip codes in the lightest shades of yellow. As in Figure 6, the rates of music enrollment vary broadly throughout the state, but the lowest rates are clustered north of metro Atlanta, in extreme northwest and northeast Georgia, and throughout the central and southern regions of the state.

## Theatre Instruction and Enrollment in Georgia Public Schools

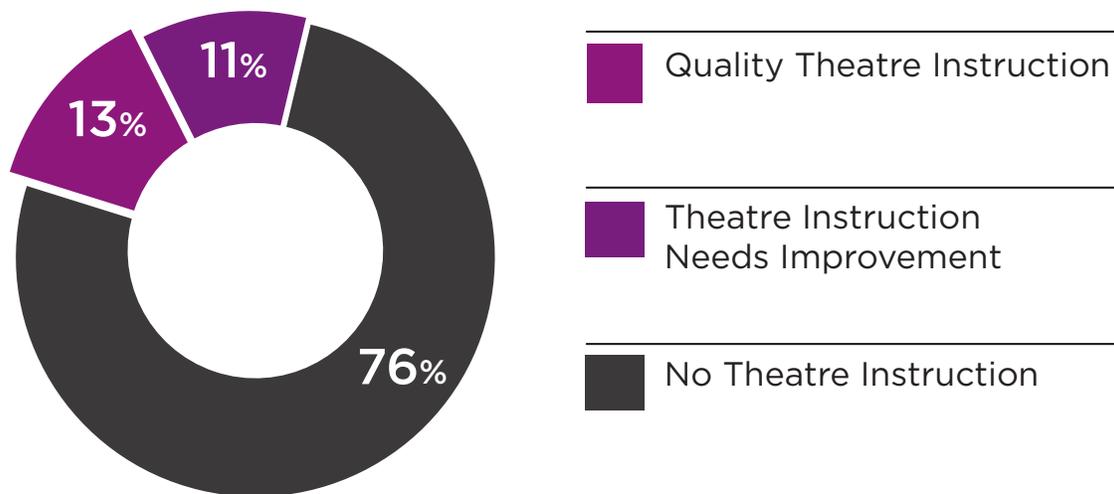
Among Georgia public schools, 24% offer theatre instruction. Of those schools:

- 66% have theatre instruction that follows a sequential and ongoing curriculum.
- 73% have theatre instruction that follows state standards.
- 58% have theatre instruction that follows national standards.
- 77% have theatre instruction that is taught by arts specialists.

A total of 13% of Georgia public schools offer theatre instruction that meets all three measures of quality (sequential and ongoing curriculum, following state or national standards, and instruction taught by specialists).

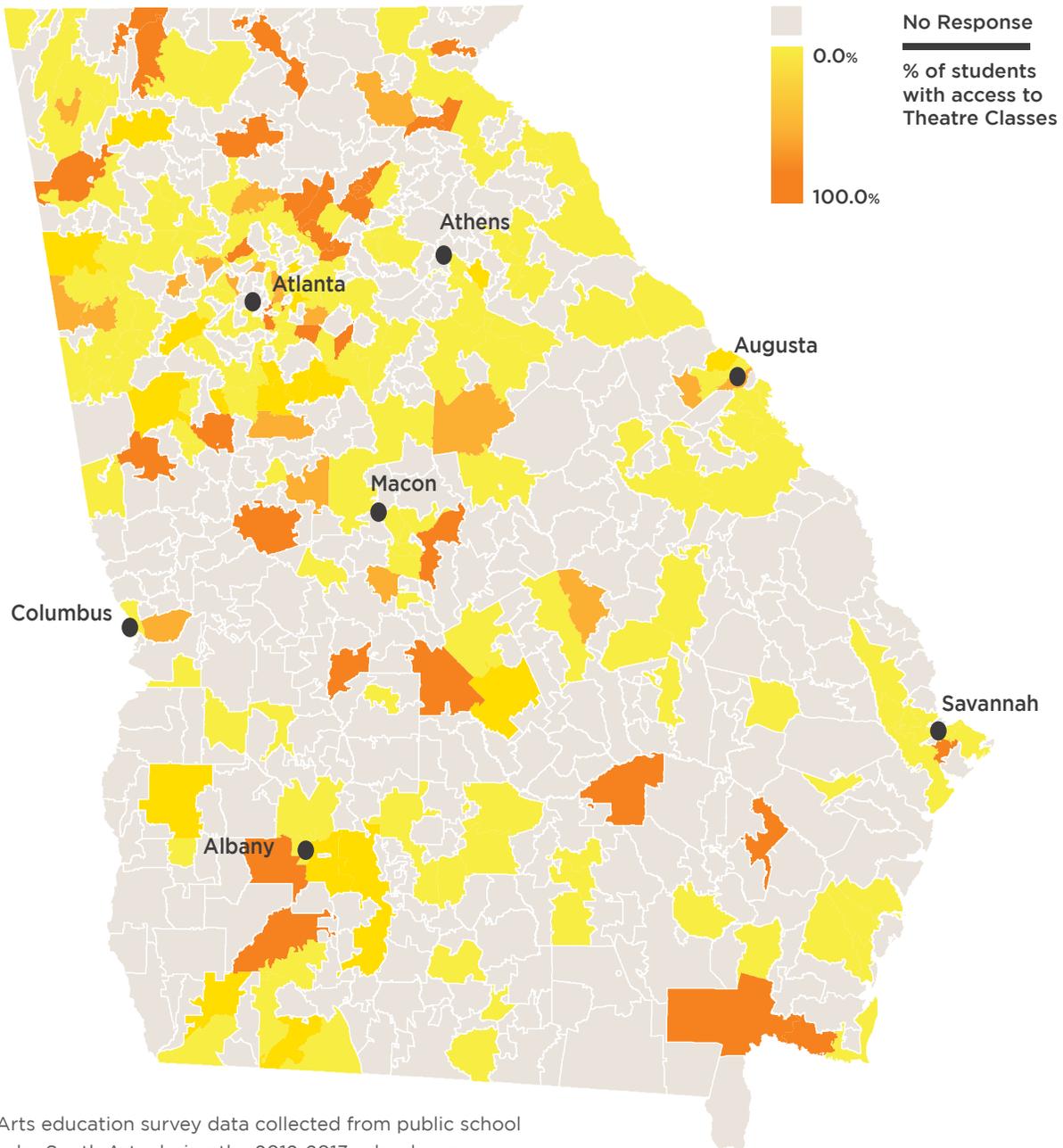
This means that 11% of Georgia public schools offer theatre instruction that needs improvement. Meanwhile, 76% of Georgia public schools offer no theatre instruction.

Among Georgia public schools that offer theatre classes, enrollment in theatre averages 20% of the student body. Therefore, approximately 5% of Georgia public school students are enrolled in theatre instruction in any given year; and approximately 3% of Georgia public school students are enrolled in quality theatre classes that follow a sequential and ongoing curriculum, are aligned with state or national standards, and are taught by a certified arts specialist.



**Figure 8**  
**Theatre Instruction in Georgia Public Schools**

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



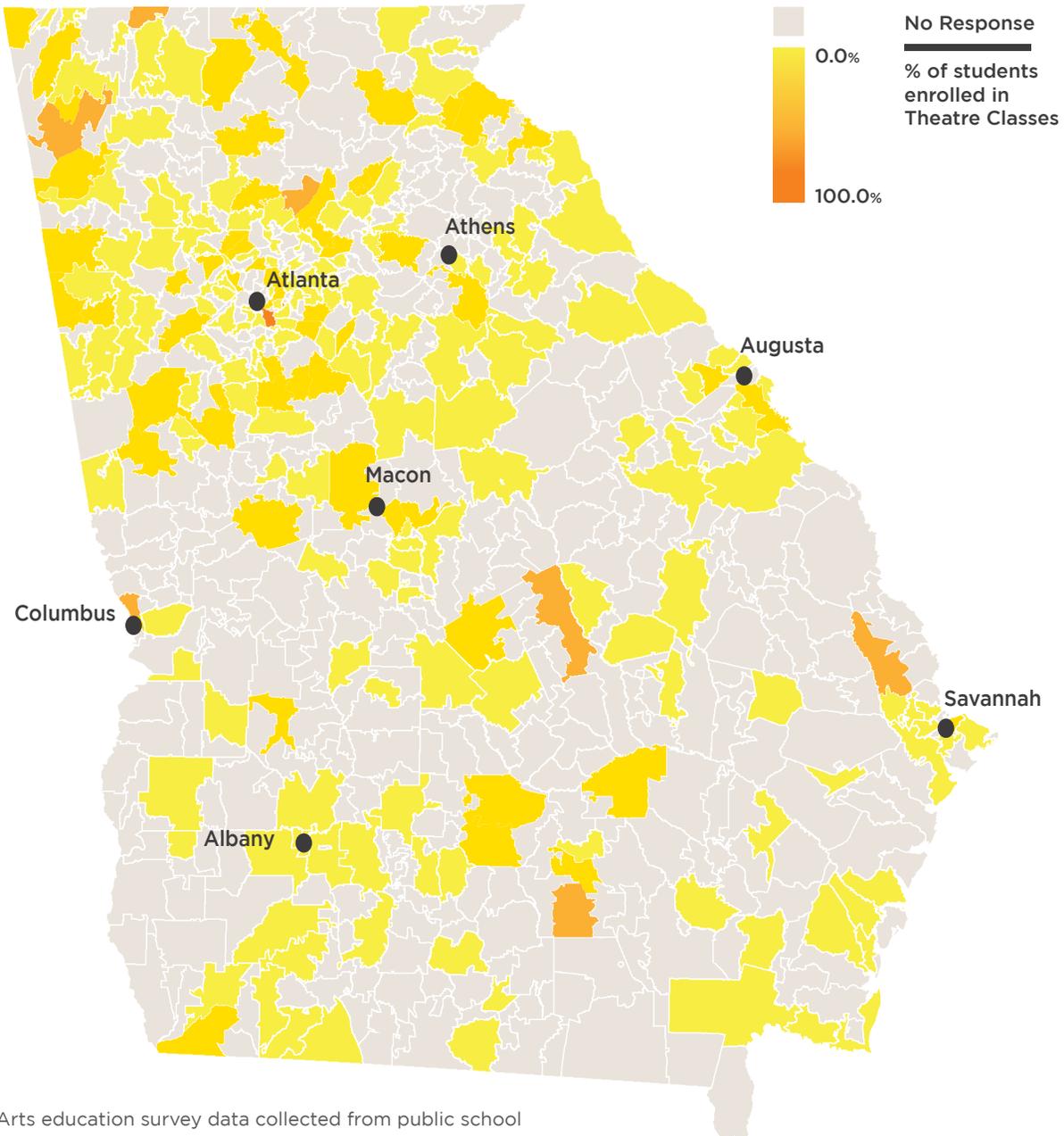
Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Figure 9

## Access to Theatre Classes

As illustrated in Figure 8, only 24% of Georgia public schools responding to the survey offer theatre classes. That relatively low rate is reflected in Figure 9, where survey responses are mapped for access to theatre classes. The darkest shade of orange represents zip codes where 100% of responding schools from that zip code offer theatre classes. The lighter shades of orange represent zip codes where less than 100% of responding schools from that zip code offer theatre classes.

Yellow represents zip codes where responding schools offer no theatre instruction. Areas that are not shaded represent zip codes where no schools responded to the survey. Higher rates of theatre classes are offered in sporadic areas throughout the state, with slight concentrations in north Georgia, east central Georgia, and south east Georgia. The zip codes where there is no theatre instruction offered by responding schools are distributed broadly throughout the state, but especially in west Georgia, east Georgia, and the south central region of the state.



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

Figure 10

## Enrollment in Theatre Classes

In Figure 10, enrollment in theatre classes among responding public schools is mapped by zip code. Those schools with higher rates of enrollment in theatre classes are identified by the darker shades of orange. The zip codes highlighted in lighter shades of orange represent schools with lower rates of enrollment in theatre classes.

School respondents with very low or no theatre enrollment are represented by zip codes in the lightest shades of yellow. Diverging somewhat from Figure 9, the rates of theatre enrollment are low or nonexistent throughout the state, featuring only a few pockets with higher rates of theatre enrollment.

## Dance Instruction and Enrollment in Georgia Public Schools

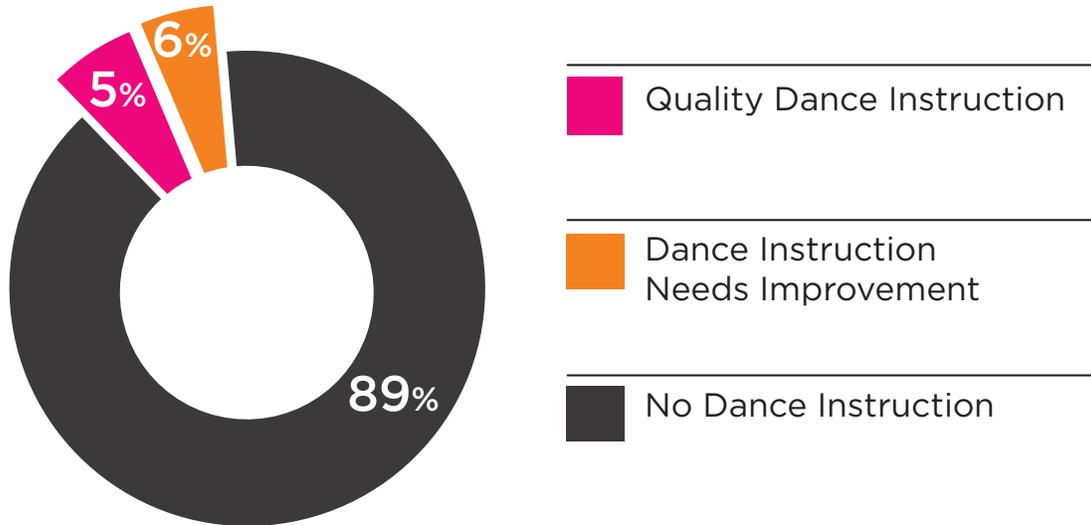
Among Georgia public schools, 11% offer dance instruction. Of those schools:

- 47% have dance instruction that follows a sequential and ongoing curriculum.
- 55% have dance instruction that follows state standards.
- 49% have dance instruction that follows national standards.
- 67% have dance instruction that is taught by arts specialists.

A total of 5% of Georgia public schools offer dance instruction that meets all three measures of quality (sequential and ongoing curriculum, following state or national standards, and instruction taught by specialists).

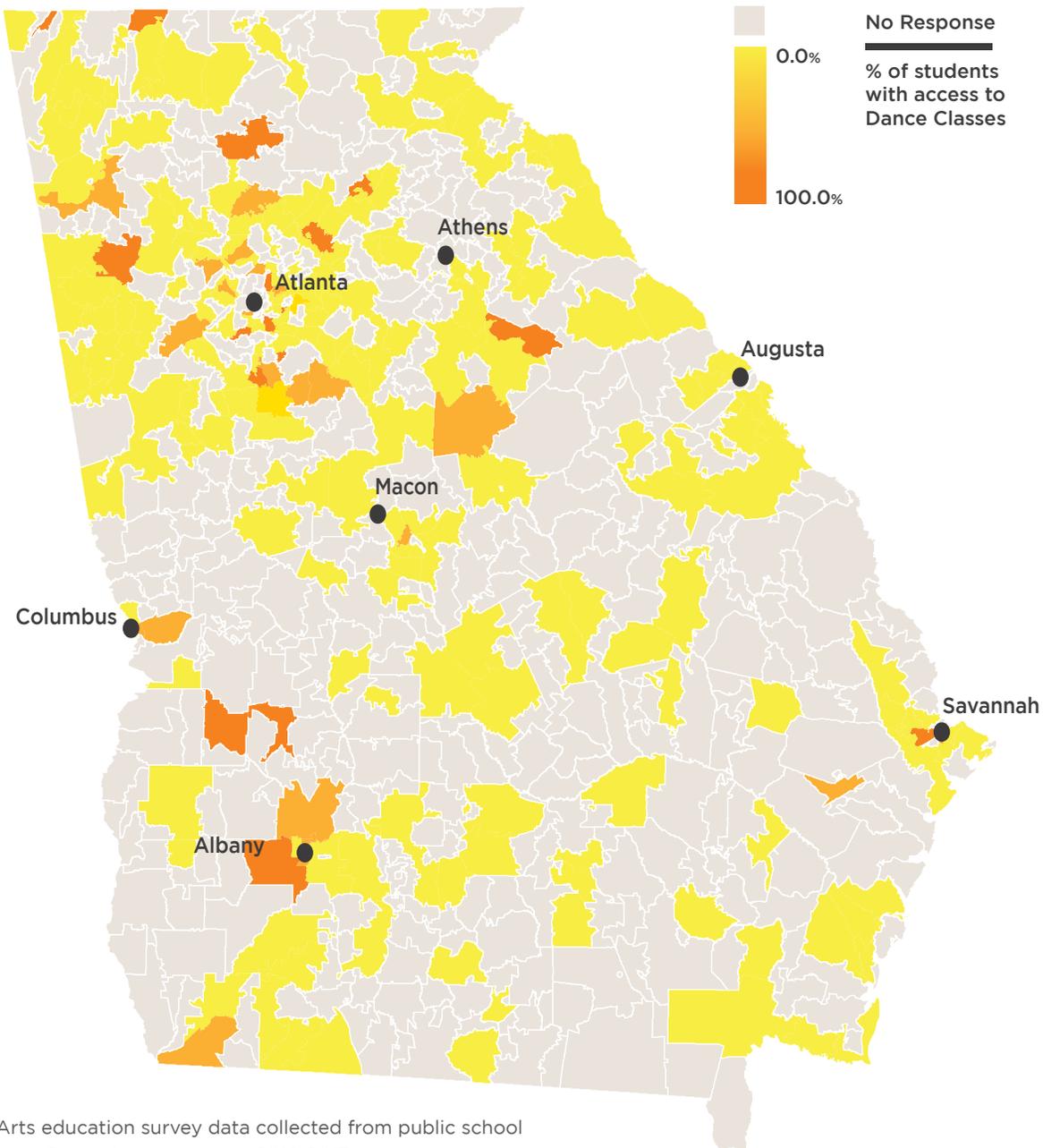
This means that 6% of Georgia public schools offer dance instruction that needs improvement. Meanwhile, 89% of Georgia public schools offer no dance instruction.

Among Georgia public schools that offer dance classes, enrollment in dance averages 18% of the student body. Therefore, approximately 2% of Georgia public school students are enrolled in dance instruction in any given year; and approximately 1% of Georgia public school students are enrolled in quality dance classes that follow a sequential and ongoing curriculum, are aligned with state or national standards, and are taught by a certified arts specialist.



**Figure 11**  
**Dance Instruction in Georgia Public Schools**

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



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

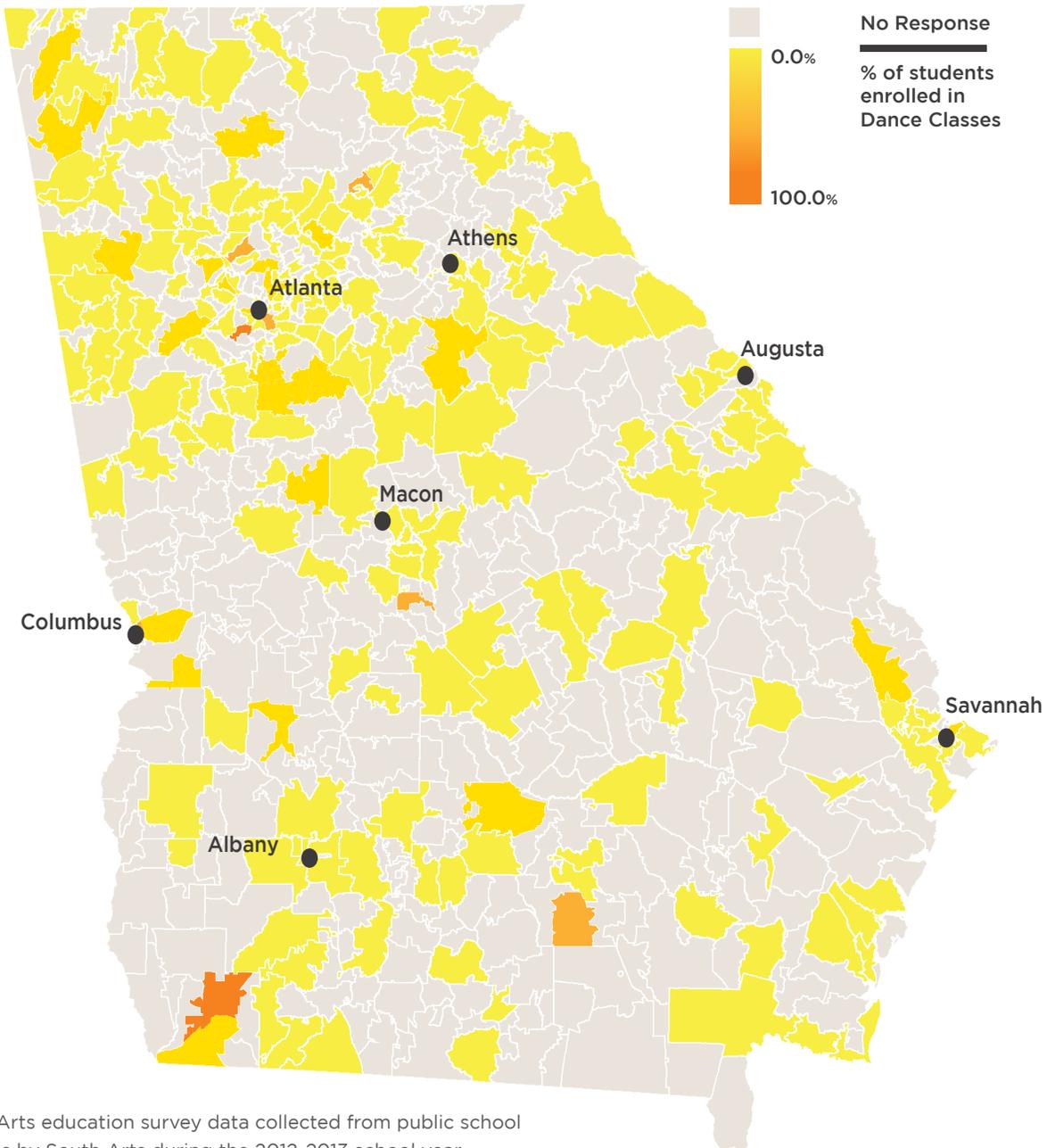
Figure 12

## Access to Dance Classes

As illustrated in Figure 11, only 11% of Georgia public schools responding to the survey offer dance classes. That relatively low rate is reflected in Figure 12, where survey responses are mapped for access to dance classes. The darkest shade of orange represents zip codes where 100% of responding schools from that zip code offer dance classes.

The lighter shades of orange represent zip codes where less than 100% of responding schools from that zip code offer dance classes. Yellow represents zip codes where responding schools offer no dance instruction. Areas that are not shaded represent zip codes where no schools responded to the survey.

Higher rates of dance classes are offered in sporadic areas throughout the state, with slight concentrations in the center and suburbs of Atlanta, south of Athens, near Savannah, and in southwest Georgia. The zip codes where there is no dance instruction offered by responding schools are distributed broadly throughout the state, but especially in extreme northeast Georgia, central Georgia, and central south Georgia.



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

Figure 13

## Enrollment in Dance Classes

In Figure 13, enrollment in dance classes among responding public schools is mapped by zip code. Those schools with higher rates of enrollment in dance classes are identified by the darker shades of orange. The zip codes highlighted in lighter shades of orange represent schools with lower rates of enrollment in dance classes.

School respondents with very low or no dance enrollment are represented by zip codes in the lightest shades of yellow. Diverging somewhat from Figure 12, the rates of dance enrollment are low or nonexistent throughout the state, featuring only a few pockets with higher rates of dance enrollment.

