

***STATUS OF ARTS EDUCATION IN
KENTUCKY PUBLIC SCHOOLS***

Final Report

**A COMPREHENSIVE SURVEY CONDUCTED
FOR THE
KENTUCKY ARTS COUNCIL**

August 31, 2005

The **Collaborative**
for Teaching and Learning

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Acknowledgements

The Collaborative for Teaching and Learning gratefully acknowledges the following contributors to this survey project.

Project Funder

The 2005 Status of Arts Education in Kentucky Public Schools survey project was commissioned and funded by the Kentucky Arts Council, an agency of the Kentucky Commerce Cabinet.

Steering Committee Members and Partner Agencies

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Phil Shepherd, Arts and Humanities Consultant, Kentucky Department of Education
Judy Sizemore, Regional Outreach Director, Kentucky Arts Council
Sharon Wuorenmaa, Arts and Humanities Specialist, Jefferson County Public Schools

Thanks to

Gene Wilhoit
Commissioner of Education
Kentucky Department of Education
For his dissemination of the online questionnaire to district superintendents.

Thank you to CTL, KAC and KDE staff members who assisted with this project

Linda Hargan, President and CEO, CTL
Angela Jump, Technical Support, Graph Formatting, CTL
Barbara Myerson Katz, Editing, Proofreading, CTL
Shannon Keaton, District Communication, Proofreading, KAC
Callie Lawson, Clerical Support and Proofreading, CTL
Mary Ann Miller, Coordination of Commissioner Wilhoit's email to districts, KDE

And Finally...

Thank you to the following 135 Kentucky school districts that contributed time and effort to completing the online questionnaire.

Allen County	Corbin Independent	Greenup County
Anchorage Independent	Cumberland County	Hancock County
Anderson County	Danville Independent	Hardin County
Ashland Independent	Daviess County	Harlan Independent
Ballard County	Dawson Springs Independent	Harrison County
Barbourville Independent	Dayton Independent	Harrodsburg Independent
Barren County	East Bernstadt Independent	Hart County
Beechwood Independent	Edmonson County	Henderson County
Bell County	Elliott County	Henry County
Bellevue Independent	Eminence Independent	Hickman County
Bourbon County	Erlanger-Elsmere Independent	Hopkins County
Bowling Green Independent	Estill County	Jackson County
Boyd County	Fairview Independent	Jefferson County
Bracken County	Fayette County	Jenkins Independent
Breathitt County	Fleming County	Jessamine County
Bullitt County	Floyd County	Johnson County
Burgin Independent	Fort Thomas Independent	Kenton County
Caldwell County	Frankfort Independent	Knott County
Campbell County	Franklin County	Knox County
Campbellsville Independent	Fulton County	Laurel County
Carroll County	Fulton Independent	Lee County
Carter County	Garrard County	Leslie County
Casey County	Glasgow Independent	Letcher County
Caverna Independent	Grant County	Lewis County
Christian County	Graves County	Lincoln County
Clinton County	Grayson County	Livingston County
Cloverport Independent		Logan County

Ludlow Independent	Pikeville Independent
Lyon County	Pineville Independent
Madison County	Powell County
Magoffin County	Providence Independent
Marion County	Pulaski County
Mason County	Raceland Worthington Independent
Mayfield Independent	Robertson County
McCreary County	Rockcastle County
McLean County	Rowan County
Meade County	Russell County
Menifee County	Russellville Independent
Mercer County	Science Hill Independent
Metcalfe County	Shelby County
Middlesboro Independent	Somerset Independent
Monroe County	Southgate Independent
Montgomery County	Spencer County
Muhlenberg County	Todd County
Murray Independent	Trigg County
Nelson County	Trimble County
Newport Independent	Union County
Nicholas County	Walton-Verona Independent.
Ohio County	Wayne County
Oldham County	West Point Independent
Owen County	Whitley County
Owensboro Independent	Williamsburg Independent
Owsley County	
Paris Independent	
Pendleton County	
Perry County	
Pike County	

Executive Summary

In a first-time attempt to gauge the status of arts education in Kentucky public schools the Kentucky Arts Council contracted with the Collaborative for Teaching and Learning to design and conduct a comprehensive state-wide survey of school districts to create a snapshot view of the condition of arts education in the commonwealth's 176 county and independent school districts. For years, arts educators and other arts professionals have feared that the state of arts education in the schools was on a downward trend and for years, suspicions, suppositions and gut feelings have gone untested. This survey project is an attempt to gain an accurate understanding, comfortable or otherwise, that has heretofore been absent. It is hoped that this study will assist state-level arts and education partners and others in their ability to plan accordingly, advocate appropriately and support schools unceasingly.

The findings in this study, compiled by way of the 135 (n) districts out of 176 school districts in Kentucky who responded (a 77% response rate), will help to provide an accurate view of the status of arts education in Kentucky's public schools. While in some instances the data indicate that the arts do not find themselves in quite as dire a condition as many had feared prior to this study, there are important indicators which, if found to be trends, may soon cause serious problems. These include:

- One in six districts has decreased funding for the arts over the past five years
- One in nine districts has reduced the number of certified arts specialists over the past five years

- On average, across all grade levels Pre K-12, one in 17 districts employ qualified dance teachers and one in eight districts employ qualified drama teachers
- On average, across all grade levels Pre K-12, 64% of the districts employ certified visual arts teachers and 77% employ certified music teachers
- On average, across all grade levels pre-school through middle school, the largest amount of time per week spent in teaching visual arts and music to students is 30 to 60 minutes for each subject; for dance and drama, 1 to 30 minutes for each subject
- The majority report that most teachers in their district do not consider the arts to be as important as other academic subjects
- The majority report that they do not employ central office (district-level) supervisors for the arts
- The utilization of artist residencies typically peaks at the elementary level, then drops throughout middle and high school levels, though overall, the use of artists in the schools is below 15% in all grade levels
- Most report the existence of arts and cultural resources either in their district or in their community, but the majority also report that they do not utilize these resources to enhance or expand their arts program

As this is a baseline study and there is no way to determine if these indicate trends or not, the question for the state partners and others is: What needs to be done now to ensure that these indications do not become trends in Kentucky schools? What needs to be done to curb or eliminate certain inclinations or tendencies in districts and schools that may well prove to be detrimental to arts education in the very near future?

However, in many ways this study reveals a positive and encouraging status about arts education in Kentucky public schools. It can be expected that with appropriate and targeted support and encouragement from state-level organizations like the Kentucky Department of Education, the Kentucky Arts Council, the Kentucky Alliance for Arts Education and others, from parents and the community, and from educators themselves, the arts will become a vital part of a comprehensive education for all Kentucky students, from pre-school through grade 12, and beyond.

Statistics-At-A-Glance

Following are quick reference statistics for *select* questions asked in the survey. Statements below include data about the highest rated statistic(s) only; no minor or statistically insignificant data are included. To view all data and any written responses, refer to the actual question, corresponding graph and any tables or comments.

Of the school districts responding...

- 135 (n) out of the 176 Kentucky County and Independent public school districts responded to the survey for a return rate of 77%
- 100 (83%) of the 120 Kentucky Counties are represented in this survey
- County and Independent schools districts from all eight of the (old) KDE service regions responded to this survey
- 79% of the surveys came from rural districts with up to 5000 students
- 83% report no central office leadership for the arts (no arts supervisors), and 13% report having one arts supervisor
- Of the 24 districts reporting that there is at least one arts supervisor in the district, 67% use the catch-all title Arts and Humanities coordinator, 63% Music, 54% Visual Arts and Drama, and 46% Dance
- 80% report that encouragement for the arts comes primarily from their Board of Education, followed by Parents, then by Other Teachers (non arts specialists), then by Arts Specialists, then by the Community
- 45% report that spending on the arts in their district over the past five years has remained the same, 37% say spending has increased, and 18% say spending has decreased

- 64% report that the number of certified arts specialists in their district over the past five years has remained the same, 25% say the number has increased, and 11% say the number has decreased
- 87% report that there are no board-approved philosophy statements supporting the arts in education
- As far as the existence of official policies or other documents supporting the arts, 54% and 59% report that the arts are included in their Comprehensive District Improvement Plans (CDIP) and Comprehensive School Improvement Plans (CSIP) respectively, with 30% reporting that there are no policies or documents in place supporting the arts in education
- 43% report that other than funding, there is average need in terms of the arts program for Arts Professional Development for Teachers and Specialists, and 37% report an average need for Arts Professional Development for Administrators, followed by a need for Advocacy, arts Materials and Supplies, Understanding the Arts as a Critical Part of a Complete Education, then Flexibility in Scheduling
- The majority report that Teacher Observation is the primary way student achievement in the arts is measured (beyond the CATS assessment), followed by Open Response, then by Multiple Choice Questions
- 99% report that their district supports the Creating and Performing components of the state mandated Program of Studies in each art form through Hands-On Classroom Activities, followed by Exhibitions/Performances (93%), then Technology-Based (websites, video, etc.)
- Regarding district-level efforts to assist schools with implementing the state Program of Studies in each art form, 92% report that Curriculum Maps and Guides are provided followed by district support for Professional Development by Other Providers (80%)

- 48% report that the required high school Carnegie Unit for the arts is delivered through a single course with one teacher, followed by 39% being taught through an existing arts course
- 94% report that arts grades are used in determining student GPA and 96% report that arts grades are used in determining student eligibility for the honor roll
- 73% report that arts teachers have input into placement decisions for gifted students who are mainstreamed into arts classes, followed by 64% for students with IEPs
- 61% report that students identified as gifted in the arts receive services through pull-out and classroom grouping, while 56% receive individualized instruction
- Regarding any artist residencies sponsored by schools over the past three years, elementary level dance (37%), storytelling (36%), and music (33%) were the most prevalent, followed by middle level dance (27%), drama (24%) and music (24%)
- Middle level and high school level music have the most school-sponsored after-school or weekend activities available at 60% and 66% respectively, followed by middle level and high school level drama activities at 41% and 55% respectively
- 59% report that there are no district-wide arts faculty meetings where lessons, materials, programs are discussed developed or evaluated on a regular basis. For the 41% reporting that there are arts faculty meetings, 53% occur each semester and 30% occur quarterly
- Music and visual arts specialist teachers receive the highest amount of arts professional development at 43% and 41% respectively, followed by dance and drama teachers at 28% each
- 49% report that arts professional development is most commonly provided by the arts specialists in the district, followed by educational cooperatives and independent consultants at 40% each

Who's teaching the arts?

- The majority report that Visual Arts is taught by a certified specialist from elementary through high school, and by a generalist teacher in pre-school
- The majority report that Music is taught by a certified specialist from elementary through high school, and by a generalist teacher in pre-school
- The majority report that Dance is taught by the physical education teacher from elementary through high school, and by a generalist teacher in pre-school
- The majority report that Drama is taught by the English/language arts teacher in middle and high school, and by a generalist teacher in pre-school and elementary

How much instructional time for the arts?