## Creative Writing Instruction and Enrollment in Georgia Public Schools

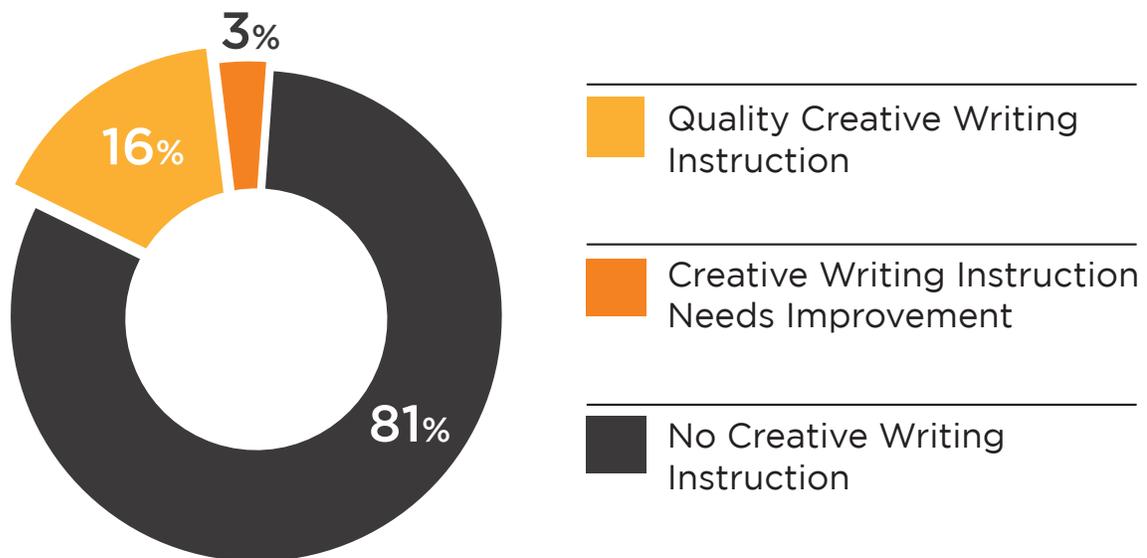
Among Georgia public schools, 19% offer creative writing instruction. Of those schools:

- 76% have creative writing instruction that follows a sequential and ongoing curriculum.
- 91% have creative writing instruction that follows state standards.
- 83% have creative writing instruction that follows national standards.
- 91% have creative writing instruction that is taught by arts specialists.

A total of 16% of Georgia public schools offer creative writing instruction that meets all three measures of quality (sequential and ongoing curriculum, following state or national standards, and instruction taught by specialists). This means that 3% of Georgia public schools offer creative writing instruction that needs improvement.

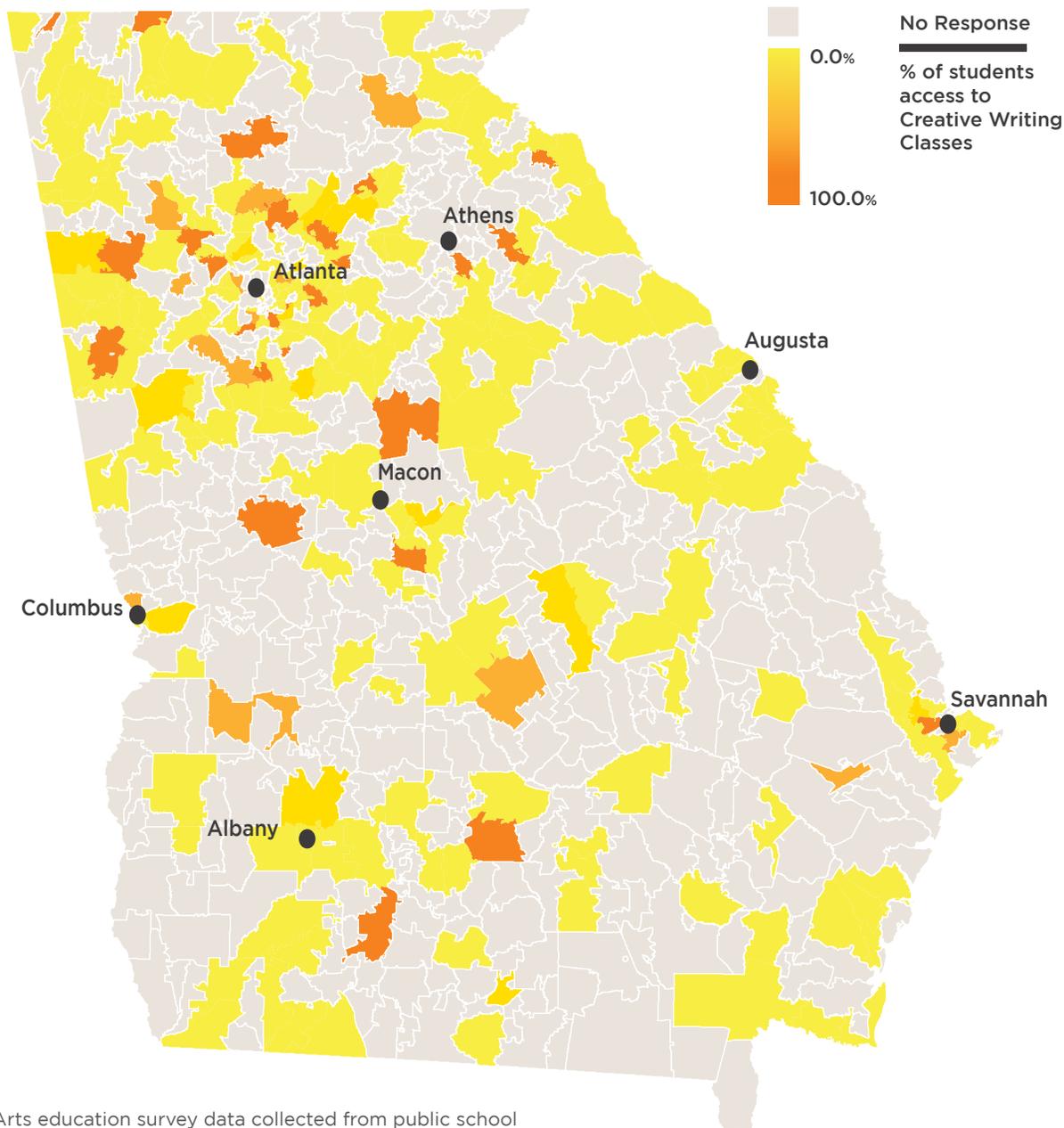
Meanwhile, 81% of Georgia public schools offer no creative writing instruction.

Among Georgia public schools that offer creative writing classes, enrollment in creative writing averages 46% of the student body. Therefore, approximately 9% of Georgia public school students are enrolled in creative writing instruction in any given year; and approximately 7% of Georgia public school students are enrolled in quality creative writing classes that follow a sequential and ongoing curriculum, are aligned with state or national standards, and are taught by a certified arts specialist.



**Figure 14**  
**Creative Writing Instruction in Georgia Public Schools**

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



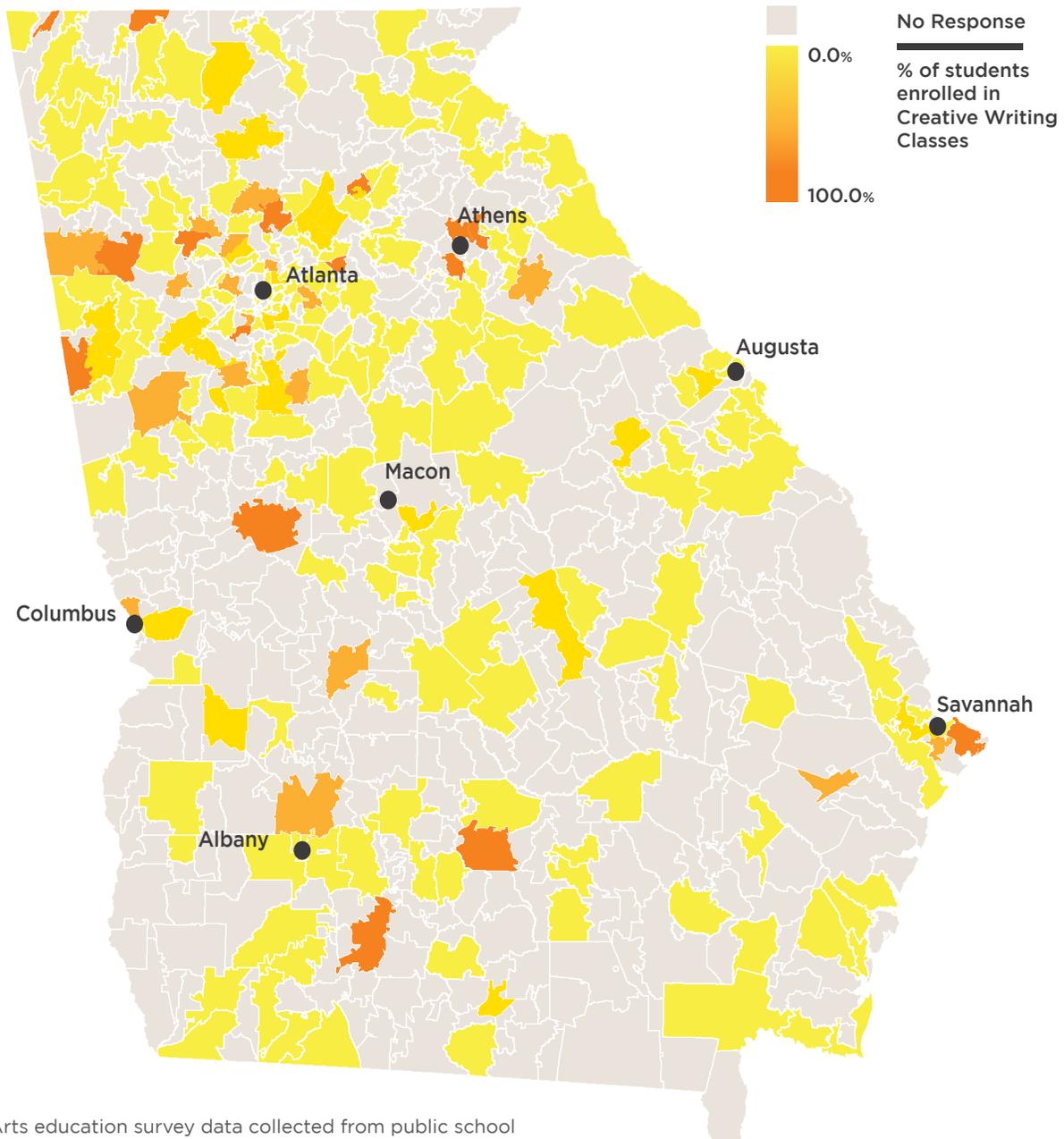
Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Figure 15

## Access to Creative Writing Classes

As illustrated in Figure 14, only 19% of Georgia public schools responding to the survey offer creative writing classes. That relatively low rate is reflected in Figure 15, where survey responses are mapped for access to creative writing classes. The darkest shade of orange represents zip codes where 100% of responding schools from that zip code offer creative writing classes. The lighter shades of orange represent zip codes where less than 100% of responding schools from that zip code offer creative writing classes.

Yellow represents zip codes where responding schools offer no creative writing instruction. Areas that are not shaded represent zip codes where no schools responded to the survey. Higher rates of creative writing classes are offered in sporadic areas throughout the state, with slight concentrations in the northern and southern suburbs of Atlanta, central Georgia, and south central Georgia. The zip codes where there is no creative writing instruction offered by responding schools are distributed broadly throughout the state, but especially in northwest Georgia, east central Georgia, and southeast Georgia.



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

Figure 16

## Enrollment in Creative Writing Classes

In Figure 16, enrollment in creative writing classes among responding public schools is mapped by zip code. Those schools with higher rates of enrollment in creative writing classes are identified by the darker shades of orange. The zip codes highlighted in lighter shades of orange represent schools with lower rates of enrollment in creative writing classes.

School respondents with very low or no creative writing enrollment are represented by zip codes in the lightest shades of yellow. Diverging only slightly from Figure 15, the rates of creative writing enrollment are low or nonexistent throughout the state, featuring only a few pockets with higher rates of creative writing enrollment.

## Supplementary Arts Instruction and Exposure in Georgia Public Schools

In addition to analyzing access to instruction in Georgia public schools, this report also offers analysis of access to supplementary arts education programs such as arts integration, teaching artist programs, after school programs, visiting artist programs, field trips, community arts programs, and gifted or talented programs in the arts.

Among Georgia public schools, 46% offer arts field trips, 31% have after school arts programs, 30% offer arts integration, 19% have programs by visiting artists, 18% have programs by community arts organizations, 16% offer the arts in gifted programs, and 9% offer programs by teaching artists.

Compared with the region average, Georgia public schools have less frequent access to all supplementary arts education programs, except for after school programs where 31% have access compared to 25% in the region.



## Access to Other Arts Education Programs in Georgia

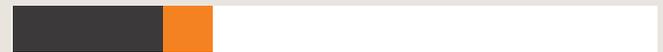
### Arts Integration



### Teaching Artist Program



### After School Program



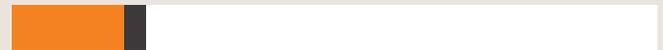
### Visiting Artist Program



### Field Trips



### Community Arts Program



### Gifted/ Talented Programs

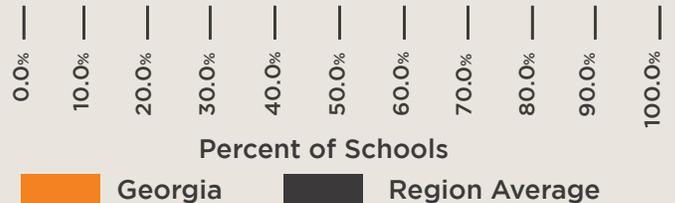


Figure 17

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

“ We have a strong arts program, but it would be nice to have more outside involvement and communication with the art community. ”

## Arts Instructor Qualifications and Professional Development in Georgia Public Schools

One of the most influential factors on the quality of arts instruction in any given school is the qualifications of its arts instructors. Arts instructor training can range from arts specialists with a degree in the art form, to volunteers with only an interest in the art form.

The quality of arts instruction offered by schools which employ arts specialists should be appropriately commended. At the same time, the efforts made by schools with insufficient budgets to employ arts specialists to offer arts instruction by working with instructors who have alternative qualifications should also be acknowledged.

Visual art instructors at Georgia public schools that responded to the survey include arts specialists (80%), classroom teachers with arts-primary assignments (18%), paraprofessionals (4%), volunteers (1%), and artists (3%).

Music instructors include arts specialists (86%), classroom teachers (15%), paraprofessionals (1%), and artists (1%).

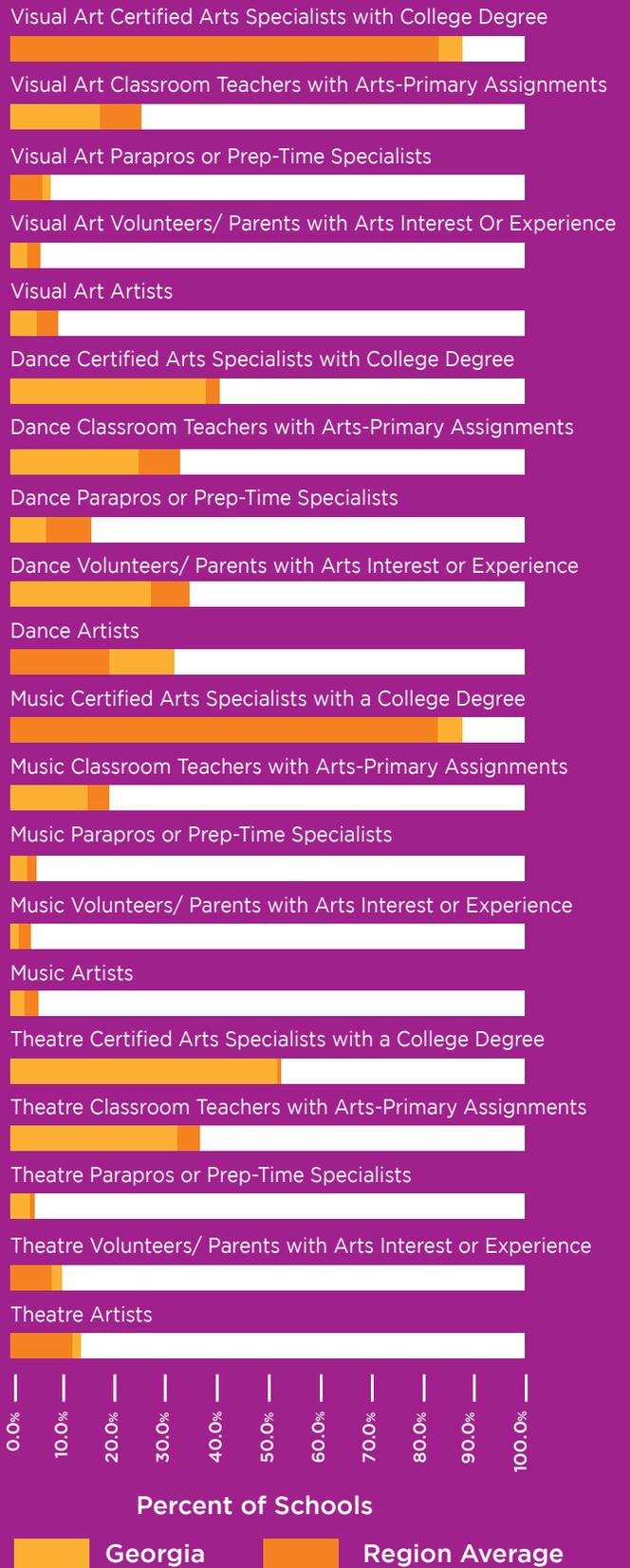
Theatre instructors include arts specialists (51%), classroom teachers (33%), paraprofessionals (1%), volunteers or parents (9%), and artists (12%). Dance instructors include art specialists (39%), classroom teachers with arts primary assignments (23%), paraprofessionals (3.5%), volunteers or parents (11%), and artists (30%).

Compared to the region, a higher percentage of visual art and music instructors in Georgia are certified arts specialists. For dance and theatre instructors, the state average for certified arts specialists is just below the region average. Dance and theatre instructors in Georgia are more likely to be artists than the region average.

### Figure 18

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

## Public School Arts Instructor Qualifications



## Participation by Arts Specialists in Professional Development Activities



**Figure 19**

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

Professional development is important for instructors to maintain their continuing education, but also for arts instructors to gain exposure to new ideas, innovative approaches, creative methods, and advanced curricular content.

In Georgia public schools that answered the survey, 88% responded that their arts instructors participate in arts-specific professional development.

Georgia public school principals identified the professional development activities in which their arts specialists participate as district workshops (70%), workshops by arts organizations (41%), school workshops (37%), college or university workshops (34%), national conferences (33%), state arts council workshops (30%), instruction or mentoring from professional artists (21%), and state department of education workshops (14%).

The average rates of participation in specific professional development activities in Georgia schools is very close to, but just below, the region average. Georgia arts specialists are more likely to participate in national conferences, but less likely to participate in workshops by the state department of education.

## Arts Education Resources and Partners in Georgia Public Schools

Responding Georgia public schools receive arts education funding from a variety of sources, including the district (52%), arts fund raisers (36%), the PTA/PTO (35%), the school budget (32%), and individual contributions (23%).

They spend arts education funds on arts supplies and equipment (70%), arts field trips (47%), arts instructor professional development (38%), arts assemblies (32%), release time or collaborative learning time (25%), and hiring professional artists or touring companies (13%).

### School Funding Sources for Arts Education

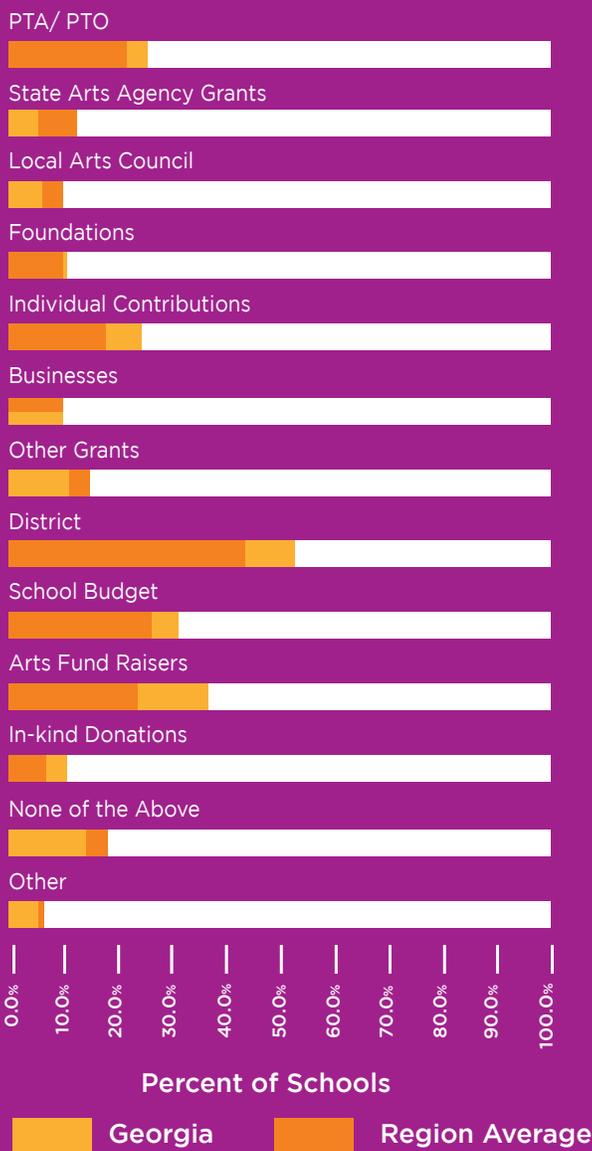


Figure 20

### Schools Spending Funds on Arts Programs and Personnel

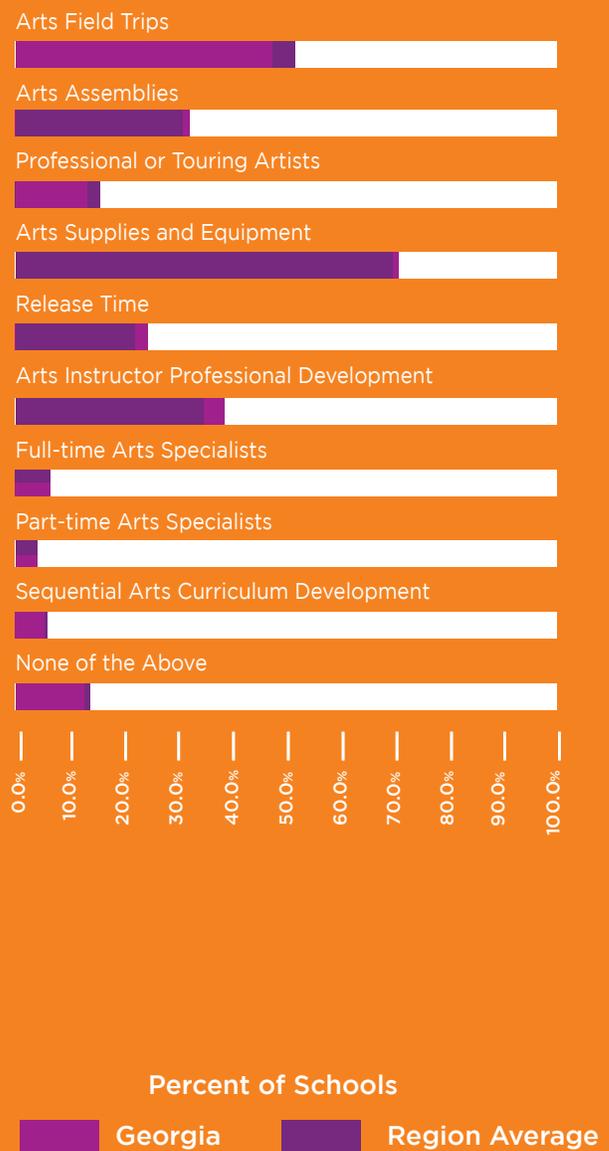


Figure 21

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

## Principal Perspectives on Obstacles and Helpful Factors for the Arts in Georgia Public Schools

Georgia public school principals that responded identified three primary obstacles to arts education – budget constraints (77%), competing priorities (55%), and time in the school day (41%).