- The majority report the following:
 - Visual Arts: 31-60 minutes per week primary through middle school with 81% to 100% of these minutes being taught by a certified specialist primary through middle
 - Music: 31-60 minutes per week pre-school through middle school with 81% to 100% of these minutes being taught by a certified specialist primary through middle
 - Dance: 1-30 minutes per week pre-school through middle school with 1% to 20% of these minutes being taught by a qualified specialist pre-school through middle
 - Drama: 1-30 minutes per week pre-school through middle school with 1% to 20% of these minutes being taught by a qualified specialist pre-school through middle

- 86% and 80% report that their high schools offer Visual Arts I and II respectively, 69% and 65% report that their high schools offer Choir and Music I respectively, 55% and 22% report that their high schools offer Drama I and II respectively, and 11% and 2% report that their high schools offer Dance I and II respectively
- The majority report the existence of arts and cultural resources in their community, but fewer report actually utilizing these resources to enhance or expand their arts programs. The resources utilized the most include local artists and craftspeople (51%), followed by the PTO/PTA (41%), then libraries (40%)
- 90% report that their arts teachers and students most commonly use the Internet in the arts program, followed by Computers and Hardware (88%), then Multi-Media (79%)
- The majority report that their teachers view the arts as Not As Important As Other Academic Subjects with 43% and 45% reporting that visual arts and music are As Important As Other Academic Subjects respectively, and 19% reporting that dance is Not Important At All
- 65% report that their district does not supplement their report card by providing the community with information about arts education

Use of State-Level Arts Resources

- 75% report using resources through the Kentucky Department of Education; 74% through Kentucky Educational Television; 64% through the Kentucky Arts Council; 30% through Arts Professional Associations; 21% through the Kentucky Center and 16% through the Kentucky Alliance for Arts Education
- The most utilized program or resource through the Kentucky Arts Council has been the Artist Residencies (60%), followed by Professional Development Programs (44%), then Resources For Teachers (37%), then Folklife Programs (21%)

- The most utilized program or resource through the Kentucky Educational Television has been the Arts Toolkits (73%), followed by Instructional Television (48%), then Professional Development in the Arts (45%)
- The most utilized program or resource through the Kentucky Center has been the Governor's School for the Arts (44%), then the Summer Arts Academies (31%), then the Arts Education Showcases (28%)
- 75% report having used Teaching Tools through the Kentucky Department of Education and 18% report Not Sure
- 16% report having used the summer Professional Development workshops through the Kentucky Alliance for Arts Education, 27% report not having used them and 50% report Not Sure

Introduction and Methodology

Introduction

In early 2005 the Kentucky Arts Council (KAC) approached the Collaborative for Teaching and Learning (the Collaborative) about conducting a first-ever statewide survey of public schools in Kentucky, as well as key stakeholders in state and local organizational positions, to gauge the current status of arts education in Kentucky's public schools. The purpose of this survey is to establish a set of baseline data which will inform the design of future KAC arts education programs and partnership efforts aimed at making the arts integral to education in the commonwealth. The KAC also hopes that this study will serve to help identify critical gaps in services for the arts in education and enable local-level arts and cultural resources to design outreach efforts aimed to assisting schools improve their comprehensive arts education programs.

The survey project was modeled on the Ohio Alliance for Arts Education's *Status of Arts Education in Ohio's School Districts* (2001) and includes a broad range of questions designed to gather data regarding the current condition of the arts in Kentucky public schools. Major categories of investigation include the following:

- Teachers, Support Personnel and Parent/Community Involvement
- Curriculum and Instruction
- Arts Core Content for Assessment and Program of Studies
- Residencies, Field Trips, Extra Curricular Activities, Use of Resources
- Facilities and Technology
- Use of State-Level Arts Resources

It was decided to focus only on public school arts programs, as opposed to gathering data on private school arts programs, because the lack of organizing structures for many private schools, and the amount of time and effort it would take to identify and disseminate the survey to them. Other than Kentucky's four Catholic school systems, which are run through a Diocesan structure with a superintendent, private schools in Kentucky are largely single, independent, church-associated organizations that would require an inordinate amount of time to identify and communicate with.

Also, this study does not directly target the education outreach programs offered through the state's many and varied arts and cultural organizations. Indication of school program impact by these organizations will be garnered through indirect indices gathered by way of public school districts identifying the use of local artists and craftspeople, the scheduling of artist residencies, etc., on the written survey.

Arts Education Planning Seminar

It is the desire of the KAC that the resulting data from this survey be used to inform a one-day planning seminar on the status of arts education in Kentucky schools to take place in the fall of 2005. In part, the purpose of the seminar will be to establish new directions and program priorities for arts education for the KAC as well as other state- and local-level arts and education organizations and to highlight existing gaps in arts education and, where possible, present best practices shown to successfully address these gaps.

Partners for this Survey

Partners for this survey, in addition to the KAC, include the Kentucky Department of Education, the Kentucky Alliance for Arts Education, Arts Kentucky, the Kentucky Center and Kentucky Educational Television. These partners have served the critical role of structuring the survey

categories, and reviewing the Ohio study and adapting that study for Kentucky. Future work of the steering partners will be to assist the KAC with the design and implementation of an arts education symposium in the fall of 2005.

Methodology

- **Project Oversight Committee:** The Collaborative utilized a committee of state and local partner agencies (see Partners for this Survey above) for the initial design and construction of the written survey instrument. This committee's primary focus was to identify relevant categories for exploration and inclusion in the study. Future focus of this committee may include giving thought and advice to the KAC on the planning and implementation of the education symposium to be held in the fall of 2005.
- **Key Partner Interviews:** As needed, the Collaborative interviewed various partners to establish needs and focus areas for the survey project, and to build on targeted expertise to ensure a complete and comprehensive design for the written questionnaire and final report.
- **Questionnaire Design:** A questionnaire was designed for this project modeled on the report *Status of Arts Education in Ohio's School Districts* (2001, Ohio Alliance for Arts Education). On April 28, 2005, the partner organizations met at the Collaborative for Teaching and Learning to discuss the design of the questionnaire. Attendees discussed the timeline for the project, reviewed the questionnaire in the Ohio Arts Alliance's 2001 report, and edited the Ohio tool to make it specific to Kentucky. From this initial meeting the Collaborative developed a first draft and disseminated this back to partners via email. Partner comments on the draft were collected and subsequent drafting, based on these comments, led to the final questionnaire.
- **Dissemination of the Questionnaire:** Dissemination of the questionnaire was accomplished via email using an online survey design website. Hard copy

questionnaires were also available through the Collaborative. On May 24, 2005, Kentucky Commissioner of Education, Gene Wilhoit, sent to all 176 public school district superintendents an email announcing the survey project and requesting completion of the online questionnaire by June 30, 2005. On June 15, 2005 Commissioner Wilhoit sent all 176 districts a mid-point email urging them to complete the online questionnaire if they had not already done so (see Appendix B).

- Extending the Questionnaire Deadline: At the end of the initial open period for the online questionnaire at 4:30 p.m. on June 30, 2005, 107 of the 176 school districts (61%) had responded to the survey. After discussion with the KAC, the decision was reached to call a sampling of the remaining 69 districts to encourage responses by no later than July 15, 2005. On July 16, 2005, 135 surveys had been received from districts in 100 of the 120 counties for a return rate of 77%.

- Project Timeline

Project Steering Committee Initial Meeting	April 2005
Key Partner Interviews	April/May 2005
Questionnaire Development and Dissemination	April/May 2005
Questionnaire Return Date	June 30, 2005
Data Compilation and Analysis	July/August, 2005
Final Report	August 31, 2005

Oversight of the Response Process for the Questionnaire

During the initial open period for the survey from May 24 to June 30, the following steps were taken to ensure district compliance with the instructions for completing the questionnaire:

- The number of questionnaires coming from districts was monitored. In some cases, districts sent multiple copies (the instructions specified one survey per district). When this occurred, CTL staff contacted the superintendent and explained that multiple copies had been received, and asked which copy the district wished to keep. The option to begin a new questionnaire was also given.

- Several respondents did not provide the correct KDE service region number so each was checked for accuracy.
- In a very few instances, districts only responded to background information questions (i.e., District Name, County Name, KDE Region, etc.) and left all other questions blank. These surveys were deleted as they did not provide useful data for the sample.

Findings

Following is a report of the results received via the online questionnaire (see Appendix C).

Where appropriate, text comments also follow some of the graphs as well as data tables to provide detail for the graphs that do not note values. When viewing the graphs and data tables, please make note of the following:

- As this is a baseline survey there is no attempt to present data as representing a trend in practices among the respondent districts. This study should be seen as a “snapshot” of Kentucky public school arts programs as of the 2004/05 school year
- Unless otherwise indicated by the question, this survey considers the term “the Arts” to encompass only the four arts content areas identified in the Kentucky Core Content (Visual Arts, Music, Dance and Drama)
- Figures in this report have been rounded to the nearest whole number shown as a percentage. When tabulated numbers do not equal 100% it is due to rounding
- For many questions, respondents were given the opportunity to check more than one response, which may lead to totals of more than 100%
- Respondents could also determine it inappropriate to answer a question, as necessitated by “if/then” questions, or simply choose not to respond to a question.

Totals less than 100% are due to non-response

When reading any text associated with a graph or data table, the reader should be aware that single-spaced text comes from the respondent districts (for example, several questions asked respondents to clarify or provide additional information if they checked “Other” as a response).

The author’s notes, analysis, observations, etc., are noted as double-spaced text.

Finally, the reader should remember that, ultimately, any survey instrument is only as good as the person completing it, and each person will view the task through his or her particular lens (see Appendix A, Potential Bias) and determine the degree to which he or she is willing or able to gather information to accurately complete the questionnaire. However, a return rate as high as 77% should help to assure the reader of a fairly accurate and balanced representation of arts education in Kentucky's public schools as of the 2004/05 school year.

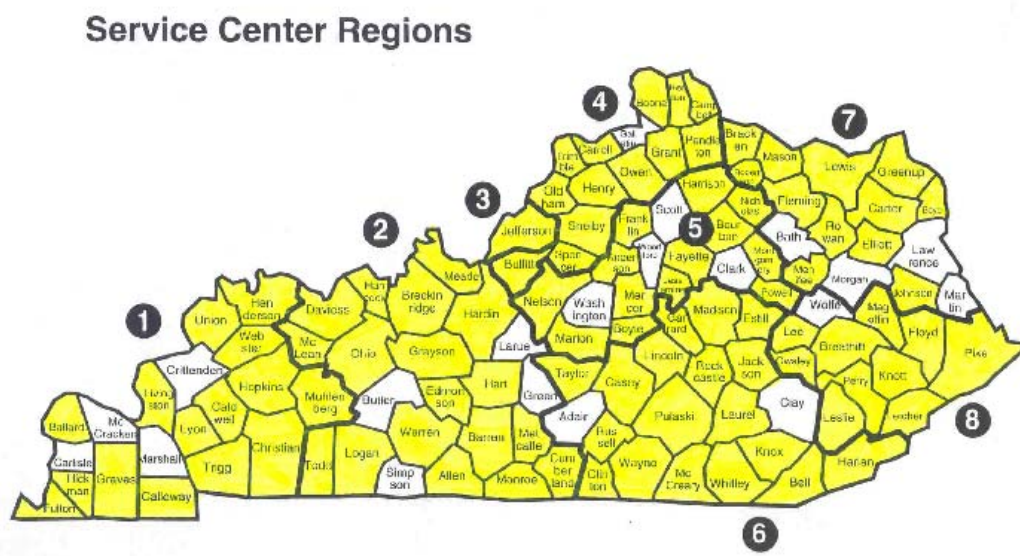
Responses Received from the Online Questionnaire

1. What is the name of your school district?

135 (n) of the 176 Kentucky Independent and Public school districts responded to the survey for a return rate of 77%.

2. In what Kentucky County is your school district located?

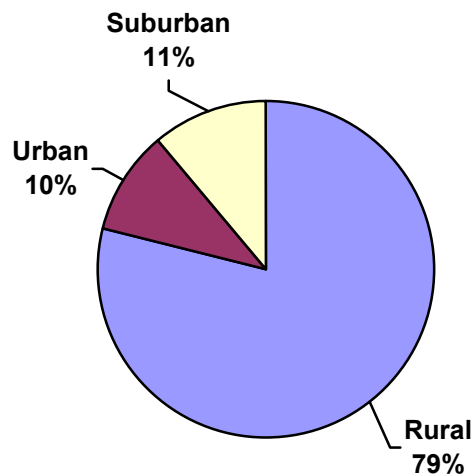
100 (83%) of the 120 Kentucky Counties are represented in this survey as illustrated by the following map. Questionnaires were received from districts in the counties in yellow.



3. In what (old) KDE Service Region is your school district located?

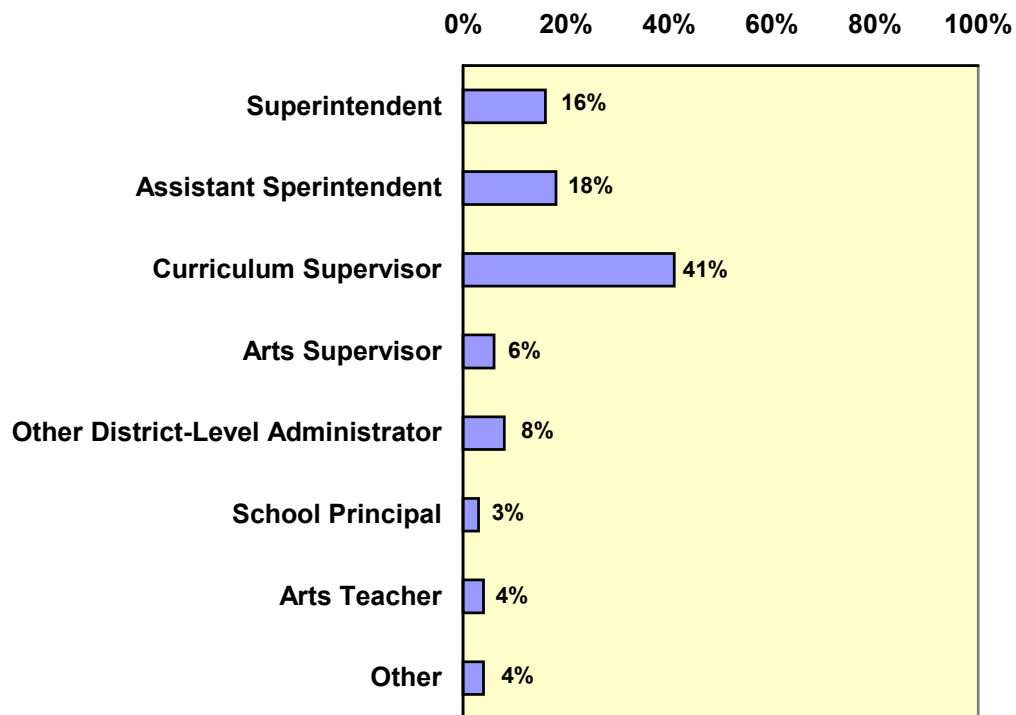
As the map above illustrates, school districts from all eight of the KDE service regions¹ responded to this survey with a very strong representation from each region.

4. Is your school district a rural, urban or suburban school district?

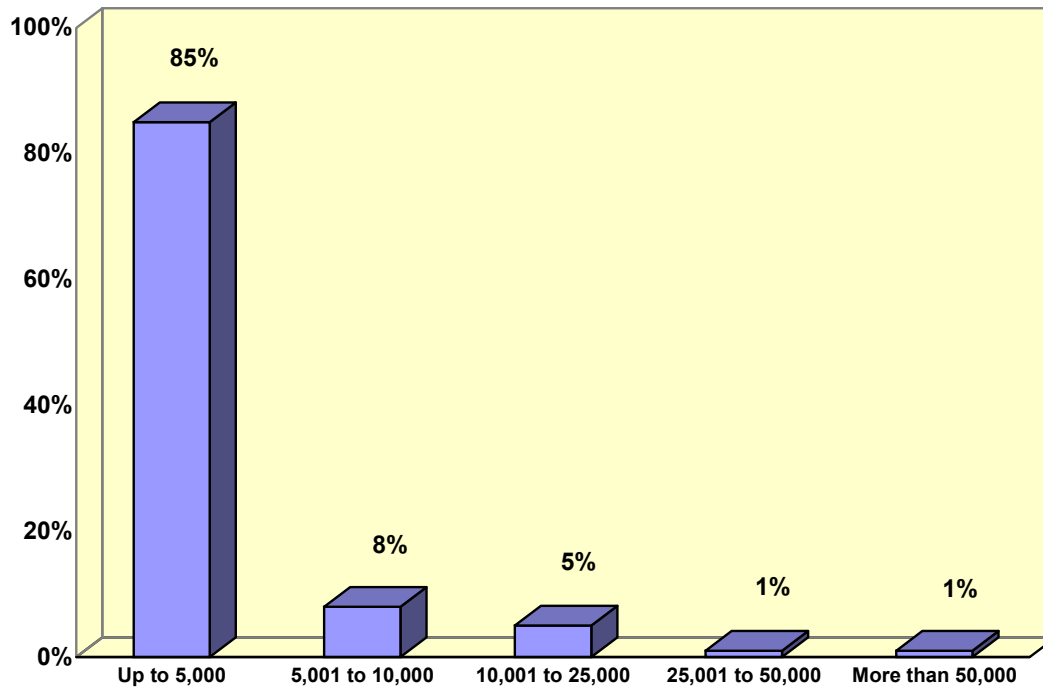


¹ With the abolishment of the Regional Service Centers (RSCs), the Kentucky Department of Education no longer uses the RSC structure for organizational or identification purposes. It was decided to make use of this structure for this study for possible future filtering of results by region, if so desired.

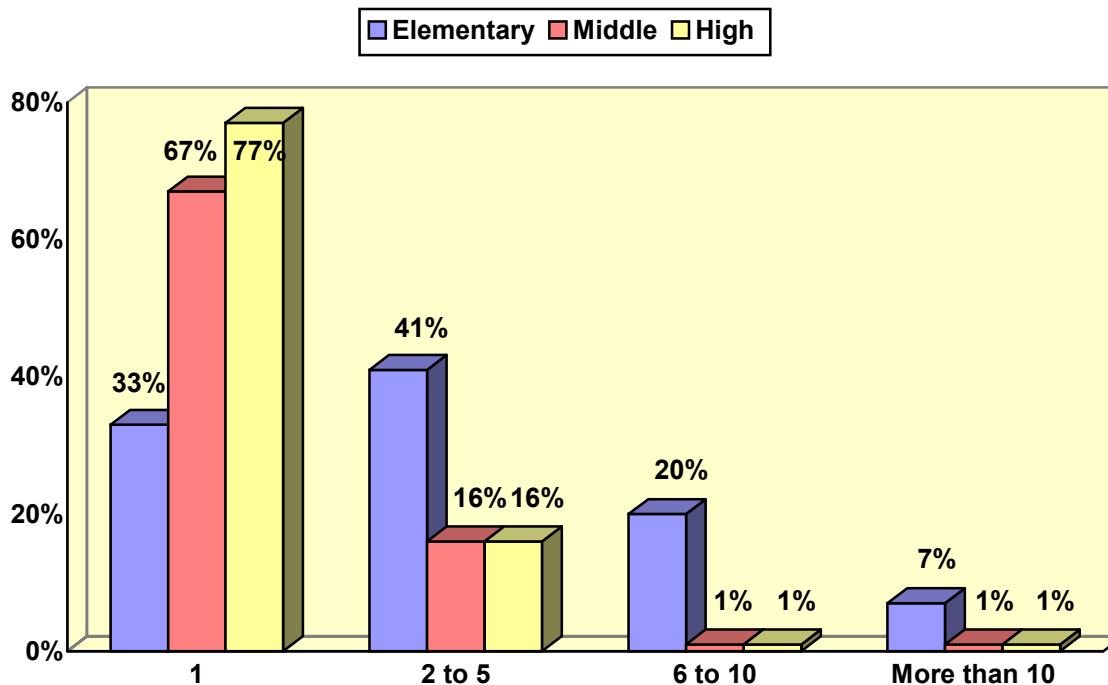
5. What is the job title of the person completing this questionnaire?



6. What was your district's 2004-05 student enrollment?



7. How many schools are in your district?



Questions 4, 6 and 7 indicate that the majority of respondents are rural school districts with up to 5,000 students. The majority of these districts have 1 to 5 elementary schools, one middle school and one high school. Several districts reported that they had no high school at all (see the following table).

As a way of placing the sample number of respondents for this study (n=135) in their larger context, the following information represents the entire state population of Kentucky local public school districts (n=176).

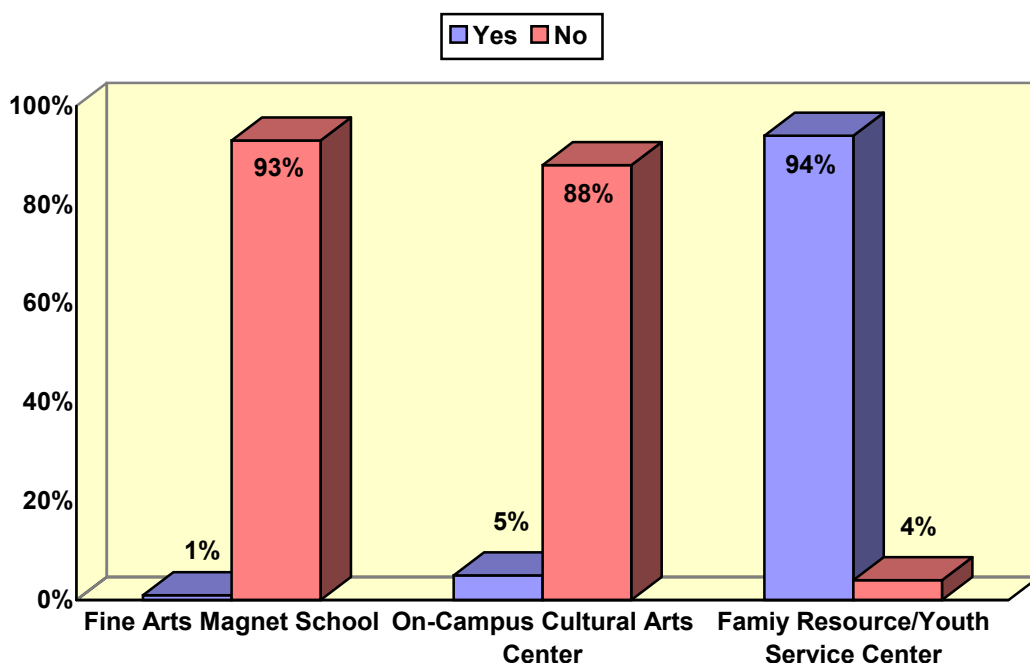
Number of Public School Districts (n=176) with...		
Elementary Schools	Middle Schools	High Schools ²
176	176	171

² The following five Kentucky districts have no grade 9, 10, 11, or 12 schools: Anchorage Independent, East Bernstadt Independent, Science Hill Independent, Southgate Independent, and Westpoint Independent.