Principals also identified barriers that prevent students from traveling outside of the school for arts programs, including transportation costs (75%), event or activity admission costs (52%), and time out of the school day (48%).

### Schools Identifying Obstacles to Providing Arts Education



Figure 22

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

### Schools Identifying Barriers to Arts Field Trips

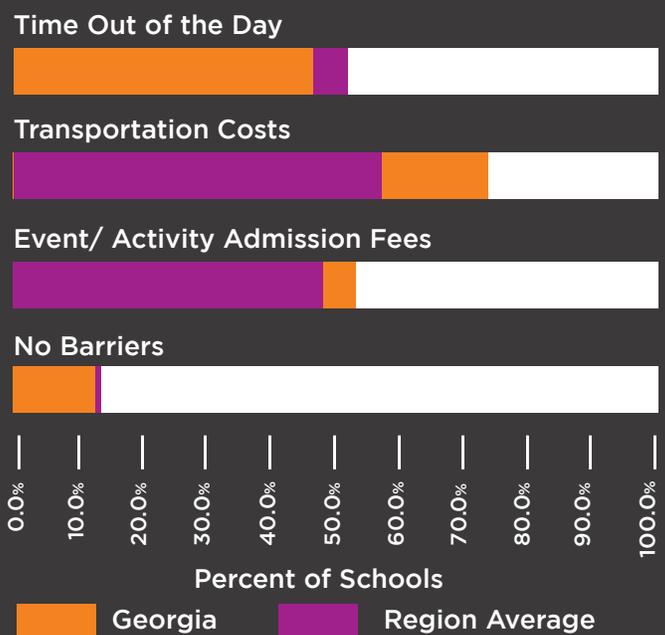


Figure 23

## Principal Perspectives on Obstacles and Helpful Factors for the Arts in Georgia Public Schools

Factors that responding Georgia public school principals noted as helpful to arts learning are Increased arts education funding for community and state arts organizations that support school arts programs (61%), arts supplies or equipment (42%), arts integration training (35%), flexibility in scheduling (20%), certified arts specialists (19%), professional development opportunities in the arts (18%), planning time with other teachers (17%), and facilities and classroom space (14%).



“All public schools need an arts education program that is supported by the school system.”

## Schools Identifying Helpful Factors to Improve Arts Learning

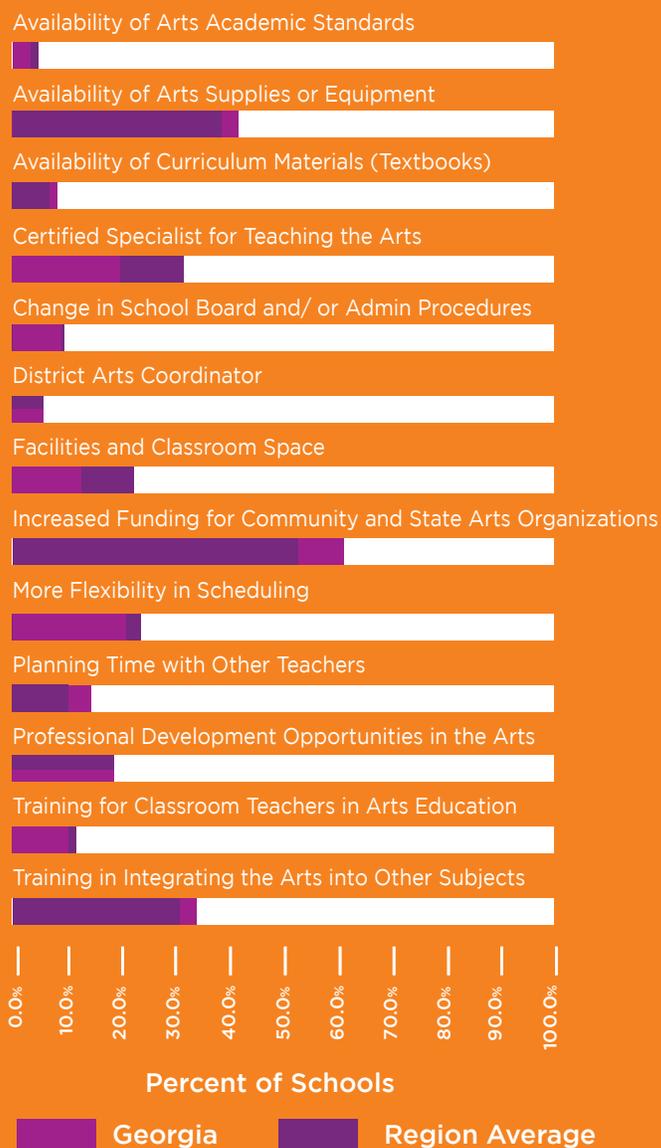


Figure 24

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

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## Associating Arts Education Survey Data for Georgia Public Schools

There are almost an infinite number of ways that the Georgia arts education data collected by South Arts might be analyzed. The following sections feature a fairly straightforward analysis of access to arts classes associated with ethnicity, poverty, and population density for Georgia schools responding to the survey.

Future analysis might also correlate more than two factors, such as poverty, population density, and access to arts classes.

Further, rather than examining access to arts classes and ethnicity or access to arts classes and poverty by looking at schools with greater or lower than 50% of Caucasian students or free and reduced lunches, it would be possible, and illuminating, to examine the highest and lowest quartiles for access to arts classes across ethnicity and poverty indicators. Researchers may also correlate the schools in the highest and lowest quartiles for poverty or certain ethnicities with test scores and access to arts classes. But that will have to wait for future analysis.

---

## Ethnicity and Access to Arts Classes in Georgia Public Schools

While there is a moderately strong association between access to arts classes and ethnicity among the Georgia public schools responding to the survey, compared to research at the national level, the association is not as strong as one might expect (see Figure 25).<sup>5</sup>

Specifically, schools with visual art classes have a higher average number of White/Caucasian students, and a lower average number of Black/African American students. The same is true for schools with theatre classes. Meanwhile, schools with dance classes have a higher average number of Black/African American students, and a lower number of White/Caucasian students.

To look at the association between arts classes and ethnicity in another way, 88% of schools with greater than 50% White/Caucasian students offer visual art classes.

That figure is 77% for schools with less than 50% White/Caucasian students. While there is some association between access to visual art and ethnicity, the relationship is only a moderate one. For theatre, 25% schools with greater than 50% White/Caucasian students have theatre classes, while 22% of those with fewer than 50% White/Caucasian students offer theatre.

The relationship between access to dance classes and ethnicity is also a moderate one. Approximately 15% of schools with less than 50% White/Caucasian students offer dance classes, while 8% of schools with more than 50% White/Caucasian students offer dance classes.

Meanwhile, there is no significant relationship between ethnicity and access to music or creative writing classes in Georgia public schools responding to the survey.

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5. For evidence of the disparity in access to school arts classes based on ethnicity, see Rabkin, Nick, and E. C. Hedberg, *Arts Education in America: What the Declines Mean for Arts Participation*, National Endowment for the Arts, 2011, pp. 46-48.

Figure 25

Arts Classes and Ethnicity							
	Average % of Black/African American Students	Average % of White/Caucasian Students	Average % of Hispanic/Latino Students	Average % of Asian American Students	Average % of Native American or Pacific Islander	Average % identifying more than one ethnic background	Average % identifying as Other
Schools with Visual Arts Classes	39.4%	44.2%	13.2%	3.4%	0.8%	3.2%	2.1%
Schools without Visual Arts Classes	48.7%	37.3%	13.8%	1.3%	0.4%	2.6%	2.2%
Schools with Music Classes	40.7%	42.6%	13.5%	3.3%	0.7%	3.2%	2.2%
Schools without Music Classes	44.3%	44.9%	11.4%	1.0%	0.5%	2.4%	1.4%
Schools with Theatre Classes	34.6%	48.9%	13.8%	4.3%	1.0%	3.1%	1.4%
Schools without Theatre Classes	43.1%	41.1%	13.1%	2.7%	0.6%	3.1%	2.3%
Schools with Dance Classes	52.0%	33.4%	14.6%	2.5%	0.5%	2.6%	1.5%
Schools without Dance Classes	39.7%	44.2%	13.1%	3.2%	0.7%	3.1%	2.2%
Schools with Creative Writing Classes	38.5%	45.7%	12.5%	4.0%	1.0%	3.6%	1.2%
Schools without Creative Writing Classes	41.7%	42.2%	13.5%	2.8%	0.6%	2.9%	2.3%

Arts Classes and Ethnicity		
	Schools with Greater than 50% of White/Caucasian Students	Schools with less than 50% of White/Caucasian Students
% of Schools with Visual Arts Classes	88.3%	76.9%
% of Schools with Music Classes	86.5%	88.4%
% of Schools with Theatre Classes	25.2%	22.4%
% of Schools with Dance Classes	8.1%	15.0%
% of Schools with Creative Writing Classes	19.8%	18.4%

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

## Poverty and Access to Arts Classes in Georgia Public Schools

The tables on the next page demonstrate that across the board, schools with higher rates of poverty offer less access to arts classes for their students, except in dance. Dance is often included as part of P.E. classes, which may explain the more equal access to dance across socio-economic levels.

The data in Figure 26 shows that schools with arts classes on average have lower rates of poverty, while schools that do not offer arts classes generally have higher rates of poverty. This difference is especially strong in visual art, music and theatre, and moderately strong in creative writing.

As illustrated in the second section of Figure 26, the lack of access to arts classes among higher poverty schools is especially true for the visual arts. This association is very strong, where 95% of schools with a poverty rate of less than 50% offer visual art classes and only 77% percent of schools with a poverty rate of greater than 50% offer visual art classes. The association between poverty rates and the availability of music and theatre classes is also strong. Approximately 91% of schools with a poverty rate of less than 50% offer music classes, while 86% of schools with a poverty rate of greater than 50% offer music classes.

In theatre, 29% of schools with a poverty rate of less than 50% offer classes, while only 21% of schools with a poverty rate of higher than 50% offer classes. Meanwhile, the association with creative writing classes is moderately strong, with 24% of schools with a poverty rate of less than 50% offering classes and only 17% of schools with a poverty rate higher than 50% have creative writing classes.

This data makes it clear that students attending schools with higher rates of poverty have significantly lower rates of access to arts classes, and therefore, are denied the benefits of arts education, including higher attendance rates, greater academic achievement, improved engagement, and higher graduation rates.



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**“Even with budget reductions, our system feels strongly that art education should remain in place at all levels within our school system.”**

---

**Figure 26**

Arts Classes and Poverty	
	Average % of Students Eligible for Free and Reduced Meals
Schools with Visual Arts Classes	61%
Schools without Visual Arts Classes	80%
Schools with Music Classes	63%
Schools without Music Classes	74%
Schools with Theatre Classes	57%
Schools without Theatre Classes	66%
Schools with Dance Classes	64%
Schools without Dance Classes	64%
Schools with Creative Writing Classes	58%
Schools without Creative Writing Classes	66%

Arts Classes and Poverty		
	Schools with Greater than 50% of Students Eligible for Free and Reduced Meals	Schools with less than 50% of Students Eligible for Free and Reduced Meals
% of Schools with Visual Arts Classes	77%	95%
% of Schools with Music Classes	86%	91%
% of Schools with Theatre Classes	21%	29%
% of Schools with Dance Classes	13%	9%
% of Schools with Creative Writing Classes	17%	24%

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

## Population Density and Access to Arts Classes in Georgia Public Schools

Access to arts classes in Georgia public schools is also influenced by population density. Schools in rural areas are less likely to offer classes in visual art, music, dance, and creative writing than schools in urban and suburban areas.

Suburban schools are much more likely to offer classes in visual art than schools in either urban or rural areas. Among the schools responding to the survey, 91.4% of the schools self-identifying as suburban offer classes in visual art, compared to 79.3% of urban schools and 75.5% of rural schools.

Outside of visual art, there is great parity for arts classes offered by urban and suburban schools, while, except for theatre, rural schools are much less likely to offer arts classes. As illustrated in Figure 27, this holds true for music, dance, and creative writing, and especially visual art. Like schools with higher poverty rates, students attending schools located in rural areas are less likely to have access to arts classes, and are therefore less likely to experience the benefits of arts education.

Figure 27

Arts Classes and Population Density			
	Urban	Suburban	Rural
% Schools with Visual Arts Classes	79.3%	91.4%	75.5%
% Schools with Music Classes	91.4%	91.4%	83.0%
% Schools with Theatre Classes	24.1%	22.6%	24.5%
% Schools with Dance Classes	15.5%	16.1%	6.6%
% Schools without Creative Writing Classes	19.0%	22.6%	16.0%

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





# Arts Education in Georgia Elementary Schools

## Access to Arts Instruction in Georgia Elementary Schools

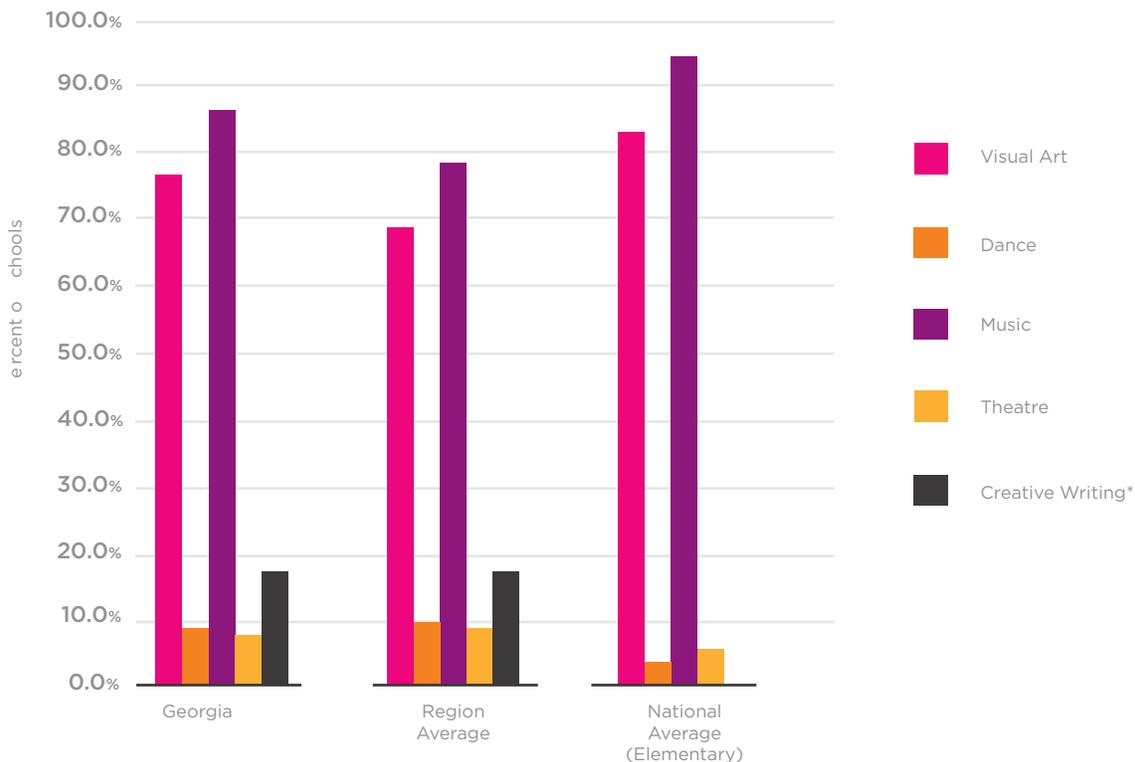
Georgia elementary schools responding to the survey provide greater access to visual art (77%) and music (87%) classes than the regional average (69% and 79%, respectively), but less access than the national average (83% and 94%, respectively).

In the disciplines of dance (9%) and theatre (8%), Georgia elementary schools come close to meeting the regional average (11% and 9%, respectively) and exceed the national average

(3% and 4%, respectively). In creative writing, the state meets the regional average (18%).

Among Georgia elementary schools, 67% offer classes in both visual art and music. Only 2% of Georgia elementary schools offer classes in all five arts subject areas - visual art, music, theatre, dance, and creative writing. Approximately 6% of Georgia elementary schools offer no arts education.

**Georgia Elementary Schools with Access to Arts Classes**



**Figure 28**

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.  
 \* The region average for Creative Writing is only made up of data from the four states which included the subject area in their survey - AL, GA, KY, and SC.

## Visual Art Instruction and Enrollment in Georgia Elementary Schools

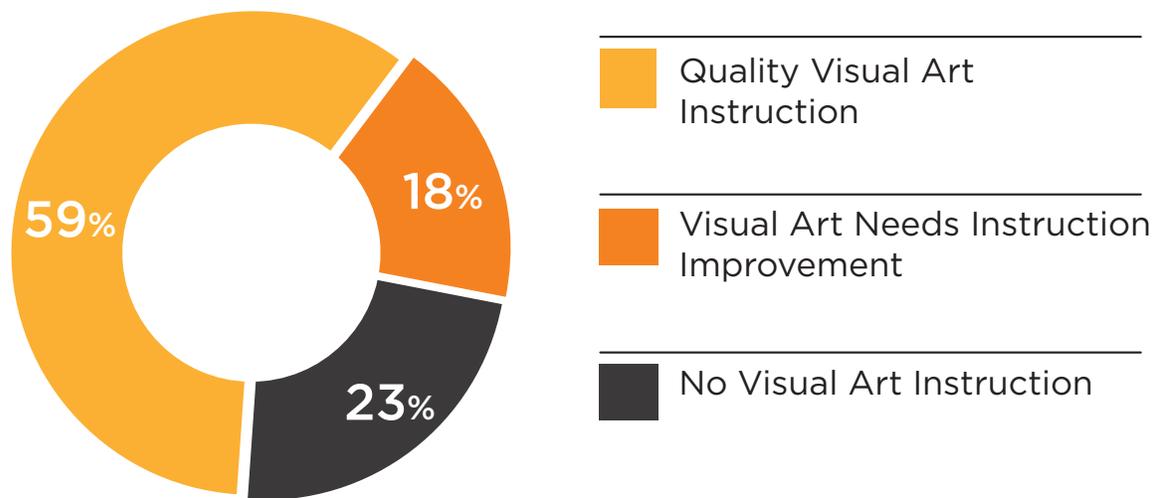
Among Georgia elementary schools, 77% offer visual art instruction. Of those schools:

- 88% have visual art instruction that follows a sequential and ongoing curriculum.
- 95% have visual art instruction that follows state standards.
- 83% have visual art instruction that follows national standards.
- 93% have visual art instruction that is taught by arts specialists.

A total of 59% of Georgia elementary schools offer visual art instruction that meets all of these measures of quality (sequential and ongoing curriculum, following state or national standards, and instruction taught by specialists).

This means that 18% of Georgia elementary schools offer visual art instruction that needs improvement. Meanwhile, 23% of Georgia elementary schools offer no visual art instruction.

Among Georgia elementary schools that offer visual art classes, enrollment in visual art averages 98% of the student body. Therefore, approximately 75% of Georgia elementary school students are enrolled in visual art instruction in any given year; and approximately 58% of Georgia elementary school students are enrolled in quality visual art classes that follow a sequential and ongoing curriculum, are aligned with state or national standards, and are taught by a certified arts specialist.



**Figure 29**  
**Visual Art Instruction in Georgia Elementary Schools**

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

## Music Instruction and Enrollment in Georgia Elementary Schools

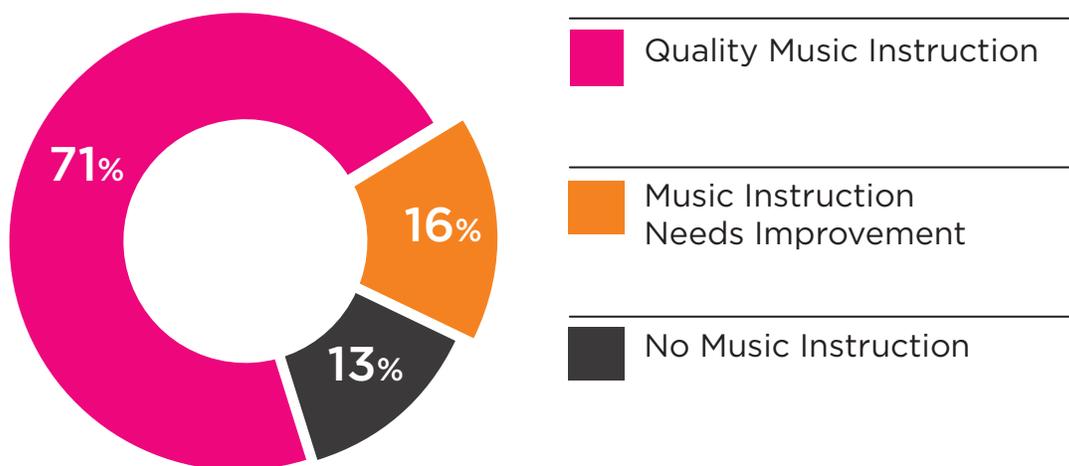
Among Georgia elementary schools, 87% offer music instruction. Of those schools:

- 93% have music instruction that follows a sequential and ongoing curriculum.
- 96% have music instruction that follows state standards.
- 81% have music instruction that follows national standards.
- 93% have music instruction that is taught by arts specialists.

A total of 71% of Georgia elementary schools offer music instruction that meets all of these measures of quality (sequential and ongoing curriculum, following state or national standards, and instruction taught by specialists).

This means that 16% of Georgia elementary schools offer music instruction that needs improvement. Meanwhile, 13% of Georgia elementary schools offer no music instruction.

Among Georgia elementary schools that offer music classes, enrollment in music averages 98% of the student body. Therefore, approximately 85% of Georgia elementary school students are enrolled in music instruction in any given year; and approximately 70% of Georgia elementary school students are enrolled in quality music art classes that follow a sequential and ongoing curriculum, are aligned with state or national standards, and are taught by a certified arts specialist.



**Figure 30**  
**Music Instruction in Georgia Elementary Schools**

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

## Theatre Instruction and Enrollment in Georgia Elementary Schools

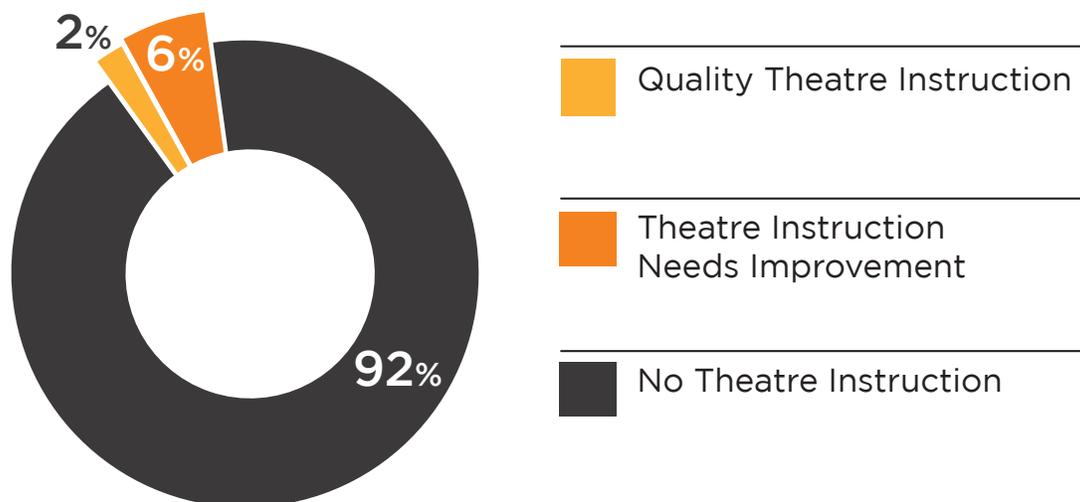
Among Georgia elementary schools, 8% offer theatre instruction. Of those schools:

- 25% have theatre instruction that follows a sequential and ongoing curriculum.
- 30% have theatre instruction that follows state standards.
- 32% have theatre instruction that follows national standards.
- 50% have theatre instruction that is taught by arts specialists.