As of the 2004/05 school year, Kentucky’s 176 local public school districts had approximately 1,225 schools serving approximately 653,250 students. The following table shows the school grade level combinations and the total number of school buildings per grade level/combinations.

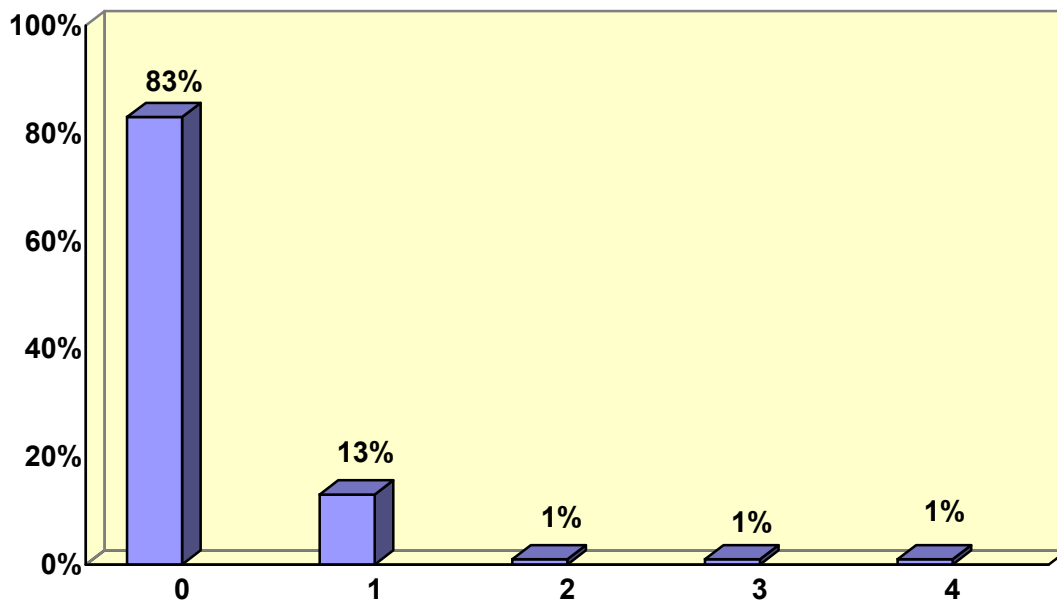
Number of Schools	
School grade level combinations	Number of Building Sites³
Elementary	663
Middle	199
High	204
Elementary/Middle	107
Elementary/Middle/High	5
Middle/High	25

8. Do you have the following in your district?



³ The reader will note that figures in this column do not total 1,225 schools. These figures include only those common schools classified by the KDE as A1 schools (schools under administrative control of a principal or head teacher and eligible to establish a school-based decision-making council). “Special schools” (A2-A6 schools) are not included in this total. (Source: KDE, CATS Assessment RFP, August 2005)

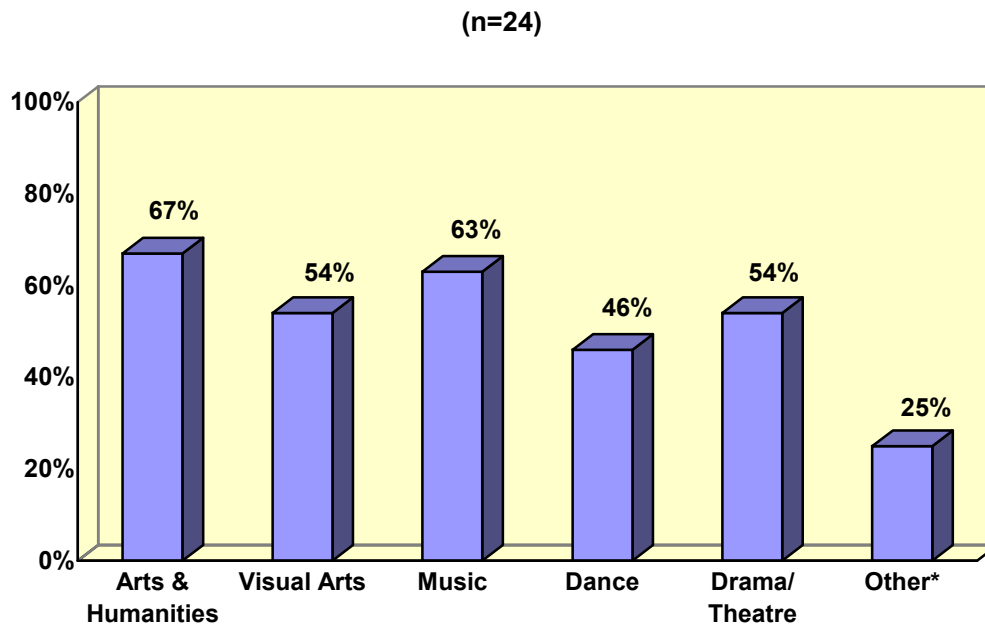
9. How many arts supervisors are there at the district level?



The majority (83%) report that there is no central office leadership for the arts provided for school-based educators and 13% report that there is one arts supervisor in the district. This is problematic in that in most districts, there is no one able to support, mentor, provide curricular and instructional assistance, or coordination of arts professional development to school-based arts specialists or generalist teachers.

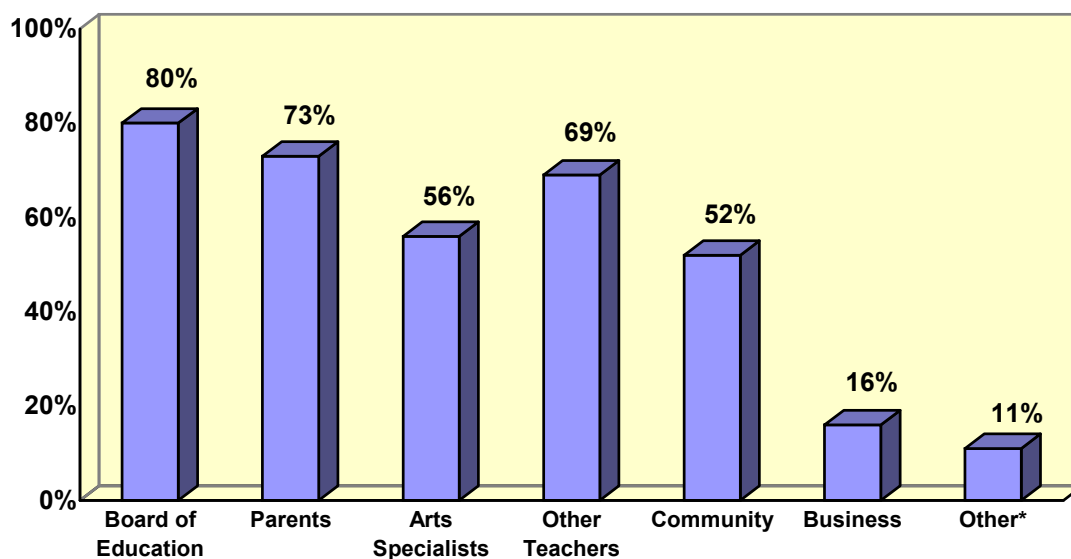
10. If you have district-level arts supervisors, for which arts areas are these individuals responsible? (You may choose more than one)

NOTE: As a follow-up to question 9, twenty-four (n=24) districts responded to this question as follows:



*Responses under the Other category for this question included supervisors for Gifted and Talented and one for Performing Arts Center.

11. From which of the following groups does encouragement for the arts come? (You may choose more than one)



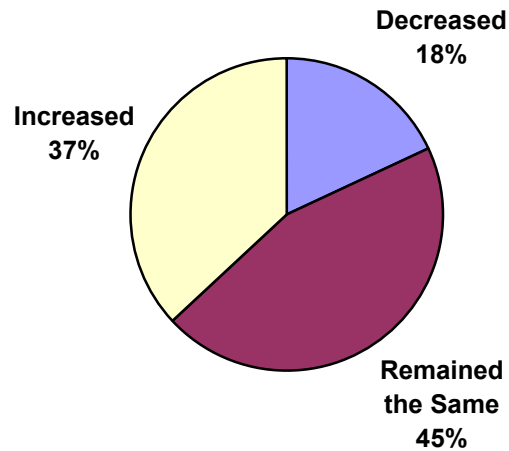
*Responses under the Other category for this question included

- Superintendent
- Instructional Supervisors
- Building Principals, Students
- Arts Collaborative
- Arts Grants
- 21st Century Learning Grant.

The 80% figure showing encouragement coming from Board of Education initially seems suspect, given that responses to other questions generally directed at gauging district support for the arts (e.g., see questions 14 and 15), would indicate that there is no consistently articulated vision for arts education on the highest levels in most districts. It may well be that respondents had differing ideas of what *encouragement* for the arts meant, and the survey tool did not provide guidance in this regard. However, response data in question 12 indicates that spending on arts education programs for 82% of the districts has either remained the same (45%) or increased (37%) over the past five years, so this figure would tend to support the 80% encouragement from the board.

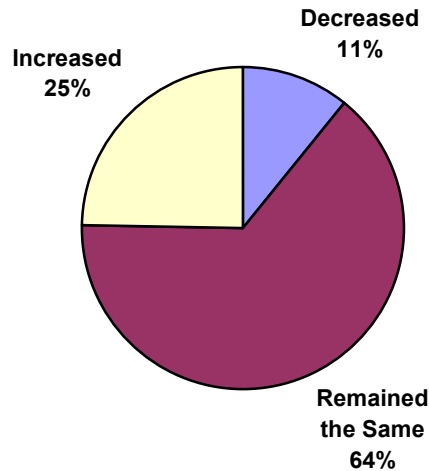
Likewise, the 69% from Other Teachers seems suspect, especially given the response data in question 58 indicating that an average of 58% of teachers see the arts as not as important as other academic subjects.

12. Over the past five years your district's funding for the arts has



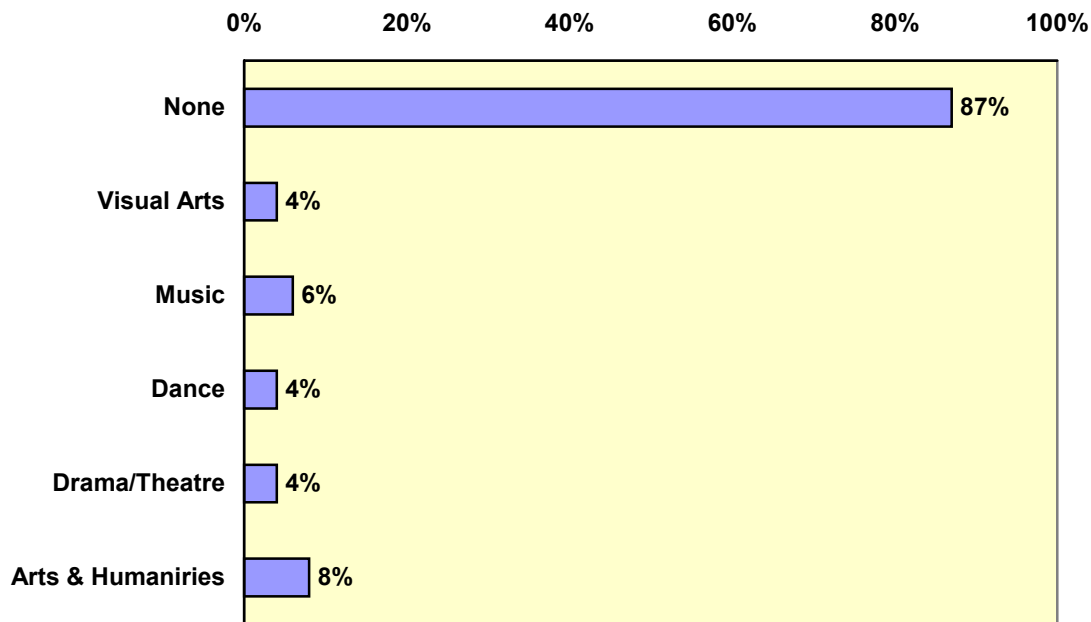
Response data here seem to indicate that the overall picture of spending for the arts may not be as dire as originally thought, with 82% reporting that over the past five years, spending on the arts has either remained the same or increased. One must assume that virtually any related budget line item is included in the response (e.g., art materials, teacher salaries, overhead, professional development, facilities development, arts club expenses). An 18% decrease in spending indicates that 1 out of every 6 districts has reduced funding for the arts over the past five years.

13. Over the past five years the number of certified arts specialists in your district has



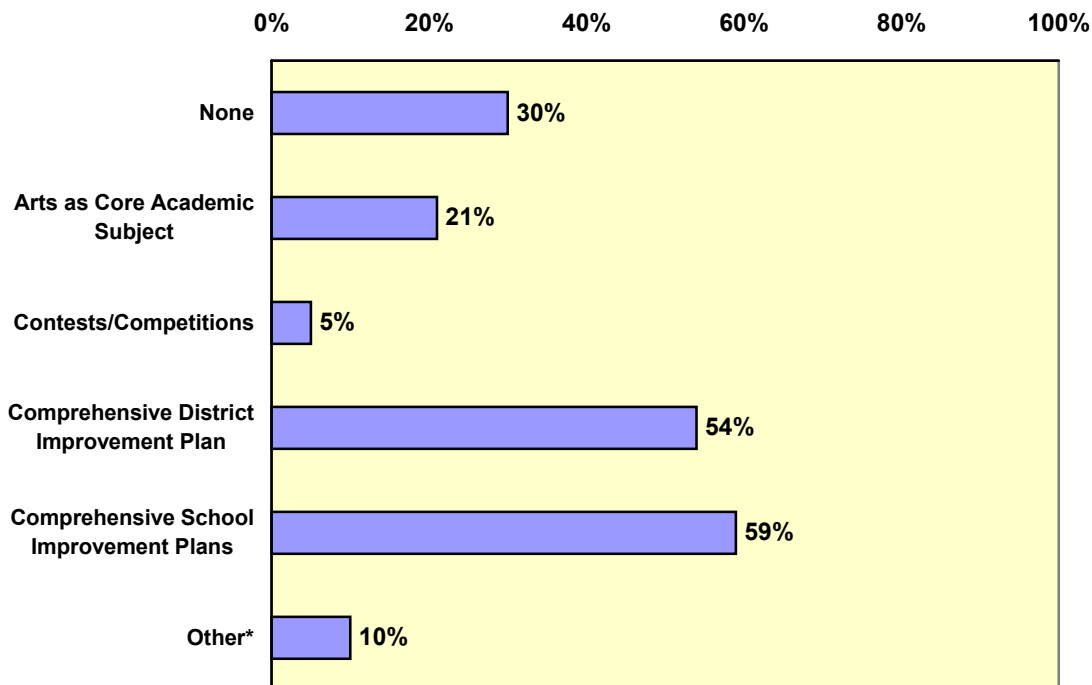
Responses to this question do not bear out the expected negative outcome, based on anecdotal evidence to the contrary, about arts specialists being released in large numbers in schools across the state. 89% report that over the past five years, the number of certified arts specialists has either increased or remained the same. However, an 11% decrease indicates that 1 out of every 9 districts has reduced the number of certified arts specialists over the past five years. This will be very problematic if proven to be a trend.

14. Please indicate the areas for which you have written, board-approved philosophy statements. (You may choose more than one)



Responses to this question indicate that there is no well-articulated or consistent belief system upon which to base an arts education program in 87% of the districts. This is not altogether a surprise since many educators struggle to understand why the arts should be an integral part of a complete education for students. As students, most teachers did not themselves experience an education in the arts so it is logical to conclude that an understanding of or belief in the value of the arts (on a philosophical level or otherwise) will be lacking on the part of most educators currently in Kentucky classrooms (also see question 58).

15. Which of the following arts education policies/documents are currently in place in your district? (You may choose more than one.)

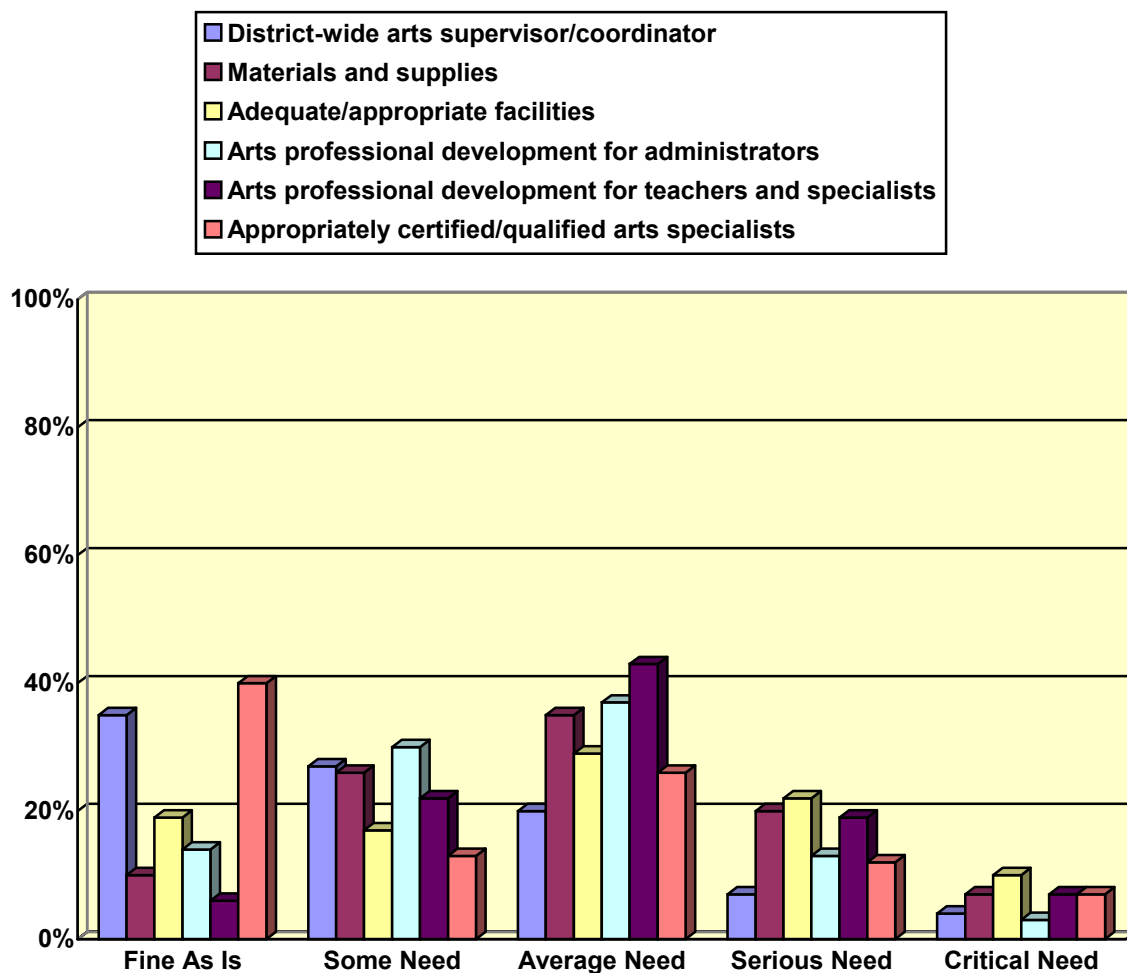


*Responses under the Other category for this question included:

- Arts and increasing the opportunities for students in the arts is part of our Curriculum Goals, which are part of our CDIP.
- Arts & Humanities Curriculum Committee and financial allocation for each elementary and each middle school to do school-wide drama/musical performance
- Many of the policies relating to arts are school level as in SBDM policies.
- The arts are included on our K-12 Curriculum Checklists
- All district curriculum policies apply to Arts classes
- Hold school, district, and community art exhibits and drama
- Curriculum Maps
- District/school curriculum scope and sequence for arts
- OPS has a board-approved K-12 Fine Arts Skills continuum
- We created district curriculum guides for P1-4 and 5-8 grades.
- Our district has written curriculum for all four art forms at the elementary level and partial written curriculum for all four art forms at the middle and high school level.
- Our mission statement indirectly addresses
- Our Board of Education supports the arts by providing full time certified teachers in visual arts and vocal music at all schools and band at the middle and high school. They are expected to address the Core Content related to their area.
- Only a few schools have the arts as part of their CSIP. These tend to be the schools that have high CATS scores in general and lower A&H scores