A total of 2% of Georgia elementary schools offer theatre instruction that meets all of these measures of quality (sequential and ongoing curriculum, following state or national standards, and instruction taught by specialists).

This means that 6% of Georgia elementary schools offer theatre instruction that needs improvement. Meanwhile, 92% of Georgia elementary schools offer no theatre instruction.

Among Georgia elementary schools that offer theatre classes, enrollment in theatre averages 34% of the student body. Therefore, approximately 3% of Georgia elementary school students are enrolled in theatre instruction in any given year; and less than 1% of Georgia elementary school students are enrolled in quality theatre classes that follow a sequential and ongoing curriculum, are aligned with state or national standards, and are taught by a certified arts specialist.



**Figure 31**  
**Theatre Instruction in Georgia Elementary Schools**

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

## Dance Instruction and Enrollment in Georgia Elementary Schools

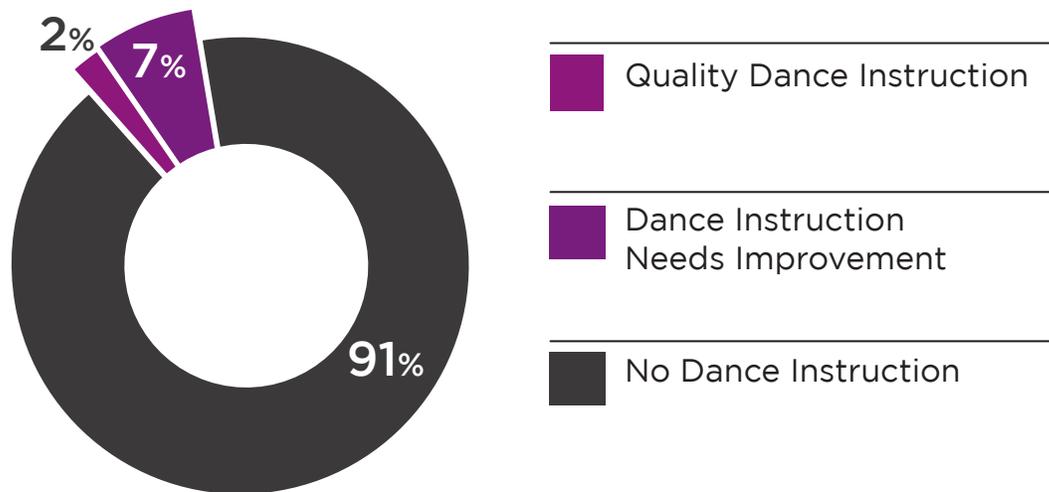
Among Georgia elementary schools, 9% offer dance instruction. Of those schools:

- 31% have dance instruction that follows a sequential and ongoing curriculum.
- 36% have dance instruction that follows state standards.
- 35% have dance instruction that follows national standards.
- 60% have dance instruction that is taught by arts specialists.

A total of 2% of Georgia elementary schools offer dance instruction that meets all of these measures of quality (sequential and ongoing curriculum, following state or national standards, and instruction taught by specialists).

This means that 7% of Georgia elementary schools offer dance instruction that needs improvement. Meanwhile, 91% of Georgia elementary schools offer no dance instruction.

Among Georgia elementary schools that offer dance classes, enrollment in dance averages 33% of the student body. Therefore, approximately 3% of Georgia elementary school students are enrolled in dance instruction in any given year; and less than 1% of Georgia elementary school students are enrolled in quality dance classes that follow a sequential and ongoing curriculum, are aligned with state or national standards, and are taught by a certified arts specialist.



**Figure 32**  
**Dance Instruction in Georgia Elementary Schools**

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

## Creative Writing Instruction and Enrollment in Georgia Elementary Schools

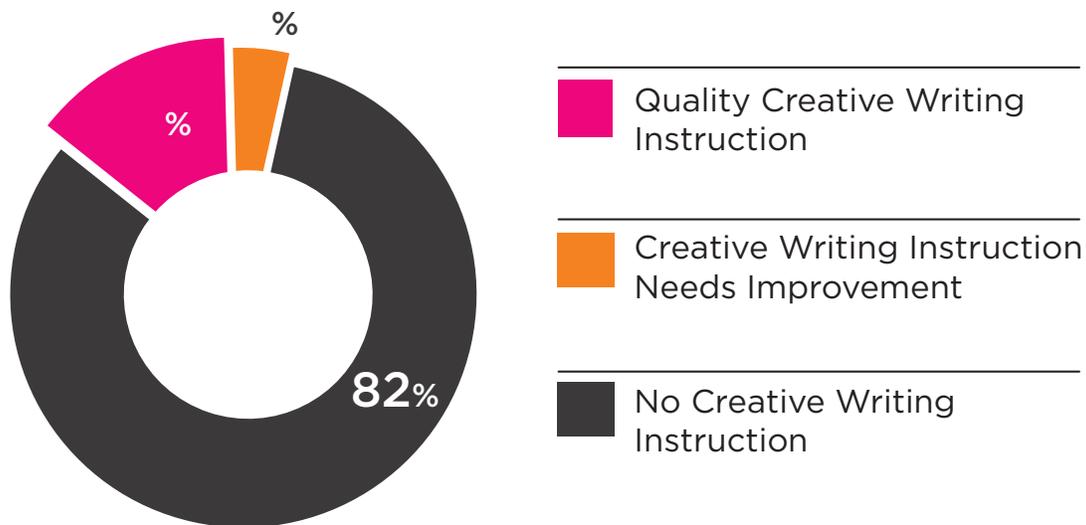
Among Georgia elementary schools, 18% offer creative writing instruction. Of those schools:

- 80% have creative writing instruction that follows a sequential and ongoing curriculum.
- 91% have creative writing instruction that follows state standards.
- 87% have creative writing instruction that follows national standards.
- 90% have creative writing instruction that is taught by arts specialists.

A total of 14% of Georgia elementary schools offer creative writing instruction that meets all of these measures of quality (sequential and ongoing curriculum, following state or national standards, and instruction taught by specialists).

This means that 4% of Georgia elementary schools offer creative writing instruction that needs improvement. Meanwhile, 82% of Georgia elementary schools offer no creative writing instruction.

Among Georgia elementary schools that offer creative writing classes, enrollment in creative writing averages 81% of the student body. Therefore, approximately 15% of Georgia elementary school students are enrolled in creative writing instruction in any given year; and approximately 11% of Georgia elementary school students are enrolled in quality creative writing classes that follow a sequential and ongoing curriculum, are aligned with state or national standards, and are taught by a certified arts specialist.



**Figure 33**

### Creative Writing Instruction in Georgia Elementary Schools

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

## Supplementary Arts Instruction and Exposure in Georgia Elementary Schools

In addition to analyzing access to instruction in Georgia elementary schools, this report also offers analysis of access to supplementary arts education programs such as arts integration, teaching artist programs, after school programs, visiting artist programs, field trips, community arts programs, and gifted or talented programs in the arts.

Among Georgia elementary schools, 44% offer arts field trips, 35% offer arts integration, 32% have after school arts programs, 24% have programs by visiting artists, 16% have programs by community arts organizations, 16% offer arts instruction through gifted programs, and 9% offer programs by teaching artists.

Compared with the region average, Georgia elementary schools have less frequent access to all supplementary arts education programs except for after school programs, where 32% have access compared to 27% in the region.

## Access to Other Arts Education Programs in Georgia Elementary Schools

### Arts Integration



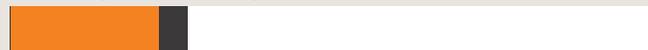
### Teaching Artist Programs



### After School Programs



### Visiting Artist Programs



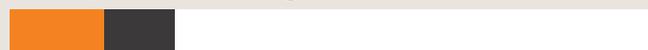
### Field Trips



### Community Arts Programs



### Gifted/ Talented Programs



Percent of Schools

Georgia Region Average

Figure 34

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

“ We are fortunate to have three teachers providing K-5 services in music and art. All three are exceptional in their areas of expertise.... Each one of these teachers also provides some form of tutoring and/or enrichment to identified students in need. ”

## Arts Instructor Qualifications and Professional Development in Georgia Elementary Schools

One of the most influential factors on the quality of arts instruction in any given school is the qualifications of its arts instructors. Arts instructor training can range from arts specialists with a degree in the art form, to volunteers with only an interest in the art form.

The quality of arts instruction offered by schools which employ arts specialists should be appropriately commended. At the same time, the efforts made by schools with insufficient budgets to employ arts specialists to offer arts instruction by working with instructors who have alternative qualifications should also be acknowledged.

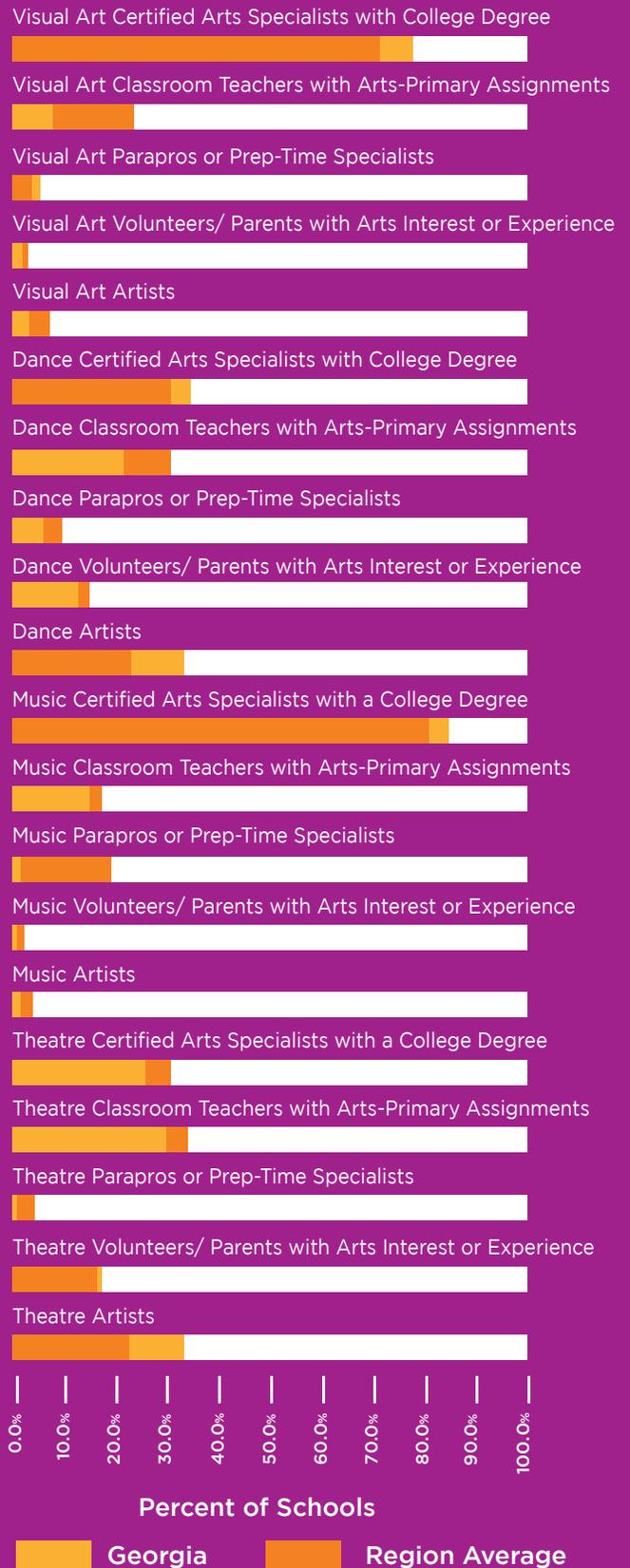
In Georgia elementary schools, visual art instructors include arts specialists (78%), classroom teachers with arts-primary assignments (17%), paraprofessionals (5%), volunteers (1%), and artists (4%). Music instructors include arts specialists (86%), classroom teachers (14%), paraprofessionals (1%), and artists (1%). Theatre instructors are comprised of arts specialists (27%), classroom teachers (30%), volunteers or parents (17%), and artists (33%). Dance instructors in Georgia elementary schools include arts specialists (33%), classroom teachers with arts primary assignments (21%), paraprofessionals (6%), volunteers or parents (12%), and artists (33%).

Compared to the region, Georgia elementary school instructors are more likely to be certified specialists in the subject areas of visual art, music, and dance, while Georgia elementary theatre instructors are more likely to be theatre artists.

**Figure 35**

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

## Elementary School Arts Instructor Qualifications



Professional development is important for instructors to maintain their continuing education, but also for arts instructors to gain exposure to new ideas, innovative approaches, creative methods, and advanced curricular content. At the elementary school level, it can be especially helpful for arts instructors to receive training in arts integration, as well as continuing education in their respective subject areas.

Among Georgia elementary schools that responded to the survey, 84% said that their arts instructors participate in some form of arts-specific professional development.

Georgia elementary school principals identified the professional development activities in which their arts specialists participate as district workshops (74%), workshops by arts organizations (33%), school workshops (32%), national conferences (28%), college or university workshops (24%), state arts council workshops (23%), instruction or mentoring from professional artists (19%), and state department of education workshops (7%).

Compared to the South Arts region, Georgia elementary schools are slightly less likely to have arts specialists receive training from school workshops, district workshops, college or university workshops, state arts council workshops, state department of education workshops, and workshops by arts organizations. Georgia elementary schools are slightly more likely to have arts specialists who receive instruction or mentoring by artists and to participate in national conferences.

“Our PTA sponsors an Arts Alive program where students study and recreate art from a well-known artist.”

## Participation by Elementary School Arts Specialists in Professional Development Activities

### School Workshops



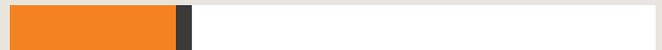
### District Workshops



### College/ University Workshops



### National Conferences



### State Arts Council/ Commission Workshops



### State DOE/ OPI Workshops



### Instruction/ Mentoring by Artists



### Workshops by Arts Organizations



### Other



Percent of PD Activities

Georgia Region Average

Figure 36

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

## Arts Resources and Partners in Georgia Elementary Schools

Responding Georgia elementary schools receive arts education funding from a variety of sources, including the district (46%), the PTA/PTO (44%), arts fund raisers (32%), the school budget (28%), and individual contributions (17%).

They spend arts education funds on arts supplies and equipment (70%), arts field trips (46%), arts assemblies (36%), arts instructor professional development (35%), release time or collaborative learning time (20%), and hiring professional artists or touring companies (14%).

### Elementary School Funding Sources for Arts Education

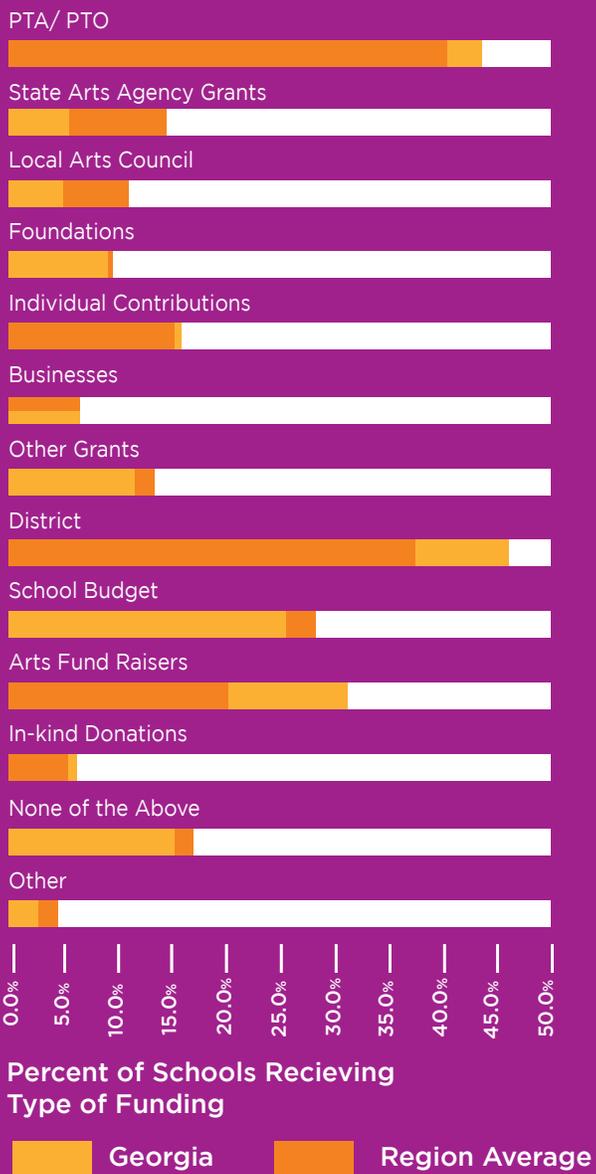


Figure 37

### Elementary Schools Spending Funds on Arts Programs and Personnel

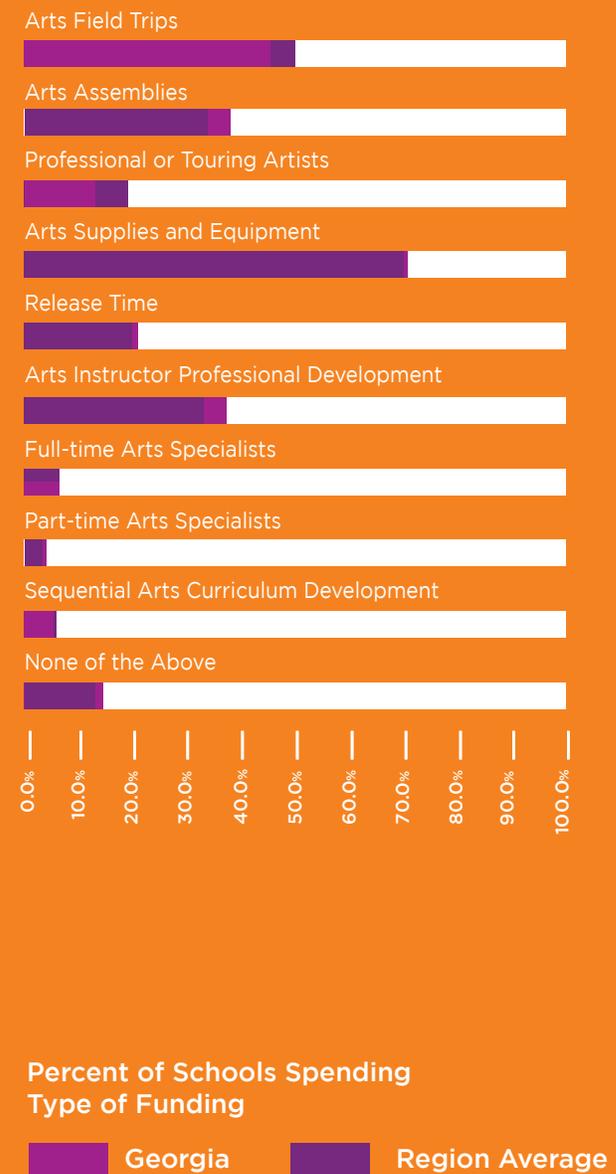


Figure 38

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

## Principal Perspectives on Obstacles and Helpful Factors for the Arts in Georgia Elementary Schools

Responding principals from Georgia elementary schools identified three primary obstacles to arts education – budget constraints (76%), competing priorities (49%), and time in the school day (47%).

Principals also identified barriers that prevent students from traveling outside of the school for arts programs, including transportation costs (75%), event or activity admission costs (55%), and time out of the school day (46%).

### Elementary Schools Identifying Obstacles to Providing Arts Education

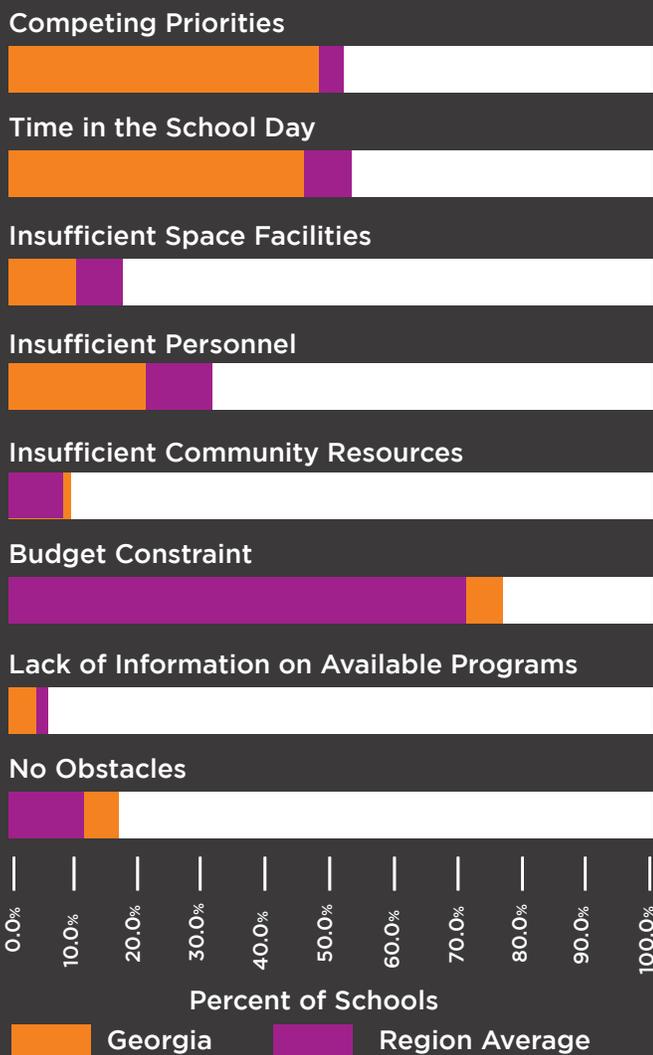


Figure 39

### Elementary Schools Identifying Barriers to Arts Field Trips

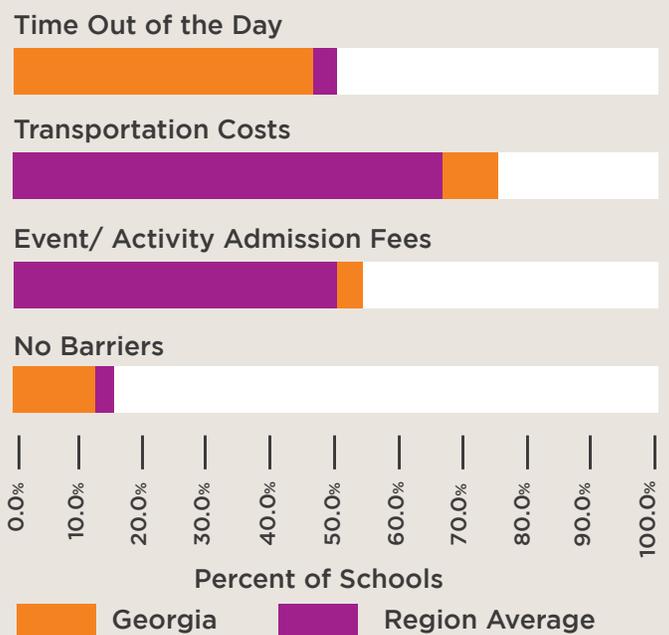


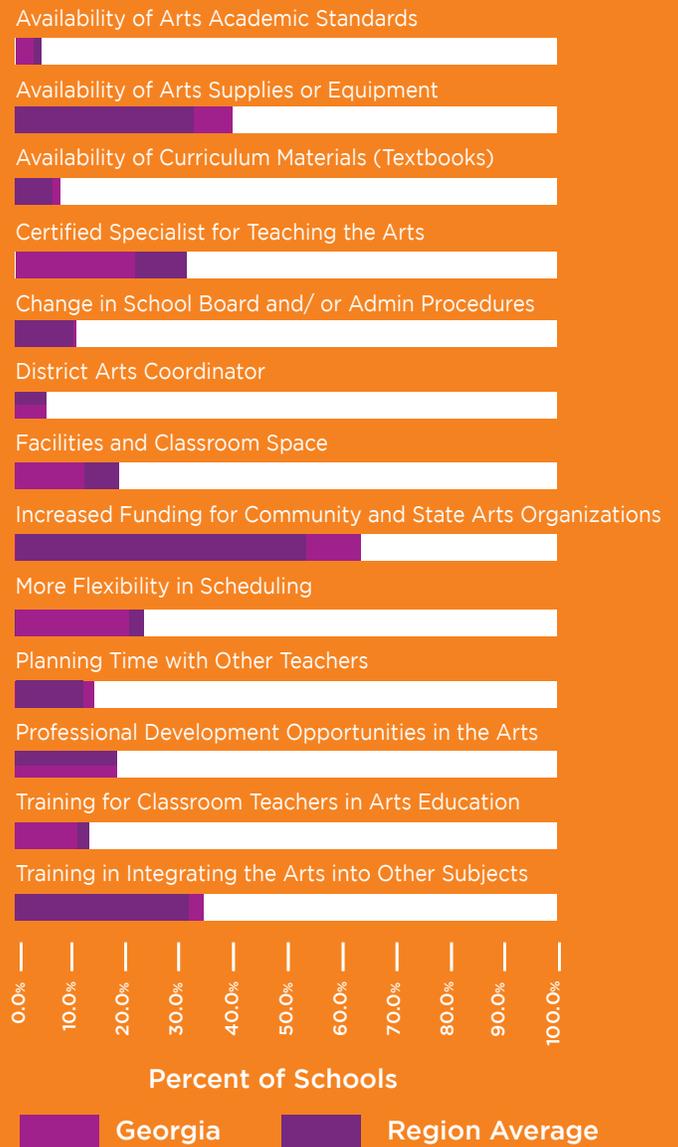
Figure 40

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



Factors that Georgia elementary school principals noted as helpful to arts learning are Increased arts education funding for community and state arts organizations that support school arts programs (63%), arts supplies or equipment (39%), arts integration training (34%), certified arts specialists (22%), and flexibility in scheduling (21%).