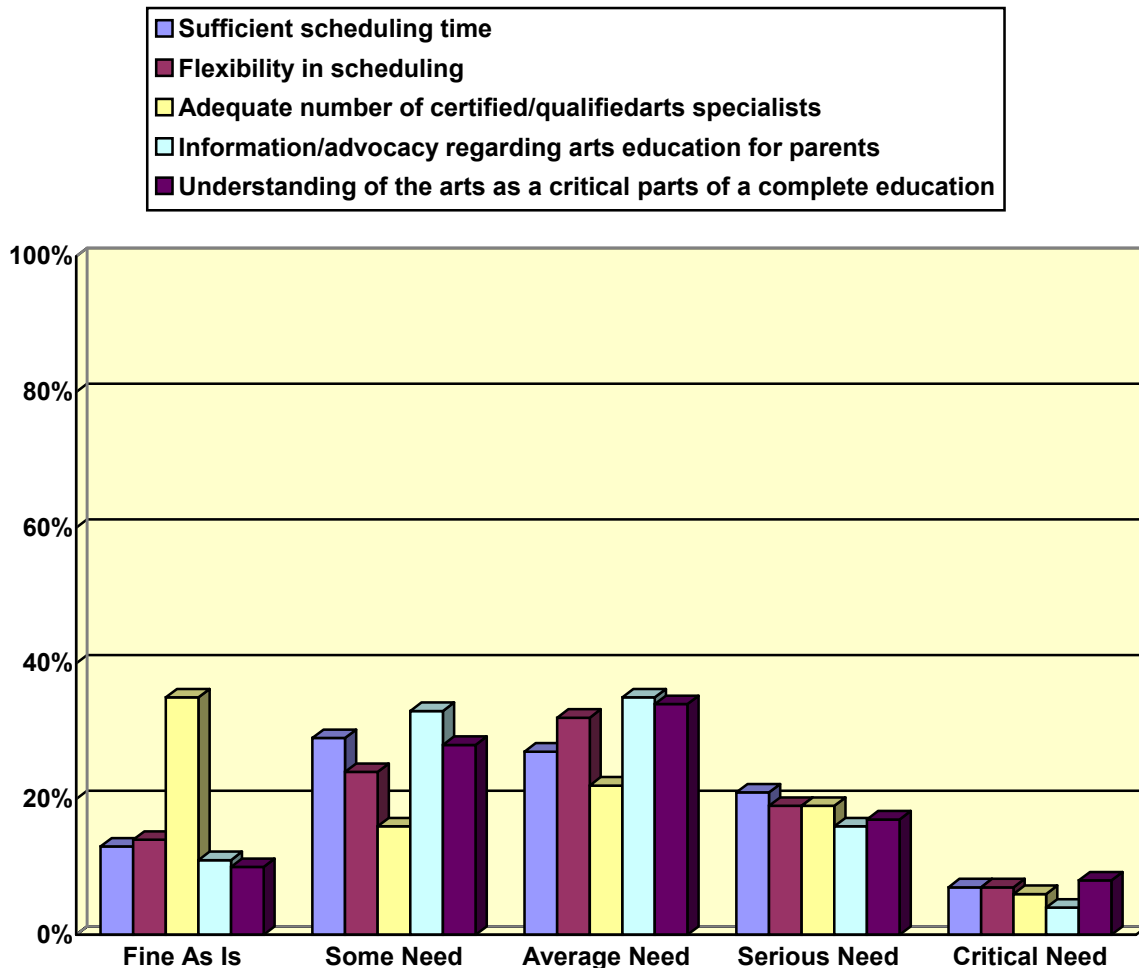
16. Other than funding, please rate the need(s) in your district for arts education.

Chart 16-A



	Fine As Is	Some Need	Average Need	Serious Need	Critical Need
District-wide arts supervisor/coordinator	35%	27%	20%	7%	4%
Materials and supplies	10%	26%	35%	20%	7%
Adequate/appropriate facilities	19%	17%	29%	22%	10%
Arts professional development for administrators	14%	30%	37%	13%	3%
Arts professional development for teachers and specialists	6%	22%	43%	19%	7%
Appropriately certified/qualified arts specialists	40%	13%	26%	12%	7%

Chart 16-B



	Fine As Is	Some Need	Average Need	Serious Need	Critical Need
Sufficient scheduling time	13%	29%	27%	21%	7%
Flexibility in scheduling	14%	24%	32%	19%	7%
Adequate number of certified/qualified arts specialists	35%	16%	22%	19%	6%
Information/advocacy regarding arts education for parents	11%	33%	35%	16%	4%
Understanding of the arts as a critical parts of a complete education	10%	28%	34%	17%	8%

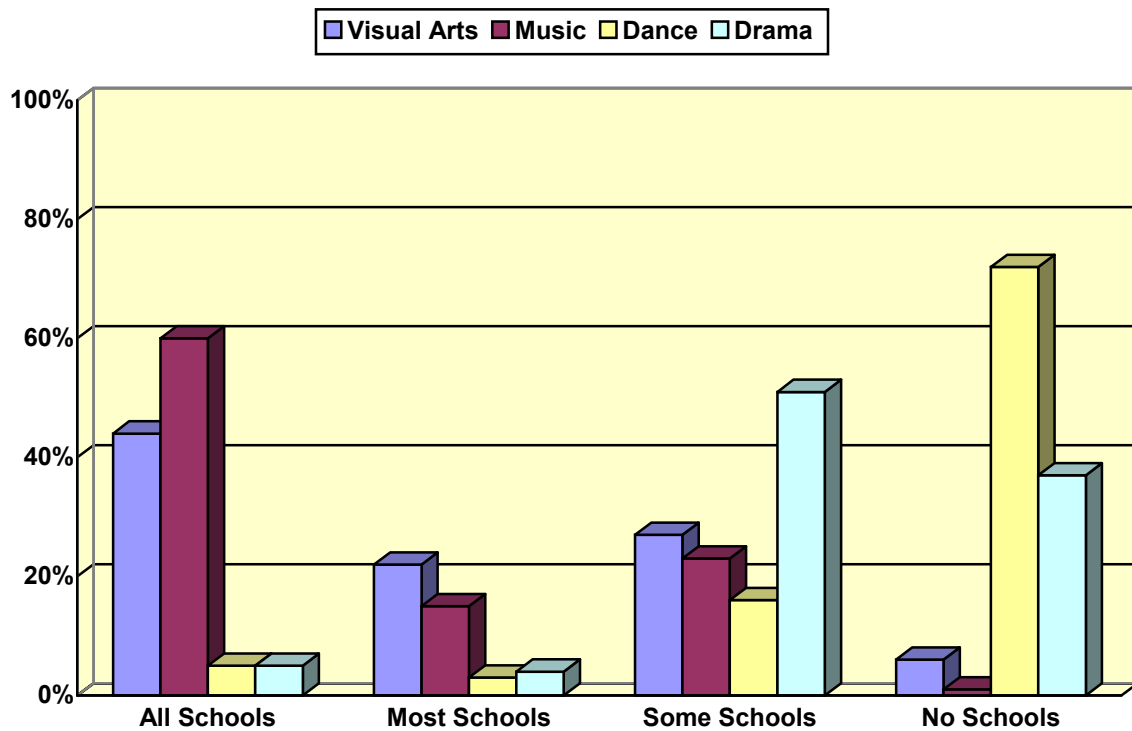
For question 16 (graphs 16A and B) Arts professional development for teachers was identified as being of average need by most of the respondent districts (43%) followed by arts

professional development for administrators (37%). 35% and 34% of the respondent districts report that there is average need for information/advocacy regarding arts education for parents and for an understanding of the importance of the arts as a critical part of a complete education respectively. 35% report that there is an average need for arts materials and supplies and 32% report that an average need exists for flexibility in scheduling for the arts and 25%

17. Does your district have other arts education program needs?

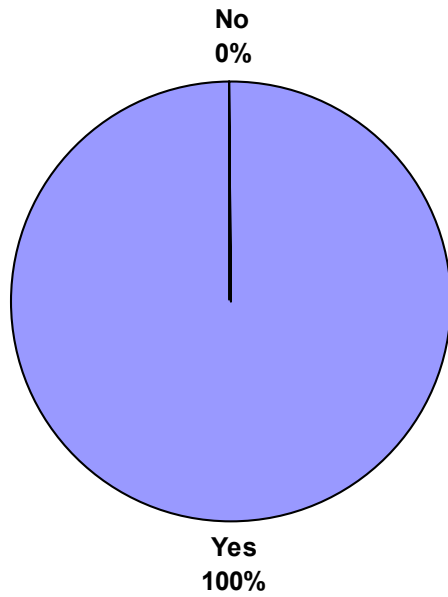
- We have access to many outstanding local arts programs. Our need comes from funding to enable more student participation. Admission fees and transportation costs are limiting the grades that participate annually.
- Our district needs more funding specifically for arts education.
- Grant writers to apply for art grants; facilities for showcasing the arts
- We need more state funding for arts specialists and materials needed to teach. Fine Arts adoption money should only be spent on the fine arts. We need more visual art, dance and drama instructors in Primary. We also need larger facilities for adequate movement and storage.
- (We need) involvement with art agencies.
- Geographic location/distance to professional studios & performances is an issue
- We have a need to better address dance and drama.
- (We need a) performing arts center
- We are beginning implementation of a new Gifted and Talented program which will incorporate art drama and music.
- As a small district, we do not have the financial resources to hire specialists who only teach in one building. All of our arts specialists are itinerant, and this definitely affects program delivery at all levels.
- Out of 96 resource teachers for 150 schools, none have training in the arts. Elementary schools in particular are well funded for music which is a district budget line item but give as little as \$150 per year for art supplies in a school of 500 students.

18. How many of your schools have a room that is equipped and assigned primarily for instruction in the noted art area?

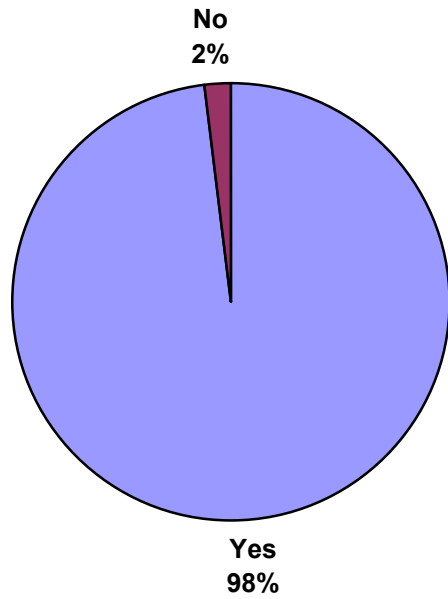


	All Schools	Most Schools	Some Schools	No Schools
Visual Arts Room	44%	22%	27%	6%
Music Room	60%	15%	23%	1%
Dance Room	5%	3%	16%	72%
Drama/Theatre Room	5%	4%	51%	37%