## Elementary Schools Identifying Helpful Factors to Improve Arts Learning



**Figure 41**

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

## CRCT Scores and Access to Arts Classes in Georgia Elementary Schools

Georgia elementary schools with visual art classes have a higher percentage of students attaining grade level expectations on CRCT tests in Reading, Math, and Science. Meanwhile, elementary schools with creative writing classes also have a higher percentage of students achieving grade level expectations on Reading and Science CRCT tests.

Additional analysis of the correlation between arts classes and test scores is needed to control for variables such as poverty, ethnicity, and population density; however the occurrence of higher test scores in schools that offer arts classes is in line with what numerous other researchers have found, with students enrolled in the arts regularly achieving higher scores on standardized tests than those who are not.<sup>6</sup>

**Figure 42**

Elementary School Arts Classes and Test Scores			
	Average % of Students Meeting Grade Level Expectations on Reading CRCT	Average % of Students Meeting Grade Level Expectations on Math CRCT	Average % of Students Meeting Grade Level Expectations on Science CRCT
Schools with Visual Arts Classes	92.7%	87.5%	79.0%
Schools without Visual Arts Classes	90.9%	84.5%	74.1%
Schools with Music Classes	92.4%	86.8%	78.2%
Schools without Music Classes	92.1%	87.4%	77.3%
Schools with Theatre Classes	92.5%	84.9%	76.8%
Schools without Theatre Classes	92.3%	87.1%	78.2%
Schools with Dance Classes	92.2%	86.3%	76.2%
Schools without Dance Classes	92.4%	87.0%	78.3%
Schools with Creative Writing Classes	93.2%	87.0%	80.5%
Schools without Creative Writing Classes	92.2%	86.9%	77.5%

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

6. See Catterall, James S., *Doing Well and Doing Good by Doing Art*, 2009; Catterall, James S., et al, *The Arts and Achievement in At-Risk Youth*, 2012; Arts Education

Partnership, *Preparing Students for the Next America*, 2013; Ruppert, Sandra S., *Critical Evidence*, 2006; Deasy, Richard, editor, *Critical Links*, 2002.

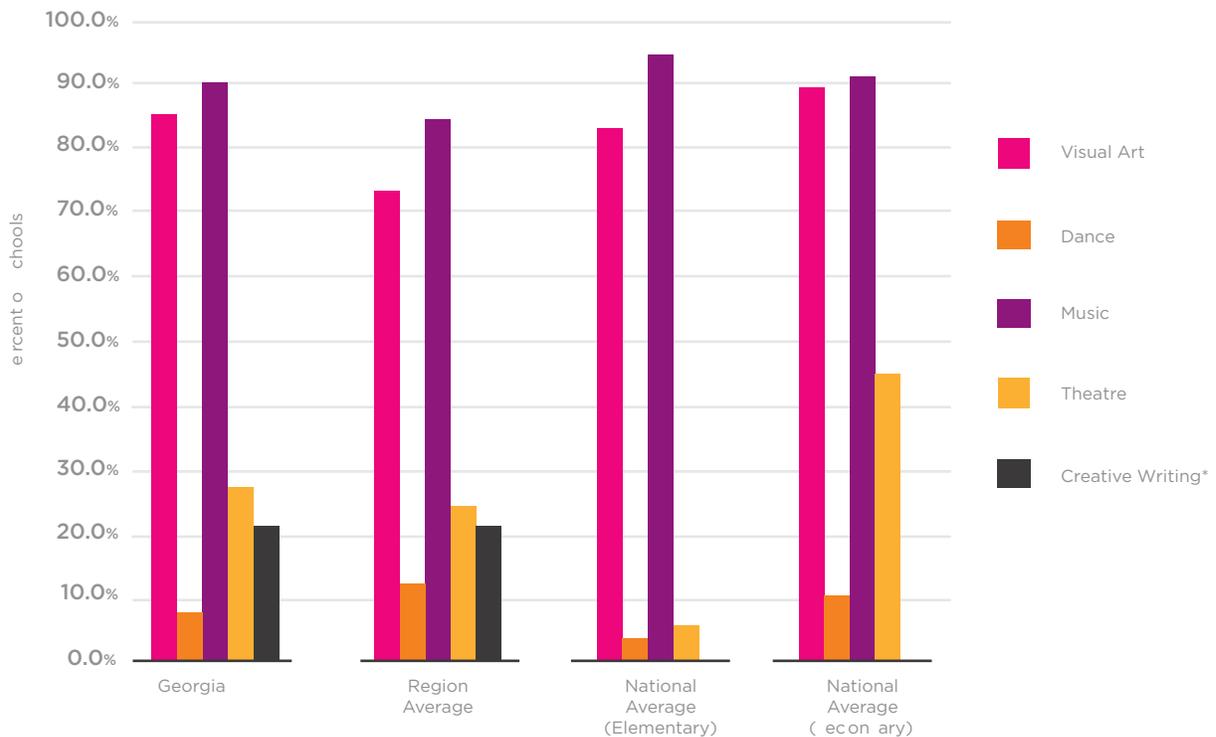
# Arts Education in Georgia Middle Schools

## Access to Arts Instruction in Georgia Middle Schools

Georgia middle schools responding to the survey have greater access to arts classes than the regional average in visual art (86% compared to 73%), music (90% to 84%), and theatre (28% to 26%). Meanwhile, Georgia middle schools have lower access to dance (7% to 13%), and the same

as the regional average for creative writing (22%). Among Georgia middle schools, 63% offer classes in both visual art and music. Only 2% of Georgia middle schools offer classes in all five arts subject areas – visual art, music, theatre, dance, and creative writing.

**Georgia Middle Schools with Access to Arts Classes**



**Figure 43**

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.  
 \* The region average for Creative Writing is only made up of data from the four states which included the subject area in their survey - AL, GA, KY, and SC.

## Visual Art Instruction and Enrollment in Georgia Elementary Schools

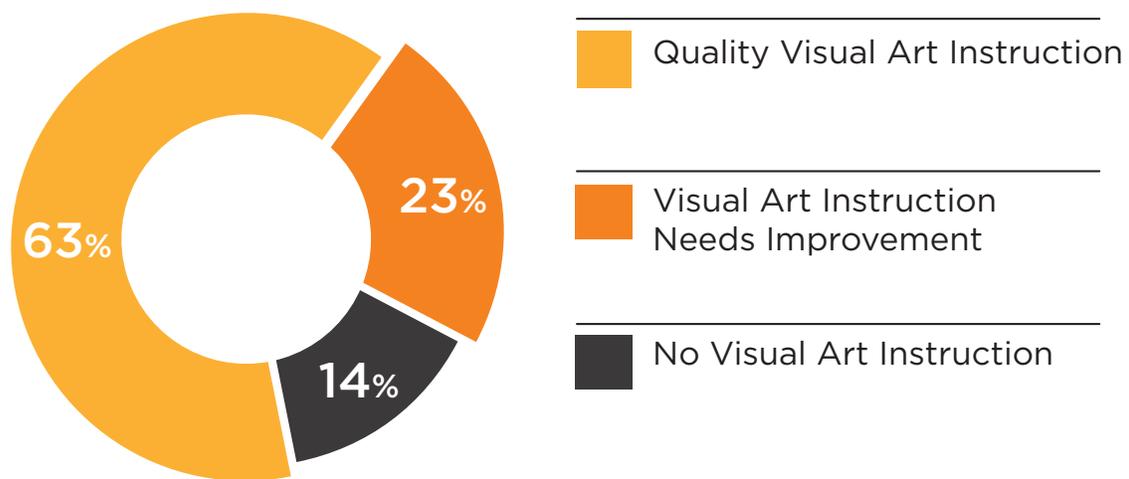
Among Georgia middle schools, 86% offer visual art instruction. Of those schools:

- 88% have visual art instruction that follows a sequential and ongoing curriculum.
- 100% have visual art instruction that follows state standards.
- 80% have visual art instruction that follows national standards.
- 98% have visual art instruction that is taught by arts specialists.

A total of 63% of Georgia middle schools offer visual art instruction that meets all three measures of quality (sequential and ongoing curriculum, following state or national standards, and instruction taught by specialists). This means that

23% of Georgia middle schools offer visual art instruction that needs improvement. Meanwhile, 14% of Georgia middle schools offer no visual art instruction.

Among Georgia middle schools that offer visual art classes, enrollment in visual art averages 35% of the student body. Therefore, approximately 30% of Georgia middle school students are enrolled in visual art instruction in any given year; and approximately 22% of Georgia middle school students are enrolled in quality visual art classes that follow a sequential and ongoing curriculum, are aligned with state or national standards, and are taught by a certified arts specialist.



**Figure 44**  
**Visual Art Instruction in Georgia Middle Schools**

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

## Music Instruction and Enrollment in Georgia Middle Schools

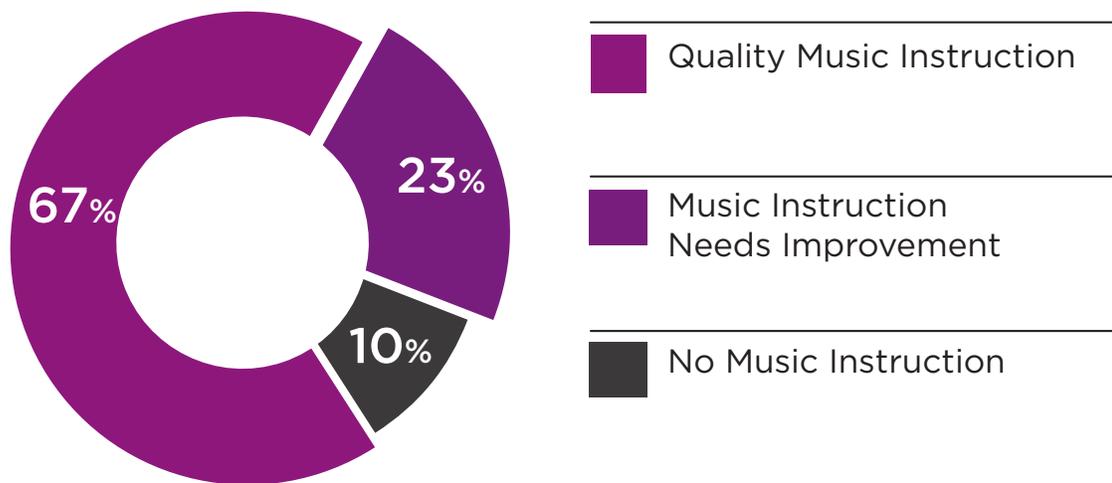
Among Georgia middle schools, 90% offer music instruction. Of those schools:

- 97% have music instruction that follows a sequential and ongoing curriculum.
- 98% have music instruction that follows state standards.
- 82% have music instruction that follows national standards.
- 100% have music instruction that is taught by arts specialists.

A total of 67% of Georgia middle schools offer music instruction that meets all three measures of quality (sequential and ongoing curriculum, following state or national standards, and instruction taught by specialists).

This means that 23% of Georgia middle schools offer music instruction that needs improvement. Meanwhile, 10% of Georgia middle schools offer no music instruction.

Among Georgia middle schools that offer music classes, enrollment in music averages 42% of the student body. Therefore, approximately 38% of Georgia middle school students are enrolled in music instruction in any given year; and approximately 28% of Georgia middle school students are enrolled in quality music classes that follow a sequential and ongoing curriculum, are aligned with state or national standards, and are taught by a certified arts specialist.



**Figure 45**

### Music Instruction in Georgia Middle Schools

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

## Theatre Instruction and Enrollment in Georgia Middle Schools

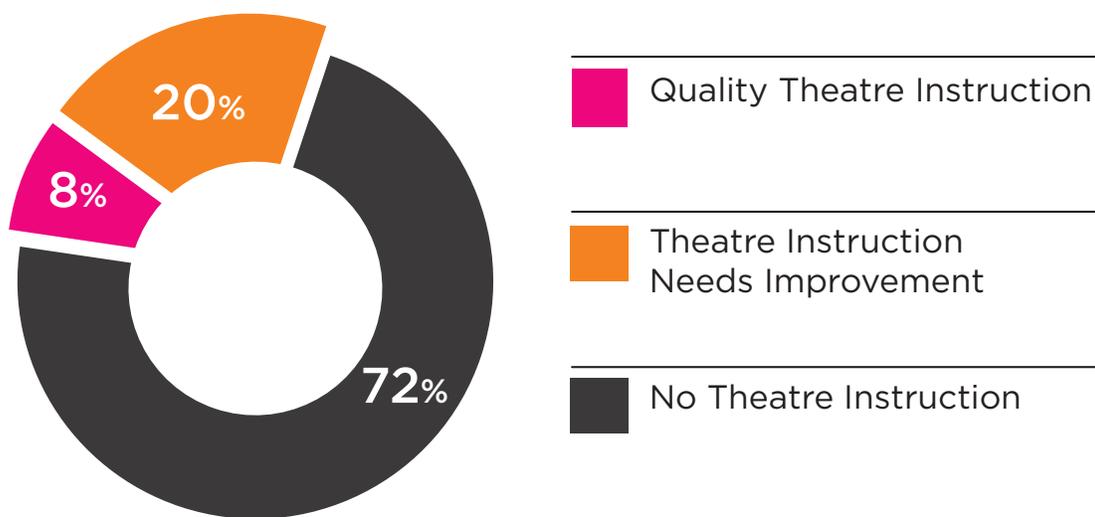
Among Georgia middle schools, 28% offer theatre instruction. Of those schools:

- 65% have theatre instruction that follows a sequential and ongoing curriculum.
- 72% have theatre instruction that follows state standards.
- 53% have theatre instruction that follows national standards.
- 63% have theatre instruction that is taught by arts specialists.

A total of 8% of Georgia middle schools offer theatre instruction that meets all three measures of quality (sequential and ongoing curriculum, following state or national standards, and instruction taught by specialists).

This means that 20% of Georgia middle schools offer theatre instruction that needs improvement. Meanwhile, 72% of Georgia middle schools offer no theatre instruction.

Among Georgia middle schools that offer theatre classes, enrollment in theatre averages 24% of the student body. Therefore, approximately 7% of Georgia middle school students are enrolled in theatre instruction in any given year; and approximately 2% of Georgia middle school students are enrolled in quality theatre classes that follow a sequential and ongoing curriculum, are aligned with state or national standards, and are taught by a certified arts specialist.



**Figure 46**

### Theatre Instruction in Georgia Middle Schools

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

## Dance Instruction and Enrollment in Georgia Middle Schools

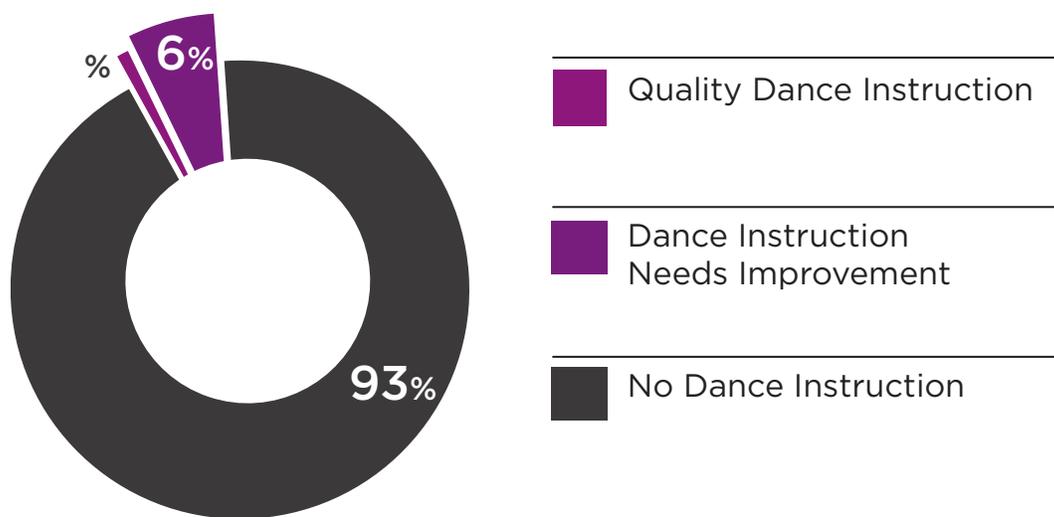
Among Georgia middle schools, 7% offer dance instruction. Of those schools:

- 57% have dance instruction that follows a sequential and ongoing curriculum.
- 33% have dance instruction that follows state standards.
- 33% have dance instruction that follows national standards.
- 20% have dance instruction that is taught by arts specialists.

A total of 1% of Georgia middle schools offer dance instruction that meets all three measures of quality (sequential and ongoing curriculum, following state or national standards, and instruction taught by specialists).

This means that 6% of Georgia middle schools offer dance instruction that needs improvement. Meanwhile, 93% of Georgia middle schools offer no dance instruction.

Among Georgia middle schools that offer dance classes, enrollment in dance averages 9% of the student body. Therefore, less than 1% of Georgia middle school students are enrolled in dance instruction in any given year; and less than one-tenth of 1% of Georgia middle school students are enrolled in quality dance classes that follow a sequential and ongoing curriculum, are aligned with state or national standards, and are taught by a certified arts specialist.



**Figure 47**

### Dance Instruction in Georgia Middle Schools

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

## Creative Writing Instruction and Enrollment in Georgia Middle Schools

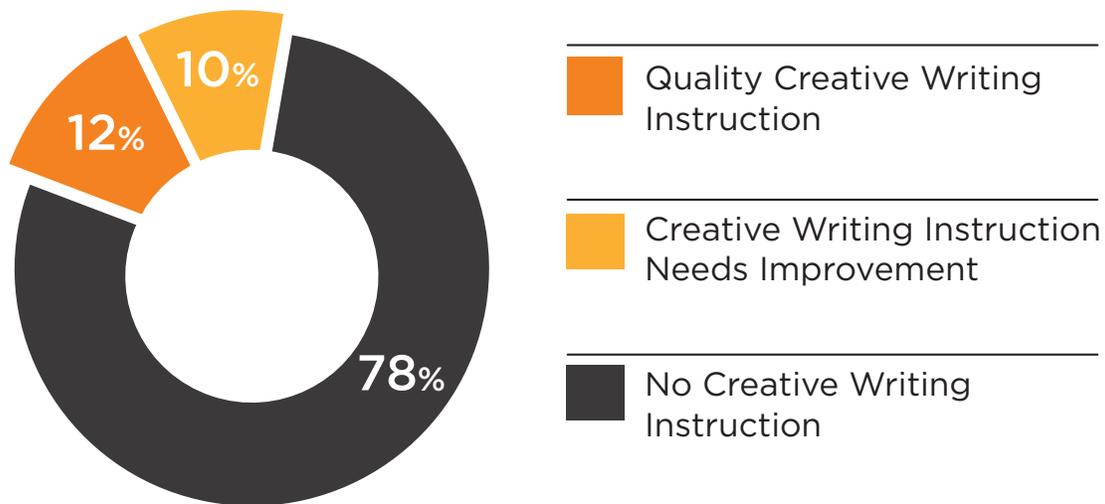
Among Georgia middle schools, 22% offer creative writing instruction. Of those schools:

- 67% have creative writing instruction that follows a sequential and ongoing curriculum.
- 80% have creative writing instruction that follows state standards.
- 65% have creative writing instruction that follows national standards.
- 88% have creative writing instruction that is taught by arts specialists.

A total of 12% of Georgia middle schools offer creative writing instruction that meets all three measures of quality (sequential and ongoing curriculum, following state or national standards, and instruction taught by specialists). This means

that 10% of Georgia middle schools offer creative writing instruction that needs improvement. Meanwhile, 78% of Georgia middle schools offer no creative writing instruction.

Among Georgia middle schools that offer creative writing classes, enrollment in creative writing averages 27% of the student body. Therefore, approximately 6% of Georgia middle school students are enrolled in creative writing instruction in any given year; and approximately 3% of Georgia middle school students are enrolled in quality creative writing classes that follow a sequential and ongoing curriculum, are aligned with state or national standards, and are taught by a certified arts specialist.



**Figure 48**  
**Creative Writing Instruction in Georgia Middle Schools**

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

## Supplementary Arts Instruction and Exposure in Georgia Middle Schools

In addition to analyzing access to instruction in Georgia middle schools, this report also offers analysis of access to supplementary arts education programs such as arts integration, teaching artist programs, after school programs, visiting artist programs, field trips, community arts programs, and gifted or talented programs in the arts.

Among Georgia middle schools, 46% offer arts field trips, 32% have after school arts programs, 26% offer arts integration, 20% have programs by community arts organizations, 13% have programs by visiting artists, 13% offer the arts in gifted programs, and 6% offer programs by teaching artists.

Compared to the South Arts region, Georgia middle schools have higher rates of access to arts integration, after school programs, field trips, and community arts programs. Georgia middle schools have lower rates of access to teaching artist programs, visiting artist programs, and gifted or talented programs in the arts.



## Access to Other Arts Education Programs in Georgia Middle Schools

### Arts Integration



### Teaching Artist Programs



### After School Programs



### Visiting Artist Programs



### Field Trips



### Community Arts Programs



### Gifted/ Talented Programs

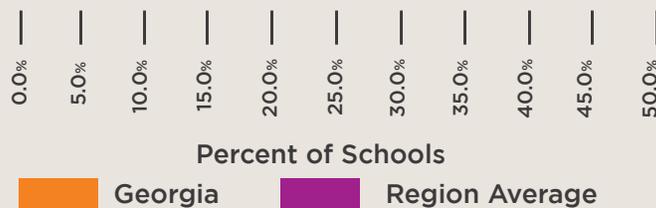


Figure 49

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

## Arts Instructor Qualifications and Professional Development in Georgia Middle Schools

One of the most influential factors on the quality of arts instruction in any given school is the qualifications of its arts instructors. Arts instructor training can range from arts specialists with a degree in the art form, to volunteers with only an interest in the art form.

The quality of arts instruction offered by schools which employ arts specialists should be appropriately commended. At the same time, the efforts made by schools with insufficient budgets to employ arts specialists to offer arts instruction by working with instructors who have alternative qualifications should also be acknowledged.

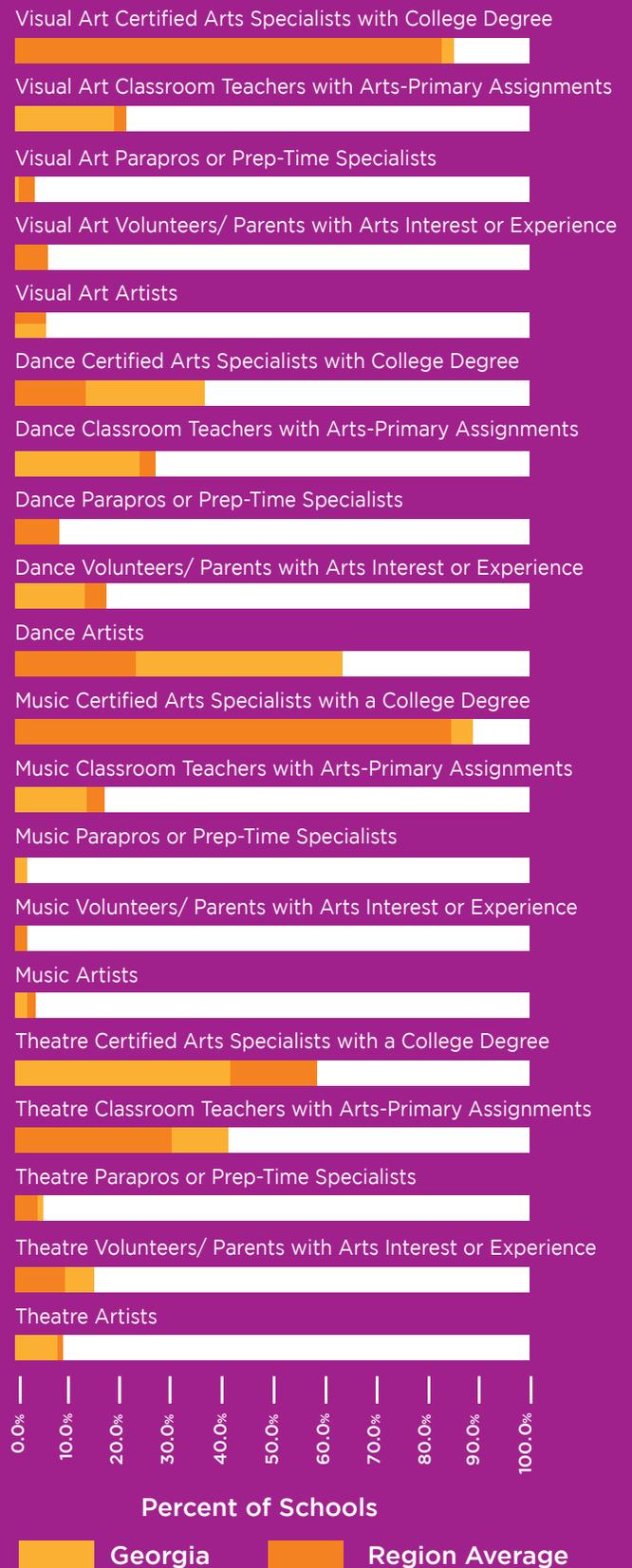
At responding Georgia middle schools, visual art instructors include arts specialists (83%), classroom teachers with arts-primary assignments (19%), paraprofessionals (2%), and artists (4%). Music instructors include arts specialists (88%), classroom teachers (15%), paraprofessionals (2%), and artists (2%). Theatre instructors include arts specialists (41%), classroom teachers (41%), paraprofessionals (5%), volunteers or parents (14%), and artists (5%). Dance instructors in Georgia middle schools that responded include arts specialists (13%), classroom teachers with arts primary assignments (25%), volunteers or parents (13%), and artists (63%).

In comparison to the South Arts region, Georgia middle schools are slightly more likely to have certified arts specialists teaching classes in visual art and music. Dance classes in Georgia middle schools are more likely to be taught by dancers, and less likely to be taught by certified specialists. Meanwhile, theatre classes in Georgia middle schools are more likely to be taught by classroom teachers with arts primary assignments and volunteers or parents with arts interest or experience, and less likely to be taught by certified specialists or theatre artists compared to the region average.

**Figure 50**

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

## Middle School Arts Instructor Qualifications



Professional development is important for instructors to maintain their continuing education, but also for arts instructors to gain exposure to new ideas, innovative approaches, creative methods, and advanced curricular content. At the middle school level, it can be especially helpful for arts instructors to receive continuing education in their respective subject areas.

Among responding Georgia middle schools with arts instructors, 95% have arts instructors who participate in arts-specific professional development.

Georgia middle school principals identified the professional development activities in which their arts specialists participate as district workshops (62%), workshops by arts organizations (43%), college or university workshops (43%), school workshops (40%), state arts council workshops (35%), national conferences (28%), instruction or mentorship by professional artists (17%), and state department of education workshops (14%).

Compared to the South Arts region, Georgia middle schools have arts specialists that are less likely to receive professional development through school workshops, district workshops, state department of education workshops, and instruction or mentoring by artists. Middle schools in Georgia are more likely to have arts specialists who receive professional development through colleges or universities, national conferences, state arts councils, and/or workshops by arts organizations.

“ I think we do a great job at our school through our outstanding after school drama program, work with the Albany Symphony, and the Atlanta Opera. ”

## Participation by Middle School Arts Specialists in Professional Development Activities

### School Workshops



### District Workshops



### College/ University Workshops



### National Conferences



### State Arts Council/ Commission Workshops



### State DOE/ OPI Workshops



### Instruction/ Mentoring by Artists



### Workshops by Arts Organizations



### Other



Percent of PD Activities

Georgia Region Average

Figure 51

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

## Arts Resources and Partners in Georgia Middle Schools

Responding Georgia middle schools receive arts education funding from a variety of sources, including the district (57%), arts fund raisers (43%), the school budget (33%), individual contributions (28%), the PTA/PTO (21%), and in-kind donations (18%). Schools spend arts

education funds on arts supplies and equipment (74%), arts instructor professional development (43%), release time or collaborative learning time (34%), arts field trips (33%), arts assemblies (26%), and hiring professional artists or touring companies (10%).

### Middle School Funding Sources for Arts Education

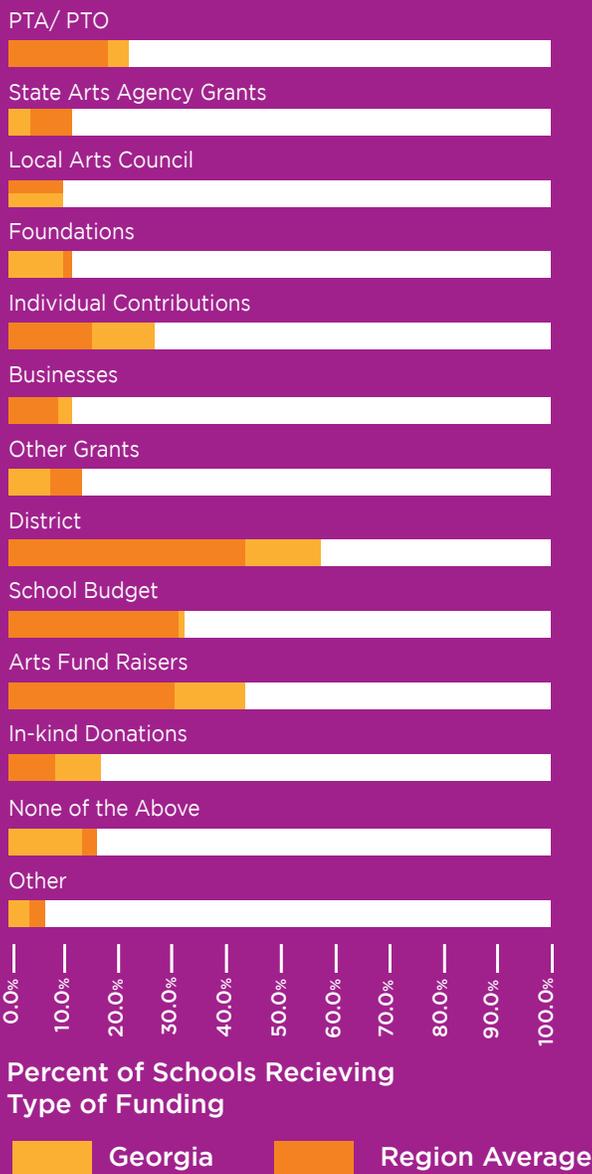


Figure 52

### Middle Schools Spending Funds on Arts Programs and Personnel



Figure 53

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

## Principal Perspectives on Obstacles and Helpful Factors for the Arts in Georgia Middle Schools

Georgia middle school principals who responded to the survey identified four primary obstacles to arts education – budget constraints (78%), competing priorities (60%), time in the school day (38%), and insufficient personnel (33%). Principals

also identified barriers that prevent students from traveling outside of the school for arts programs, including transportation costs (76%), event or activity admission costs (53%), and time out of the school day (48%).

### Middle Schools Identifying Obstacles to Providing Arts Education

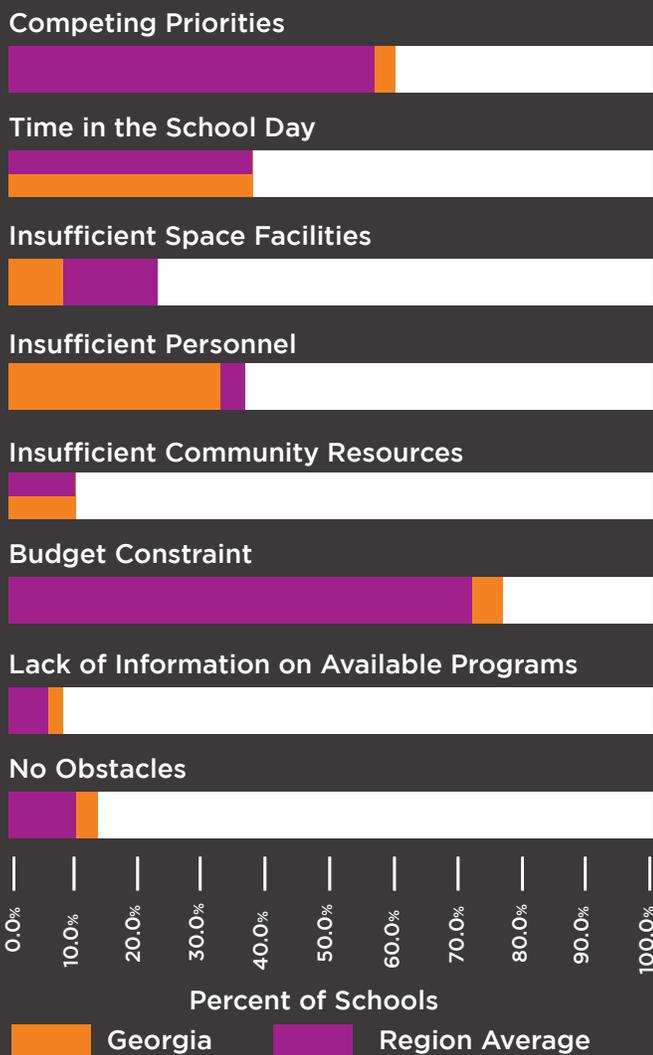


Figure 54

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

### Middle Schools Identifying Barriers to Arts Field Trips

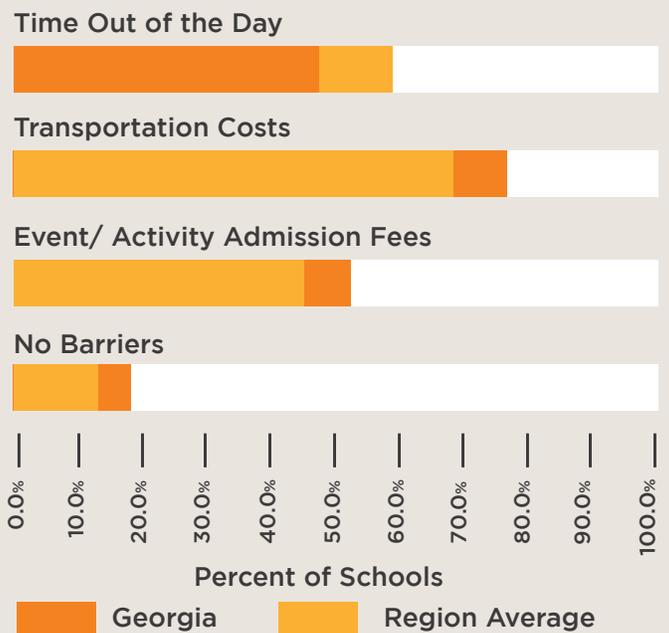


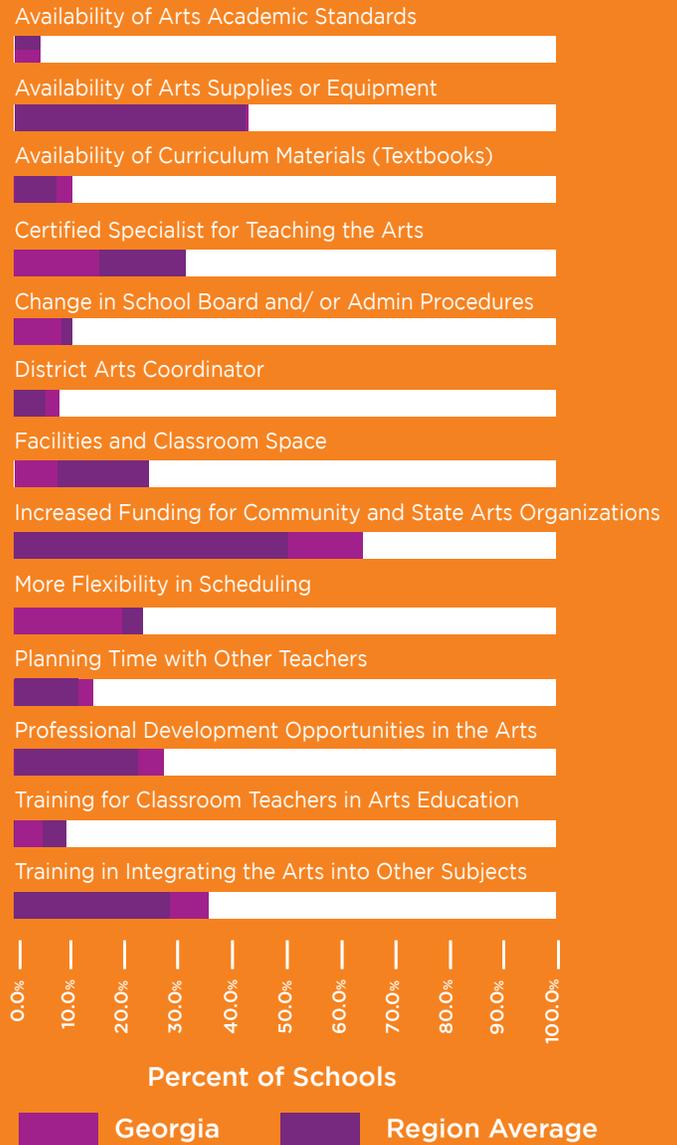
Figure 55



Factors that Georgia middle school principals identified as helpful to arts learning are increased arts education funding for community and state arts organizations that support school arts programs (65%), arts supplies or equipment (43%), arts integration training (35%), professional development opportunities in the arts (26%), flexibility in scheduling (19%), certified arts specialists (16%), and planning time with other teachers (14%).

**“ We have an outstanding music program at our school and high participation. Extracurricular groups in 5th grade include chorus, world drumming, Orff ensemble, and recorder club.”**

## Middle Schools Identifying Helpful Factors to Improve Arts Learning



**Figure 56**

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

## CRCT Scores and Access to Arts Classes in Georgia Middle Schools

Middle schools with visual art or music classes have a higher percentage of students who achieve grade level expectations on the CRCT in Reading and Math than schools without visual art or music classes. The association is especially strong between middle schools offering music classes and the reading scores for those schools, but the association is also strong between music classes and math scores, and visual art classes and reading scores. A moderate positive relationship also exists between schools that offer visual art classes and math scores on the CRCT, dance

classes and math scores, and creative writing classes and reading scores.

Additional analysis of the correlation between arts classes and test scores is needed to control for variables such as poverty, ethnicity, and population density; however the occurrence of higher test scores in schools that offer arts classes is in line with what numerous other researchers have found, with students enrolled in the arts regularly achieving higher scores on standardized tests than those who are not.<sup>7</sup>

Figure 57

Middle School Arts Classes and Test Scores			
	Average % of Students Meeting Grade Level Expectations in Reading	Average % of Students Meeting Grade Level Expectations in Math	Average % of Students Meeting Grade Level Expectations in Science
Schools with Visual Arts Classes	96.3%	82.9%	67.9%
Schools without Visual Arts Classes	94.8%	80.0%	69.7%
Schools with Music Classes	96.5%	83.0%	68.6%
Schools without Music Classes	92.0%	78.0%	64.8%
Schools with Theatre Classes	96.4%	83.2%	66.3%
Schools without Theatre Classes	95.9%	82.1%	69.0%
Schools with Dance Classes	97.0%	86.8%	57.3%
Schools without Dance Classes	96.0%	82.1%	69.0%
Schools with Creative Writing Classes	97.1%	83.1%	67.8%
Schools without Creative Writing Classes	95.8%	82.3%	68.3%

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

7. See Catterall, James S., *Doing Well and Doing Good by Doing Art*, 2009; Catterall, James S., et al, *The Arts and Achievement in At-Risk Youth*, 2012; Arts Education

Partnership, *Preparing Students for the Next America*, 2013; Ruppert, Sandra S., *Critical Evidence*, 2006; Deasy, Richard, editor, *Critical Links*, 2002.

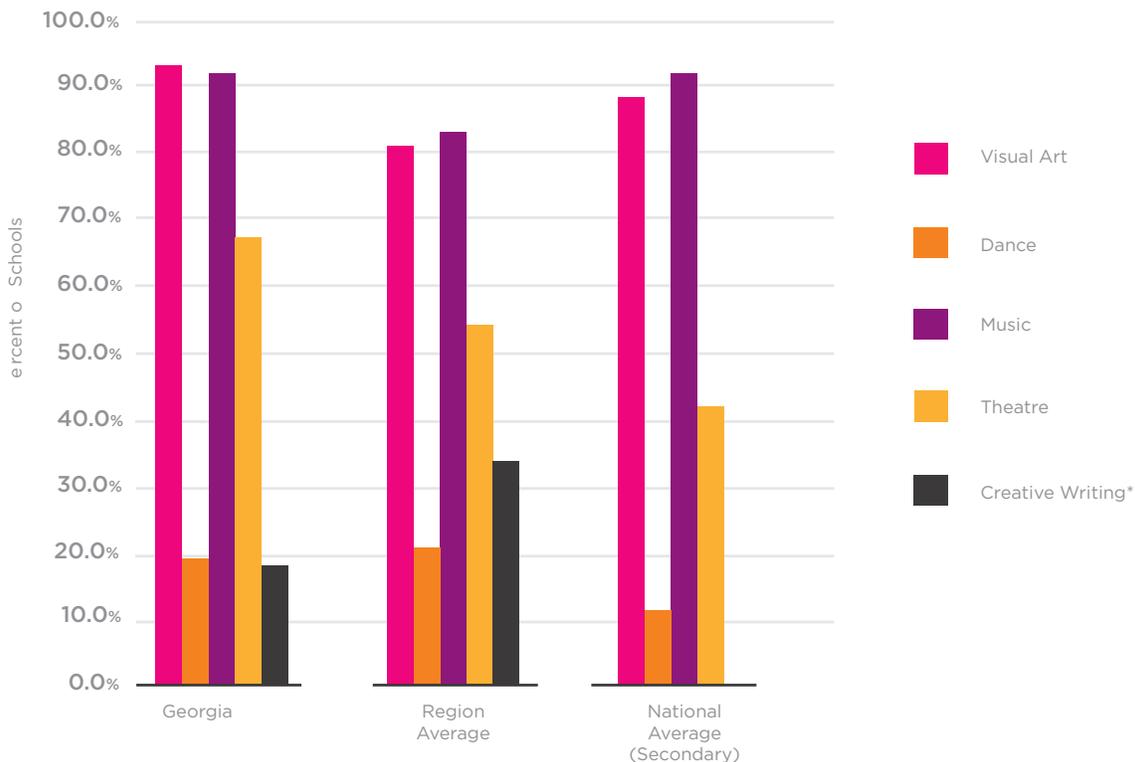
# Arts Education in Georgia High Schools

## Access to Arts Instruction in Georgia High Schools

Georgia high schools responding to the survey exceed the regional average for access to classes in visual art (93% of schools compared to 82%), music (92% to 83%), and theatre (67% to 57%). Meanwhile, Georgia high schools less frequently offer dance (21% compared to 22%) and creative writing (19% to 35%) than the regional average. Georgia high schools also exceed the national average in all four discipline areas – visual art (93% to 89%), dance (21% to 12%), music (92% to 91%), and theatre (67% to 45%). A national average is not available for creative writing.

Among responding Georgia high schools, 75% offer classes in both visual art and music. Only 8% of Georgia high schools offer classes in all five arts subject areas – visual art, music, theatre, dance, and creative writing. Approximately 4% of Georgia high schools offer no arts education.

**Georgia High Schools with Access to Arts Classes**



**Figure 58**

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.  
 \* The region average for Creative Writing is only made up of data from the four states which included the subject area in their survey - AL, GA, KY, and SC.

## Visual Art Instruction and Enrollment in Georgia High Schools

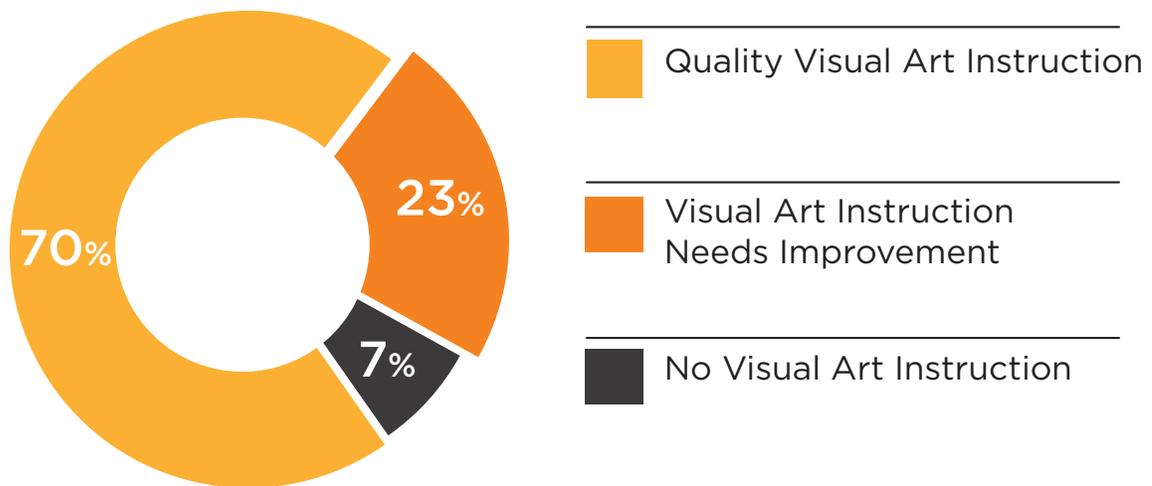
Among Georgia high schools, 93% offer visual art instruction. Of those schools:

- 97% have visual art instruction that follows a sequential and ongoing curriculum.
- 100% have visual art instruction that follows state standards.
- 82% have visual art instruction that follows national standards.
- 100% have visual art instruction that is taught by arts specialists.