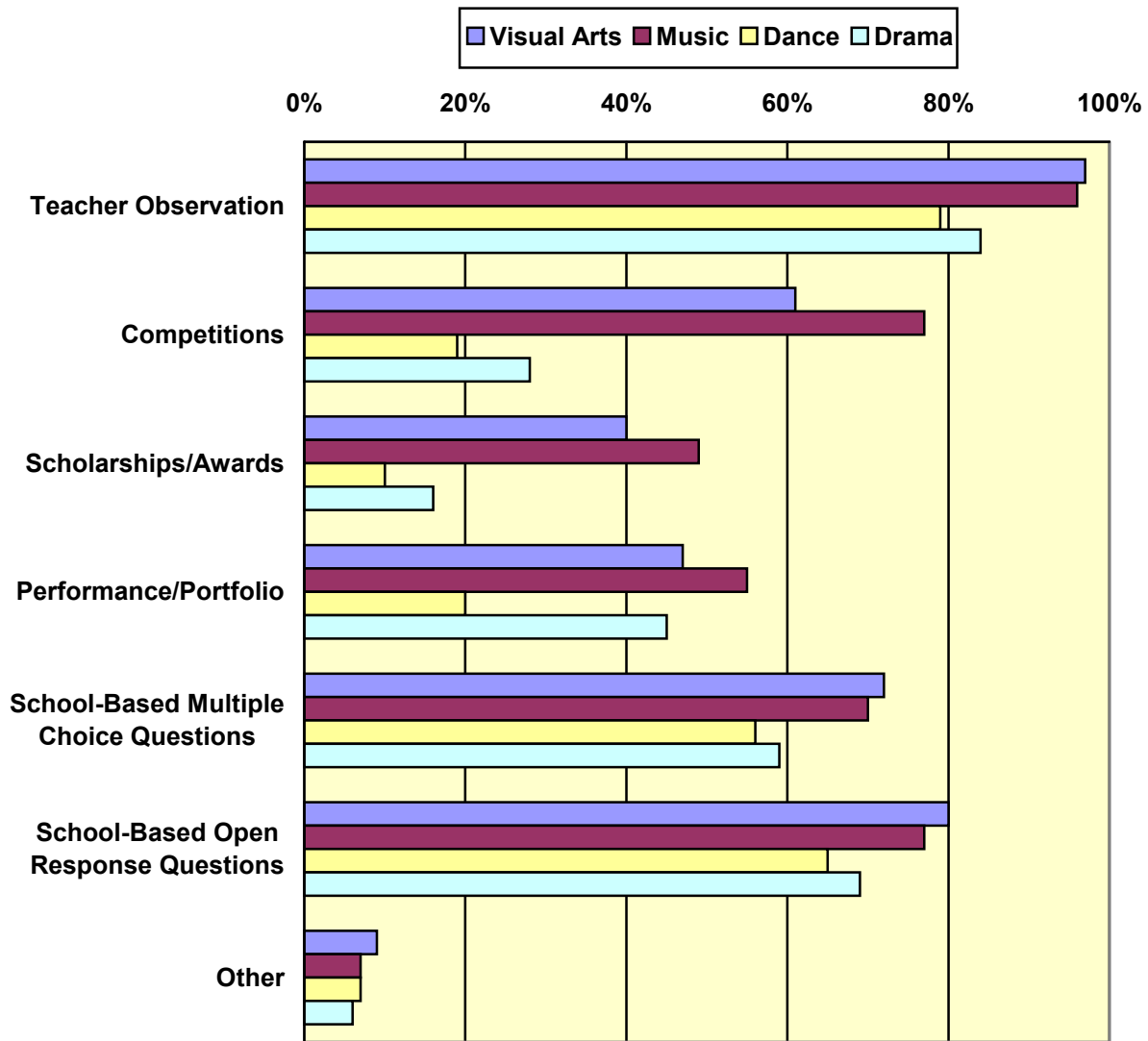
19. Do students take educational field trips in your district?



20. If yes, are field trips taken in your district for arts related subjects?



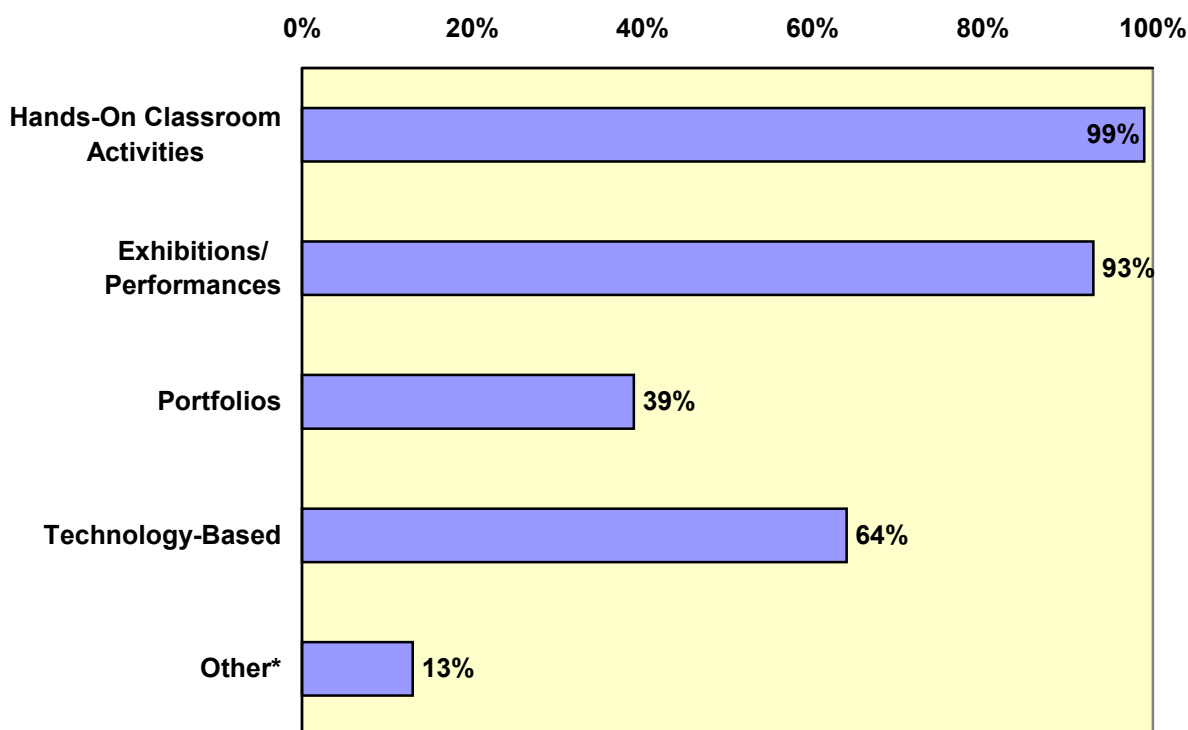
21. In addition to the CATS assessment, how is student achievement in each arts area measured in your district? (You may choose more than one.)



	Teacher Observation	Competitions	Scholarships/Awards	Performance/Portfolio	School based Multiple-Choice Questions	School based Open response Questions	Other
Visual Arts	97%	61%	40%	47%	72%	80%	9%
Music	96%	77%	49%	55%	70%	77%	7%
Dance	79%	19%	10%	20%	56%	65%	7%
Drama/Theatre	84%	28%	16%	45%	59%	69%	6%

Teacher Observation was noted by an average of 89% of respondents as the primary way by which student achievement in visual arts, music, dance and drama is measured, beyond the CATS assessment. This is not a surprise as this is the most obvious and easiest choice to make for this question (actually, one must wonder about the districts that did not choose Teacher Observation for this question). Teacher Observation is followed by School-Based Open Response Questions (73%), then by School-Based Multiple-Choice Questions. There is no way though, through this study, to gauge the quality of observation or the ability of the classroom educator to act appropriately on evidence gained as a result of observation.

22. How does your district support the Creating and Performing components of the state mandated Program of Studies in each art form (Visual Arts, Music, Dance, Drama/Theatre)? (You may choose more than one.)



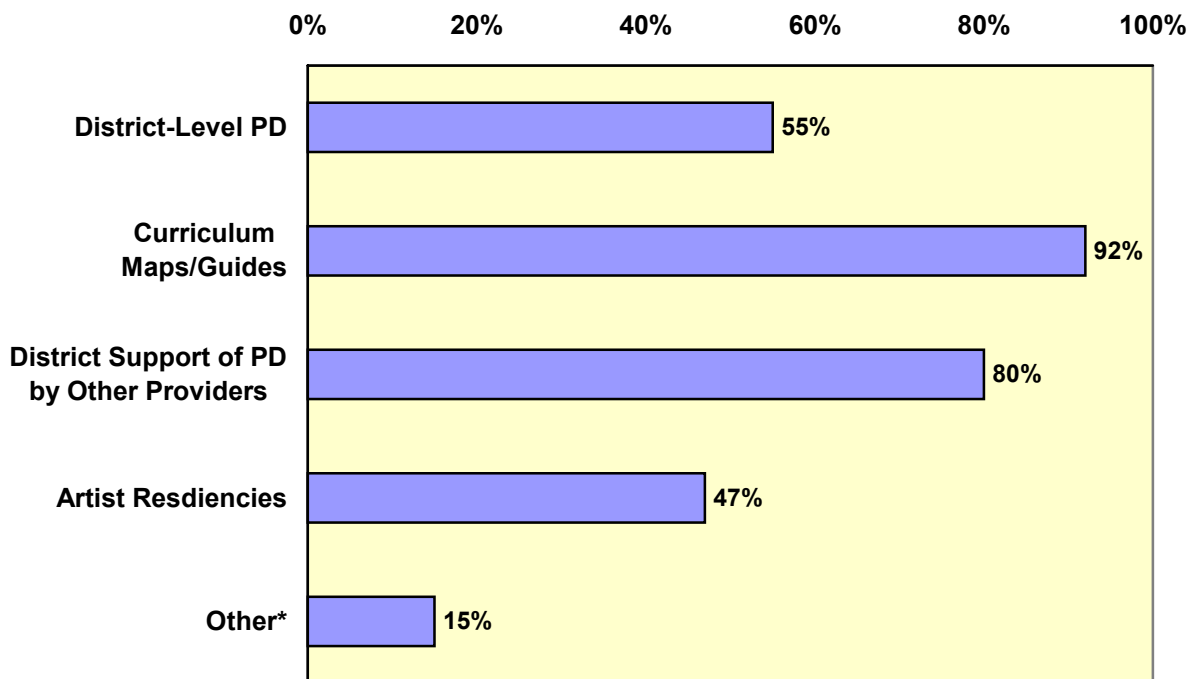
*Responses under the Other category for this question included:

- Per student allotment given to each school. PD in to support this area. Performances brought into the schools
- Honors Humanities at the High School Students choose an area and do a project in any of the arts
- Artists in residence
- Summer Art & Music Camp

- Auditions and/or portfolios for possible identification of gifted/talented students. We utilize technology, but not to the consistency that I could check it as an option
- Talent shows at the elementary, middle and high school levels
- All schools have school choirs that perform regular and a district wide elementary "Fling" is held were a guest clinician works with all three schools. A culminating performance is presented for the community at the end of the day. The middle and high school bands and choirs have also participated in a "Fling"
- We have an annual arts and music festival which the parents and public is invited to attend
- Employs visual arts and music teachers for the schools. Supports field trips to performances and exhibits in Paducah at the Carson Four Rivers Center, West Kentucky Community and Technology College and Murray State University. Scheduled performances of the traveling group from the Kentucky Opera. Hosted performances of theatre groups. Developed grant to the KY Arts Council. Brought in performances from the Kentucky Humanities Council. Secured grants in 4 schools from the Very Special Arts groups. Brought in consultants in dance. Competitive performances out of state.
- Students participate in local and district Art Shows for visual arts and two musical performances are given per year
- 1-2 elementary schools will have the Yamaha Music Lab
- Week long Fine Arts Festival at our performing Arts Center, RiverPark Center that showcases over 1/3 of our entire student body
- This year all elementary schools will have classified support personnel for visual arts. We offer PDs for classroom teachers to enhance all the arts through integrated teaching in the regular classroom
- Extra-curricular and co-curricular afterschool and weekend opportunities in band at the middle school level and drama, band and chorus competition at the high school levels.
- Integration into everyday instruction in other core content areas. Evening and summer programs are also incorporated
- Dance has the least support for exhibitions/performances

The majority report that their teachers support the Program of Studies through Hands-On Activities. This is an easy enough claim to make as most activities in the arts include some form of actual, experiential learning utilizing manipulatives and an array of materials and techniques. Exhibitions and Performances are also natural aspects of any arts program. In terms of the use of portfolios in the arts, questions 21 and 22 seem to confirm this with an average of 42% reporting that they use portfolios to measure student achievement in the arts, and 39% reporting that they utilize portfolios to support the Program of Studies.