A total of 70% of Georgia high schools offer visual art instruction that meets all three measures of quality (sequential and ongoing curriculum, following state or national standards, and instruction taught by specialists). This means

that 23% of Georgia high schools offer visual art instruction that needs improvement. Meanwhile, 7% of Georgia high schools offer no visual art instruction.

Among Georgia high schools that offer visual art classes, enrollment in visual art averages 14% of the student body. Therefore, approximately 13% of Georgia high school students are enrolled in visual art instruction in any given year; and approximately 10% of Georgia high school students are enrolled in quality visual art classes that follow a sequential and ongoing curriculum, are aligned with state or national standards, and are taught by a certified arts specialist.



**Figure 59**

### Visual Art Instruction in Georgia High Schools

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

## Music Instruction and Enrollment in Georgia High Schools

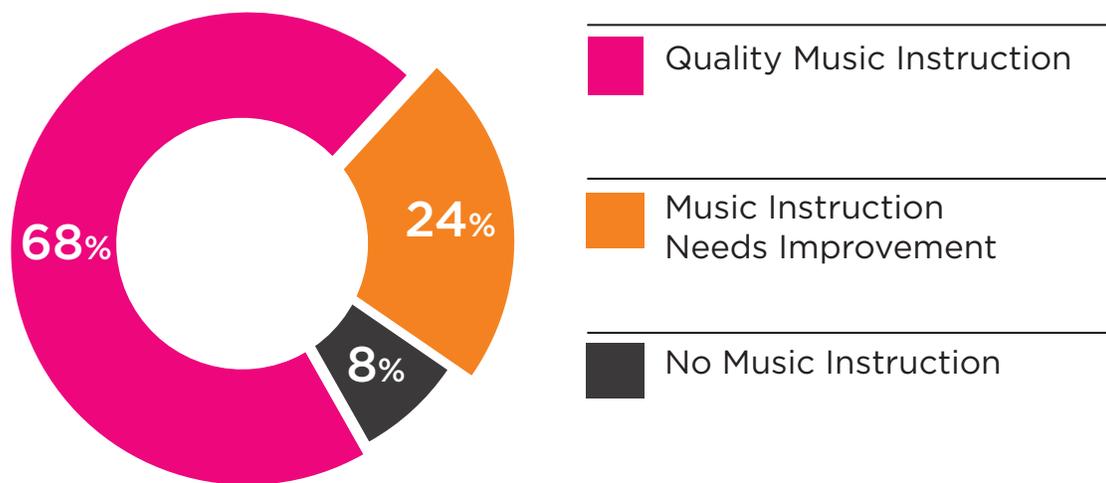
Among Georgia high schools, 92% offer music instruction. Of those schools:

- 92% have music instruction that follows a sequential and ongoing curriculum.
- 98% have music instruction that follows state standards.
- 83% have music instruction that follows national standards.
- 100% have music instruction that is taught by arts specialists.

A total of 68% of Georgia high schools offer music instruction that meets all three measures of quality (sequential and ongoing curriculum, following state or national standards, and instruction taught by specialists). This means

that 24% of Georgia high schools offer music instruction that needs improvement. Meanwhile, 8% of Georgia high schools offer no music instruction.

Among Georgia high schools that offer music classes, enrollment in music averages 17% of the student body. Therefore, approximately 16% of Georgia high school students are enrolled in music instruction in any given year; and approximately 12% of Georgia high school students are enrolled in quality music classes that follow a sequential and ongoing curriculum, are aligned with state or national standards, and are taught by a certified arts specialist.



**Figure 60**  
**Music Instruction in Georgia High Schools**

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

## Theatre Instruction and Enrollment in Georgia High Schools

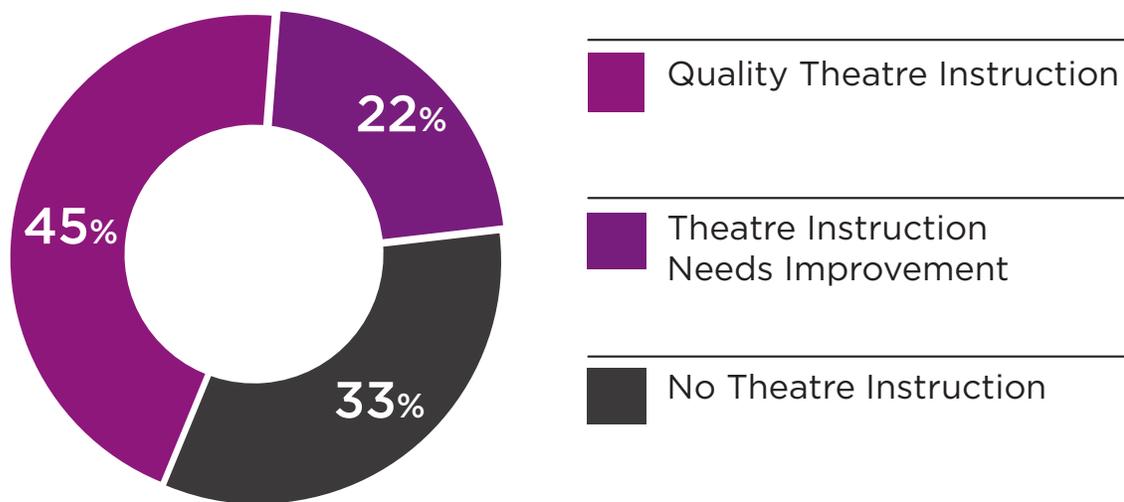
Among Georgia high schools, 67% offer theatre instruction. Of those schools:

- 92% have theatre instruction that follows a sequential and ongoing curriculum.
- 93% have theatre instruction that follows state standards.
- 74% have theatre instruction that follows national standards.
- 95% have theatre instruction that is taught by arts specialists.

A total of 45% of Georgia high schools offer theatre instruction that meets all three measures of quality (sequential and ongoing curriculum, following state or national standards, and instruction taught by specialists).

This means that 22% of Georgia high schools offer theatre instruction that needs improvement. Meanwhile, 33% of Georgia high schools offer no theatre instruction.

Among Georgia high schools that offer theatre classes, enrollment in theatre averages 9% of the student body. Therefore, approximately 6% of Georgia high school students are enrolled in theatre instruction in any given year; and approximately 4% of Georgia high school students are enrolled in quality theatre classes that follow a sequential and ongoing curriculum, are aligned with state or national standards, and are taught by a certified arts specialist.



**Figure 61**  
**Theatre Instruction in Georgia High Schools**

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

## Dance Instruction and Enrollment in Georgia High Schools

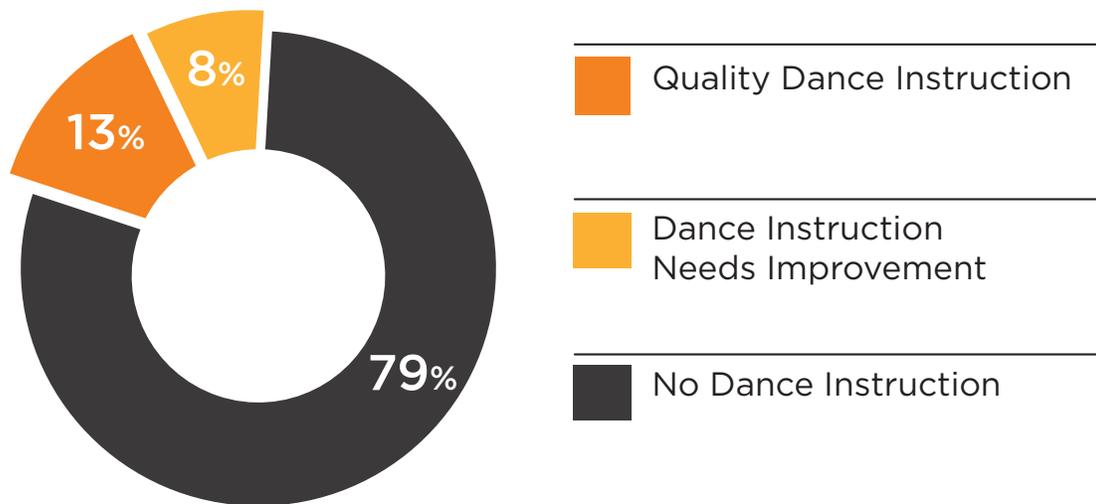
Among Georgia high schools, 21% offer dance instruction. Of those schools:

- 73% have dance instruction that follows a sequential and ongoing curriculum.
- 92% have dance instruction that follows state standards.
- 73% have dance instruction that follows national standards.
- 93% have dance instruction that is taught by arts specialists.

A total of 13% of Georgia high schools offer dance instruction that meets all three measures of quality (sequential and ongoing curriculum, following state or national standards, and instruction taught by specialists). This means that

8% of Georgia high schools offer dance instruction that needs improvement. Meanwhile, 79% of Georgia high schools offer no dance instruction.

Among Georgia high schools that offer dance classes, enrollment in dance averages 7% of the student body. Therefore, approximately 1.5% of Georgia high school students are enrolled in dance instruction in any given year; and approximately 1% of Georgia high school students are enrolled in quality dance classes that follow a sequential and ongoing curriculum, are aligned with state or national standards, and are taught by a certified arts specialist.



**Figure 62**  
**Dance Instruction in Georgia High Schools**

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

## Creative Writing Instruction and Enrollment in Georgia High Schools

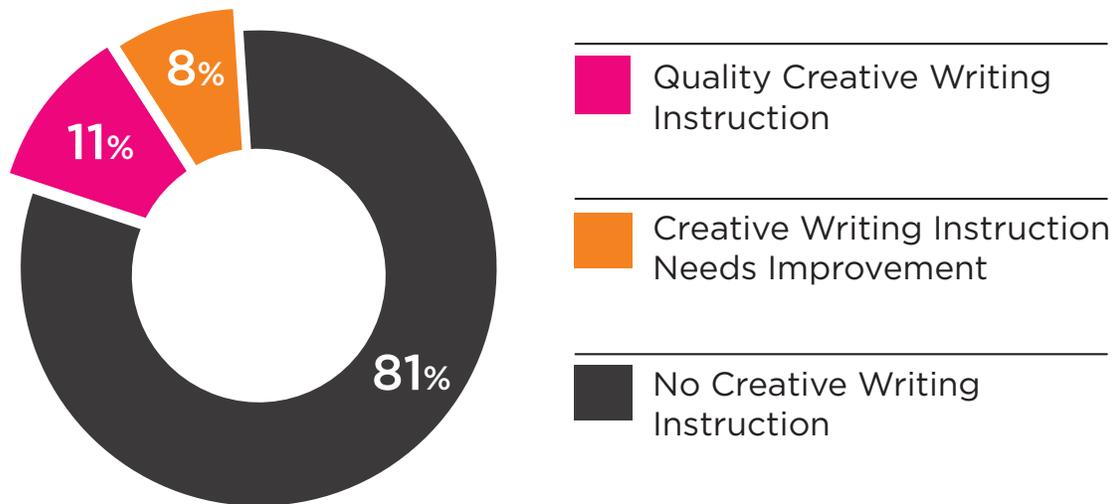
Among Georgia high schools, 19% offer creative writing instruction. Of those schools:

- 69% have creative writing instruction that follows a sequential and ongoing curriculum.
- 100% have creative writing instruction that follows state standards.
- 91% have creative writing instruction that follows national standards.
- 100% have creative writing instruction that is taught by arts specialists.

A total of 11% of Georgia high schools offer creative writing instruction that meets all three measures of quality (sequential and ongoing curriculum, following state or national standards, and instruction taught by specialists).

This means that 8% of Georgia high schools offer creative writing instruction that needs improvement. Meanwhile, 81% of Georgia high schools offer no creative writing instruction.

Among Georgia high schools that offer creative writing classes, enrollment in creative writing averages 10% of the student body. Therefore, approximately 2% of Georgia high school students are enrolled in creative writing instruction in any given year; and approximately 1% of Georgia high school students are enrolled in quality creative writing classes that follow a sequential and ongoing curriculum, are aligned with state or national standards, and are taught by a certified arts specialist.



**Figure 63**  
**Creative Writing Instruction in Georgia High Schools**

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

## Supplementary Arts Instruction and Exposure in Georgia High Schools

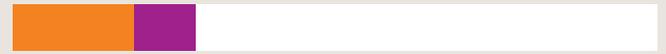
In addition to analyzing access to instruction in Georgia high schools, this report also offers analysis of access to supplementary arts education programs such as arts integration, teaching artist programs, after school programs, visiting artist programs, field trips, community arts programs, and gifted or talented programs in the arts.



Among Georgia high schools, 52% offer arts field trips, 27% have after school arts programs, 23% have programs by community arts organizations, 21% offer the arts in gifted programs, 19% offer arts integration, 14% have programs by visiting artists, and 8% offer programs by teaching artists. Compared to the region average, Georgia high schools offer after school programs, field trips, and community arts programs at a higher rate. Georgia high schools are less likely than the region average to offer arts integration, teaching artist programs, visiting artist programs, and gifted or talented programs in the arts.

## Access to Other Arts Education Programs in Georgia High Schools

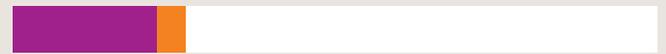
### Arts Integration



### Teaching Artist Programs



### After School Programs



### Visiting Artist Programs



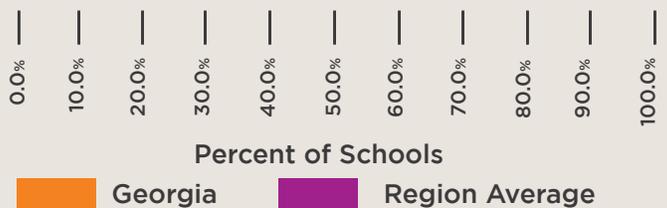
### Field Trips



### Community Arts Programs



### Gifted/ Talented Programs



**Figure 64**

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

## Arts Instructor Qualifications and Professional Development in Georgia High Schools

One of the most influential factors on the quality of arts instruction in any given school is the qualifications of its arts instructors. Arts instructor training can range from arts specialists with a degree in the art form, to volunteers with only an interest in the art form.

The quality of arts instruction offered by schools which employ arts specialists should be appropriately commended. At the same time, the efforts made by schools with insufficient budgets to employ arts specialists to offer arts instruction by working with instructors who have alternative qualifications should also be acknowledged.

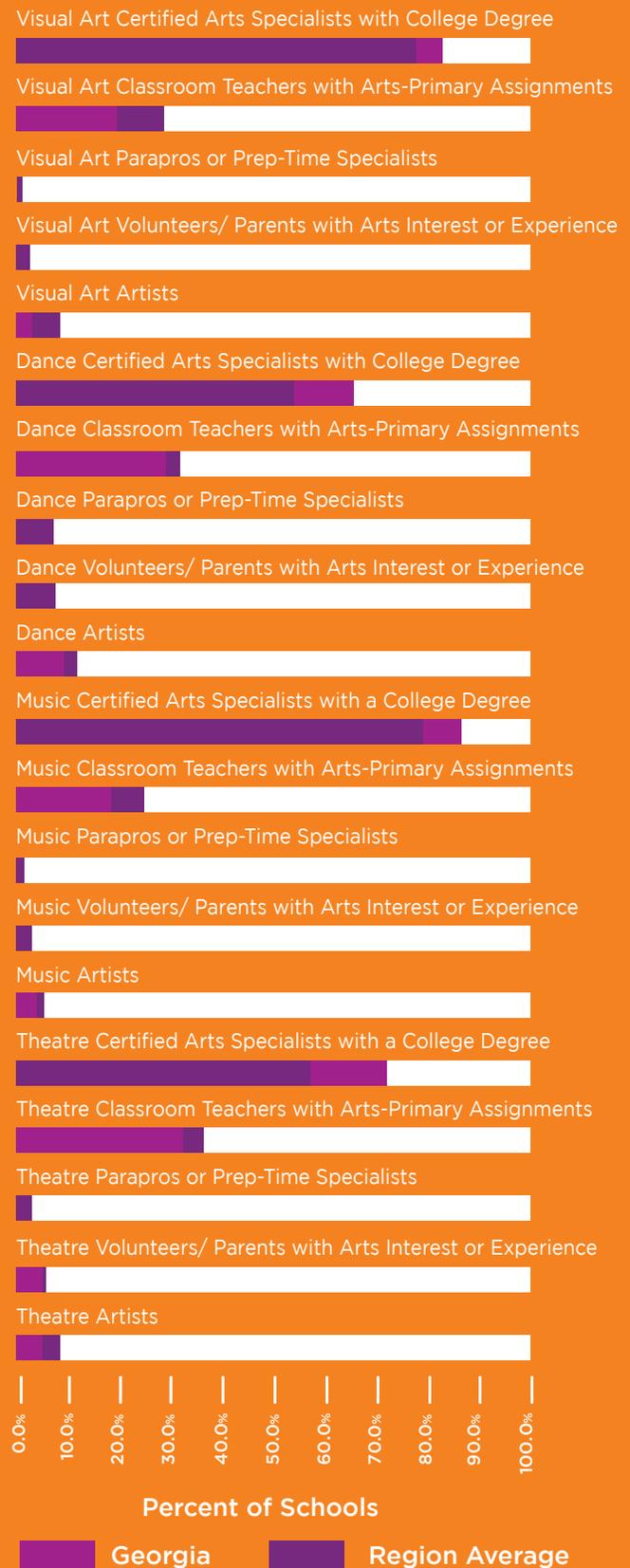
Georgia high school visual art instructors include arts specialists (84%), classroom teachers with arts-primary assignments (19%), and artists (2%). Music instructors include arts specialists (85%), classroom teachers (18%), and artists (2%). Theatre instructors include arts specialists (70%), classroom teachers (32%), volunteers or parents (2%), and artists (2%). Dance instructors in Georgia high schools that responded include arts specialists (64%), classroom teachers with arts primary assignments (29%), and artists (7%).

In comparison to the South Arts region average, Georgia high schools are more likely to have certified arts specialists teaching visual art, dance, music, and theatre. Arts classes at Georgia high schools are less likely to be taught by classroom teachers, paraprofessionals or prep-time specialists, volunteers or parents with an interest in the arts, or artists than the region average. Basically, this means that arts instruction in Georgia high schools is higher quality than the region average based on the measure of instructor qualifications.

**Figure 65**

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

## High School Arts Instructor Qualifications



Professional development is important for instructors to maintain their continuing education, but also for arts instructors to gain exposure to new ideas, innovative approaches, creative methods, and advanced curricular content. At the high school level, it can be especially helpful for arts instructors to receive continuing education in their respective subject areas.

Among Georgia high schools that responded to the survey, 94% have arts instructors that participate in arts-specific professional development.

Georgia public school principals identified the professional development activities in which their arts specialists participate as district workshops (67%), workshops by arts organizations (62%), college or university workshops (55%), school workshops (49%), national conferences (51%), state arts council workshops (47%), instruction or mentorship by professional artists (31%), and state department of education workshops (31%).

Compared to the South Arts region, Georgia high schools have arts specialists who participate in professional development at a higher rate across all types of activities - school workshops, district workshops, college or university workshops, national conferences, state arts council workshops, state department of education workshops, instruction or mentoring by artists, and workshops by arts organizations.

## Participation by High School Arts Specialists in Professional Development Activities

### School Workshops



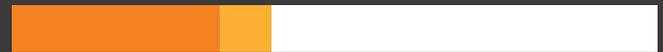
### District Workshops



### College/ University Workshops



### National Conferences



### State Arts Council/ Commission Workshops



### State DOE/ OPI Workshops



### Instruction/ Mentoring by Artists



### Workshops by Arts Organizations



### Other



Percent of PD Activities

Georgia Region Average



Figure 66

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

## Arts Resources and Partners in Georgia High Schools

Responding Georgia high schools receive arts education funding from a variety of sources, including the district (68%), arts fund raisers (48%), the school budget (46%), individual contributions (42%), the PTA/PTO (22%), in-kind donations (20%), businesses (19%), and foundations (17%).

Schools spend arts education funds on arts supplies and equipment (67%), arts field trips (67%), arts instructor professional development (49%), release time or collaborative learning time (30%), arts assemblies (26%), and hiring professional artists or touring companies (12%).

### High School Funding Sources for Arts Education

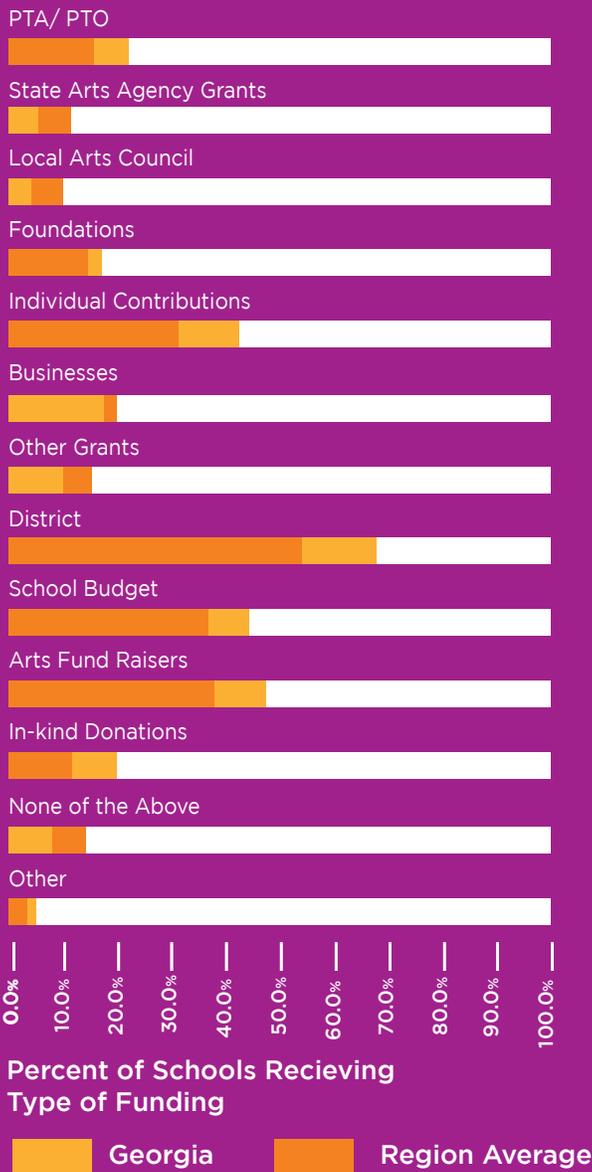


Figure 67

### High Schools Spending Funds on Arts Programs and Personnel



Figure 68

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

## Principal Perspectives on Obstacles and Helpful Factors for the Arts in Georgia High Schools

Georgia high school principals who responded to the survey identified three primary and two secondary obstacles to arts education - budget constraints (77%), competing priorities (65%), insufficient space or facilities (26%), time in the school day (24%), and insufficient personnel

(19%). Principals also identified barriers that prevent students from traveling outside of the school for arts programs, including transportation costs (73%), time out of the school day (52%), and event or activity admission costs (42%).

### High Schools Identifying Obstacles to Providing Arts Education

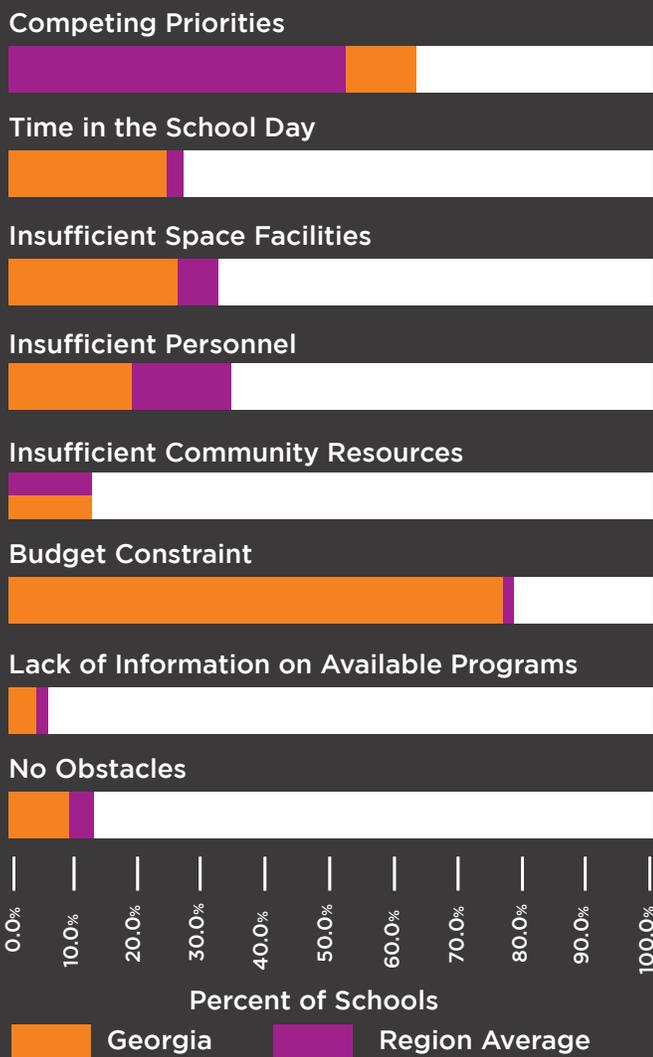


Figure 69

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

### High Schools Identifying Barriers to Arts Field Trips

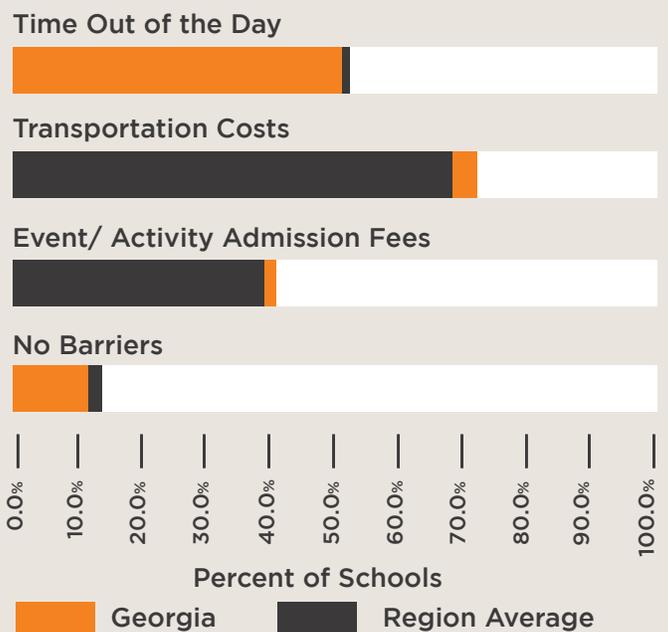
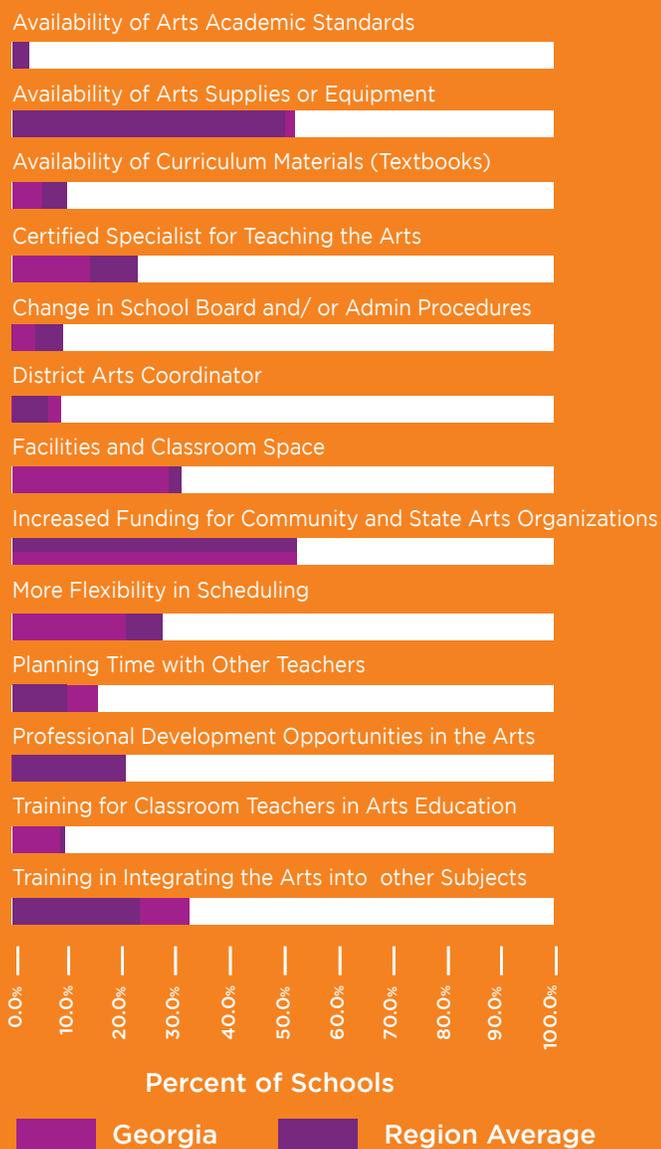


Figure 70

## High Schools Identifying Helpful Factors to Improve Arts Learning



**Figure 71**

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



Factors Georgia high school principals noted as helpful to arts learning are Increased funding for community and state arts organizations that support school arts programs (51%), arts supplies or equipment (51%), arts integration training (32%), facilities and classroom space (27%), flexibility in scheduling (20%), professional development opportunities in the arts (17%), certified arts specialists (14%), and planning time with other teachers (14%).

“ We are one of the first fine arts academies in the district, and the initiative is off to a great start. ”

## SAT Scores and Access to Arts Classes in Georgia High Schools

Georgia high schools that offer visual art, music, theatre, dance, and/or creative writing classes have, on average, higher SAT scores than schools that do not offer arts classes. The association between arts classes and higher SAT scores is especially strong among the schools that offer creative writing classes, but is at least moderately strong among schools offering theatre, dance, and visual art.

SAT scores are significantly higher among high schools that offer creative writing classes in the areas of Math, Reading, and Writing. For schools that offer dance classes, SAT scores are most significantly higher in Reading. Meanwhile, a strong association also exists for high schools that offer theatre classes, which have a strong positive

association with SAT scores in Math, Reading, and Writing.

Because the vast majority of Georgia high schools offer classes in visual art and music, the SAT score averages for schools that do and do not offer those classes are very close; however, because a smaller percentage of schools offer theatre, and very few offer dance and/or creative writing, the differences in SAT scores among those schools is especially meaningful.

Additional analysis is needed to explore differences in poverty levels, ethnicity, and population density and the association of those factors with SAT scores and access to arts classes for Georgia high schools.

**Figure 72**

High School Arts Classes and SAT Scores			
	Average Math Score	Average Reading Score	Average Writing Score
Schools with Visual Arts Classes	478	478	464
Schools without Visual Arts Classes	470	471	457
Schools with Music Classes	478	477	463
Schools without Music Classes	471	475	461
Schools with Theatre Classes	482	482	467
Schools without Theatre Classes	468	469	456
Schools with Dance Classes	480	488	473
Schools without Dance Classes	475	474	460
Schools with Creative Writing Classes	502	496	485
Schools without Creative Writing Classes	472	473	459

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

## ACT Scores and Access to Arts Classes in Georgia High Schools

On the ACT, Georgia high schools that offer theatre classes, dance classes, and/or creative writing classes have, on average, higher scores than schools that do not offer classes in those disciplines. The association is especially strong across all ACT subject areas for creative writing, and across English, Reading, and Science for theatre.

Like with the SAT scores, because the vast majority of Georgia high schools offer classes in visual art and music, then the ACT score

averages for schools that do and do not offer those classes are very close; however, because a smaller percentage of schools offer theatre, and very few offer dance and/or creative writing, the differences in ACT scores among those schools is especially meaningful.

Additional analysis is needed to explore differences in poverty levels, ethnicity, and population density and the association of those factors with ACT scores and access to arts classes for Georgia high schools.

**Figure 73**

High School Arts Classes and ACT Scores					
	Average Composite Score	Average English Score	Average Math Score	Average Reading Score	Average Science Score
Schools with Visual Arts Classes	20.0	19.5	20.0	20.2	19.7
Schools without Visual Arts Classes	20.1	19.4	20.4	20.2	19.9
Schools with Music Classes	20.0	19.5	20.0	20.0	19.7
Schools without Music Classes	20.1	19.3	20.3	20.1	20.1
Schools with Theatre Classes	20.3	19.9	20.3	20.6	20.2
Schools without Theatre Classes	19.5	18.9	19.7	19.7	19.2
Schools with Dance Classes	20.6	20.3	20.4	21.0	19.9
Schools without Dance Classes	19.9	19.3	20.0	20.1	19.8
Schools with Creative Writing Classes	21.3	21.0	21.3	21.6	21.0
Schools without Creative Writing Classes	19.8	19.2	19.8	20.0	19.5

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

## Graduation Rates and Access to Arts Classes in Georgia High Schools

Georgia high schools that offer classes in theatre, dance, and/or creative writing have, on average, higher graduation rates than high schools that do not offer classes in those arts subject areas. The association is especially strong for schools offering classes in theatre and/or creative writing.

As with SAT and ACT test scores, high school graduation rates are very similar between high schools that do and do not offer visual art and/or music classes because such a high percentage of Georgia high schools offer classes in those disciplines.

For high schools that offer theatre, dance, and/or creative writing classes, however, the difference is significant, with schools offering classes in those disciplines experiencing graduation rates as much as 7% higher than schools that do not offer classes in those arts subject areas.

Additional analysis is needed to explore differences in poverty levels, ethnicity, and population density and the association of those factors with high school graduation rates and access to arts classes for Georgia high schools.

**Figure 74**

Arts Classes and High School Graduation Rates	
	Average % of High School Graduates
Schools with Visual Arts Classes	73.3%
Schools without Visual Arts Classes	76.5%
Schools with Music Classes	74.1%
Schools without Music Classes	73.5%
Schools with Theatre Classes	76.3%
Schools without Theatre Classes	70.8%
Schools with Dance Classes	76.5%
Schools without Dance Classes	73.4%
Schools with Creative Writing Classes	79.9%
Schools without Creative Writing Classes	72.9%

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

## Conclusion

Based on the survey data, the availability of arts learning varies widely among Georgia public schools – by arts discipline, by grade level, by poverty levels, and by population density.

Some schools offer classes in all five arts disciplines – visual art, music, theatre, dance, and creative writing – while other schools offer no arts learning whatsoever.

In general, elementary schools have high rates of enrollment in their arts classes, but are less likely to offer theatre, dance, or creative writing. High schools, on the other hand, offer a greater variety of arts classes and highly qualified instructors, but their average enrollments are low. And middle schools fall somewhere in between.

Meanwhile, Georgia public schools in poor neighborhoods and rural areas are less likely to offer opportunities in arts learning, while schools in wealthy neighborhoods and suburban areas of the state are most likely to provide arts classes.

Despite this great variety of access to arts learning opportunities across the state, there are some general conclusions and prevalent patterns that are relevant to the whole state. Below are some of the major findings from this research on arts education in Georgia public schools, followed by recommendations based on those insights.

### Major Findings

- In general, arts classes in Georgia public schools are available at a rate slightly higher than average for the South, but slightly lower than the national average.
- In Georgia public schools, visual art and music classes are available in many more schools than theatre, dance, or creative writing classes.
- When considering enrollment levels and program quality, a moderate number of students in Georgia public schools are receiving quality arts instruction in visual art and music, while relatively few students are enrolled in classes or are receiving quality instruction in theatre, dance, or creative writing.
- The most available supplementary arts education programs in Georgia are field trips, after school programs, and arts integration; however, the percentage of Georgia public schools implementing arts integration is below the regional average.
- Compared to the regional average, Georgia public school arts instructors are sufficiently qualified, although in the disciplines of theatre and dance there is room for improvement.
- The major funding sources for arts education programs in Georgia public schools are the district, arts fund raisers, the PTA/PTO, the school budget, and individual contributions.
- The greatest obstacles to providing arts education in Georgia public schools are: budget constraints, competing priorities, and time in the school day.
- The most helpful factors to improve arts education at Georgia public schools are: increased funding for community and state arts organizations that support school arts programs, the availability of arts supplies or equipment, and training in integrating the arts into other subjects.
- Access to arts classes in Georgia public schools is strongly associated with poverty levels. Schools with a higher percentage of students living in poverty are much less likely to offer access to arts classes.
- Access to arts classes in Georgia public schools is also associated with population density. Schools in rural areas are less likely to offer access to arts classes than schools located in suburban or urban areas.
- The data collected shows a strong positive relationship between access to arts classes and higher standardized test scores, as well as higher graduation rates.

## Recommendations

- Improve access to, enrollment in, and quality of classes in theatre, dance, and creative writing in Georgia public schools.
- Improve funding for access to arts education in schools where no arts education is available.
- Improve access to complementary arts education programs such as arts integration, teaching artists, visiting artists, after school programs, and field trips.
- Provide greater access to professional development for arts instructors.
- Ensure that school and district officials understand the multi-dimensional value of arts education and view arts education as a high priority.
- Recommend alternate structures and increased flexibility for the school day that allow for improved access to arts classes.
- Improve funding for state and community arts organizations that support school arts programs.
- Improve school access to arts supplies and equipment.
- Make training in arts integration available to more school personnel throughout the state.
- Make arts classes available at more schools with high poverty student populations.
- Make arts classes available at more schools in rural areas.
- Collect more complete data regarding access to arts classes, enrollment in arts classes, arts instructor qualifications, and measures of quality arts instruction in Georgia public schools.
- Conduct additional research on access to arts classes, quality of arts instruction, and correlations with standardized test scores and graduation rates. (While the associations illustrated in this report align with the conclusions of other research in the field, more complete data sets and more research is needed to make definitive conclusions regarding these associations in Georgia.)
- Add a staff person at the Department of Education whose position is focused on improving arts education in Georgia public schools, including the collection of data on arts education programs in Georgia.
- For arts education in Georgia to measurably improve, it will take concerted, well-planned, organized, and coordinated efforts by parents, educators, administrators, policymakers, funders, artists, arts organizations, and advocates working together 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 Georgia. We hope this study will allow arts education advocates throughout the state to take that first step with greater confidence.

# Appendix 1: Methodology, Respondents & Data

## Methodology

For data collection, South Arts worked with Georgia Council for the Arts and the Georgia Department of Education, as well as an Arts Education Advisory committee to develop the preferred areas of inquiry, the list of questions, and the question language for the survey. South Arts also reviewed arts education studies conducted by Western States Arts Federation (WESTAF) and others to inform their 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 (e.g., 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 the state arts agencies and each state's department of education or department of public instruction.

## Respondents

South Arts emailed the surveys to slightly more than 15,000 principals in the fall of 2012, including more than 2,000 in Georgia. Approximately 4,400 principals responded to the survey, representing schools with a total enrollment of 2.87 million students. The resulting response rate was 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. The response from Georgia was 413 schools, a rate of 20.3%, representing 317,000 students.

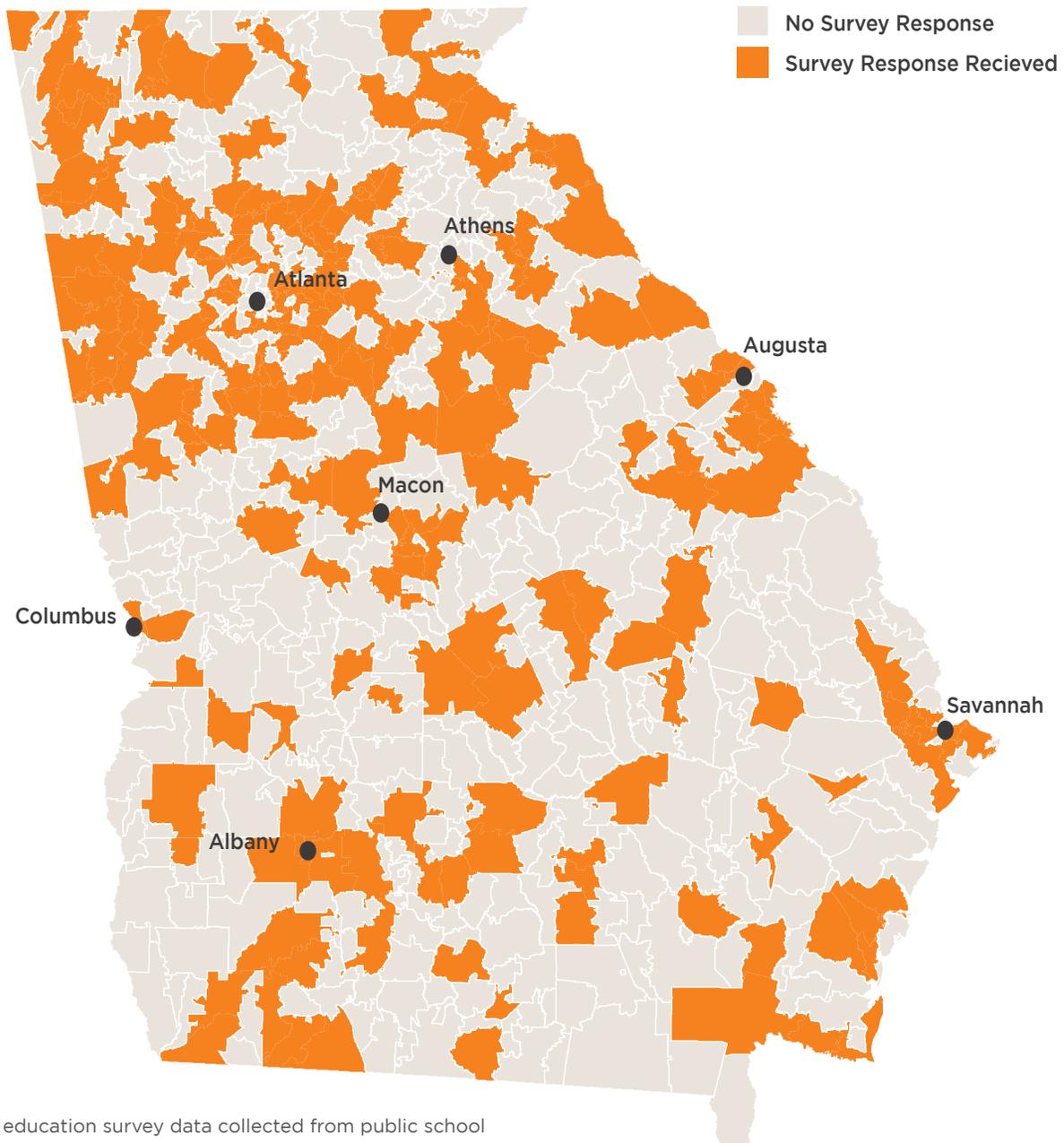
Of the Georgia respondents, 56% were elementary school principals, 21% were middle school principals, and 21% were high school principals. Approximately 2% of the principals represented schools that did not easily fall under one of those school levels, such as K-12 schools or alternative schools. The average enrollment for respondent schools was 772 students, although this average varies by school level.

## Data

The Georgia data from the survey is available on the South Arts website at [www.southarts.org/artseducation](http://www.southarts.org/artseducation). The data is organized for the state in aggregate and by school level (elementary, middle, and high).

For each of these four Georgia data sets, the data is divided 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 is available in the form of a table and a bar graph on tabs within each Excel file.

Questions about the Georgia survey process or methodology should be directed to: Allen Bell, Arts Education Manager, Georgia Council for the Arts, 404-962-4839, [abell@gaarts.org](mailto:abell@gaarts.org).



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

Figure 75

## Georgia Public School Survey Respondents by Zip Code

Figure 75 illustrates the distribution of arts education survey respondents from Georgia K-12 public schools. Mapped by zip code, responses were received by 413 principals, representing 20.3% of all K-12 public schools receiving surveys throughout the state, with a total of 317,000 students. Of the Georgia respondents, 56% were elementary school principals, 21% were middle school principals, and 21% were high school principals. Meanwhile, 2% 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 772 students, although this average varies by school level – 609 for responding Georgia elementary schools, 827 for middle schools, and 1,184 for high schools.

While the geographic distribution of the respondents was broad, there were slightly higher concentrations of respondents in metro Atlanta, northwest Georgia, northeast Georgia, west Georgia, east Georgia, central Georgia, and central south Georgia.

## Appendix 2: Survey Questions

The questions below were included in the survey delivered to Georgia K-12 public school principals in the fall of 2012.

**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

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 -

**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 -

**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 -

Creative writing -

**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

**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

**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

**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

**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. 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)

**17. Did your school receive money for arts education from any of the following sources in the last year? (mark all that apply)**

PTA/PTO  
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)

**18. 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)

**19. 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

**20. 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

**21. 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

**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
- Multi-year initiatives

**23. 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)

**24. 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)

**25. 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
- No barriers
- Other (please specify)

**26. 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)

**27. For the most recently completed school year, what percentage of 5th grade students at your school scored at least the end-of-grade minimum required on the CRCT for the following subject areas?**

- % passing CRCT Reading
- % passing CRCT Mathematics
- % passing CRCT Science

**28. For the most recently completed school year, what percentage of 8th grade students at your school scored at least the end-of-grade minimum required on the CRCT for the following subject areas?**

- % passing (appropriate standardized test acronym inserted for each state) Reading
- % passing (appropriate standardized test acronym inserted for each state) Mathematics
- % passing (appropriate standardized test acronym inserted for each state) Science

**29. 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

**30. 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

**31. For the most recently completed school year, what was the graduation rate for students enrolled at your school?**

Graduation rate:

**32. 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

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

% of students eligible for free and reduced meals:

**34. What is the population density classification for the area where your school is located?**

Urban  
Suburban  
Rural

**35. Additional comments about arts education at your school:**



# 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: “Arts integration is 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 refers 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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(clockwise, from top left)

Springer Opera House, Columbus, GA

Savannah Music Festival, Ayano Hisa (photographer),

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Telfair Museums, Contemporary Creative Camp,

Savannah, GA

Moving in the Spirit, Atlanta, GA

### INTERIOR PHOTOS

Pg 5 Thomasville Center for the Arts, Thomasville, GA

Pg 9 Canopy Studio, Athens, GA

Pg 26 Savannah Music Fest, On The River,  
Frank Stewart (photographer), Savannah, GA

Pg 31 Telfair Museums, 4th Grade Tour Program,  
Savannah, GA

Pg 34 Moving in the Spirit, Atlanta, GA

Pg 36 Music Explorers, Bailey Davidson (photographer),  
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Pg 75 Springer Opera House, Columbus, GA

Pg 86 Horizon Theatre, Atlanta, GA

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(left to right)

Center for Puppetry Arts, Atlanta, GA

The Arts Council, Gainesville, GA

Telfair Museums, Free Family Day, Savannah, GA





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