23. What efforts are being made at the district level to encourage and assist teachers to more fully implement the Program of Studies in each art form (Visual Arts, Music, Dance, Drama/Theatre)? (You may choose more than one)

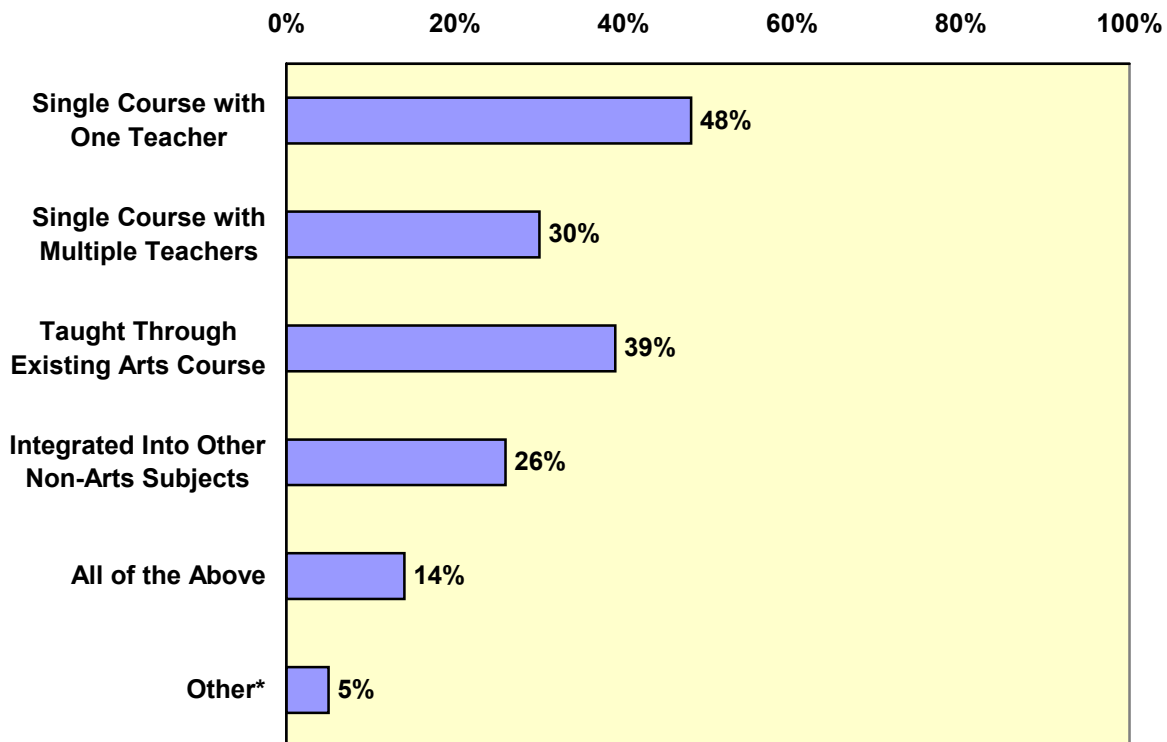


*Responses under the Other category for this question included:

- Bringing poetry instructor to the classrooms. Arts and Humanities workshops to the students during the school day in collaboration with teachers
- Encouragement in grant writing. Materials and lists of artists provided
- Collaboration with the Cincinnati Art Museum for school-based professional development
- Collaboration with local Arts Council for support
- We have applied for artist residencies, but these have not been funded. Through curriculum maps, field experiences are either "brought to" students or students take field trips in conjunction with identified POS/core content
- We have 7 enrichment teachers that meet with students 1 hour each week and they work on the arts.
- Disaggregation of test data
- Letcher County has an endowment named the Letcher County Educational Foundation that supports the Arts in Education and all the proceeds go directly to arts education. Primarily bringing artist and performances into our students
- Provided Spanish classes for K-8 students. Secured Piano Keyboard Lab at middle school. All music teachers attend KMEA annually. Sent one teacher to KIAE annually. Arranged awareness and follow through on Arts Academies. Arranged district wide alignment in the arts
- Teachers attend Academies
- Purchasing of supplementary materials for teachers/students use
- Purchase of the KET Dance, Drama, and Visual Arts units/kits. Money given to the Visual arts & Drama teacher for purchase of materials both at the school and district level

- Purchase of materials
- Just submitted grant proposal for arts
- Summer Arts PD at RiverPark Center and at the Kentucky Center for the Arts. Partnership with the Bluegrass Music Museum and the Owensboro Symphony
- All elementary schools just completed curriculum maps which include integration of the Arts in all subjects
- Writing of grants for artist residencies and supervision of implementation comes from the district level. Match funding comes from the individual schools. District level also provides teaching artist to work with classroom teachers through District Director of Arts Education. District also coordinates performances by professionals, community members and college and high school performing groups to complement and enhance instruction in the arts. District also communicates opportunities (from various community and state arts and cultural organizations and individual artists) to teachers for follow through
- Membership in an Arts and Humanities cooperative which provides programs and training opportunities
- Arts & Humanities teacher positions created for elementary schools within past two months
- Federal Grants and Partnerships, Cultural Consortium Activities

24. How does your district deliver the required High School Carnegie Unit (History and Appreciation of Visual and Performing Arts)? (You may choose more than one)

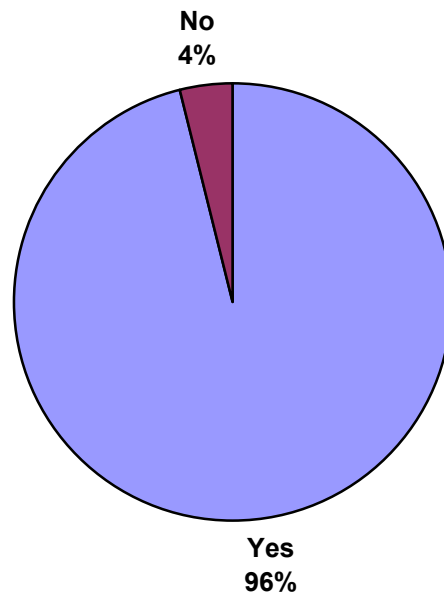


*Responses under the Other category for this question included:

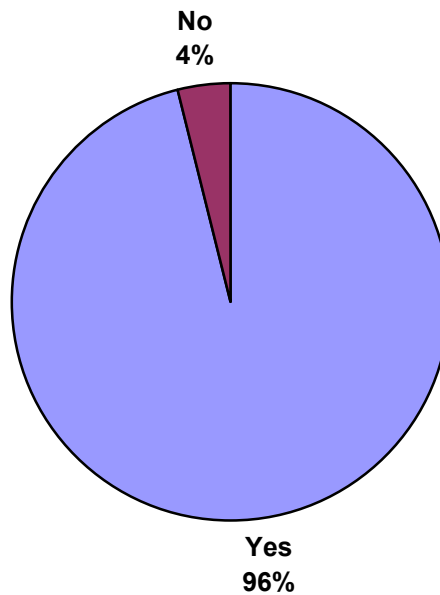
- Some integration with differentiation

- Language arts (literature) teachers teach the culture/literature section of the H.S. Other teacher will rotate at the High School level in individual classrooms to teach: dance, visual arts, and music
- Electives: band, music, chorus, visual arts. We also have a required humanities course, which teaches all the Arts
- We have a single arts and humanities course taught by one teacher. This is supplemented by additional instruction in elective arts courses. Literature is primarily handled in English classes

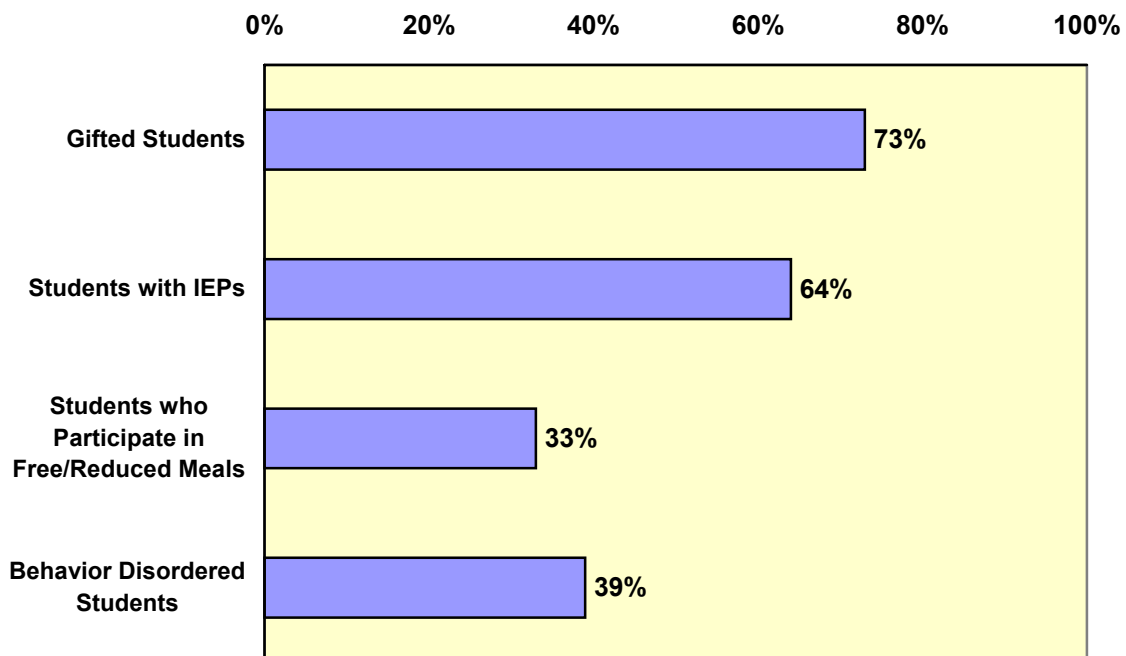
25. Are arts grades used in determining student GPA in your district?



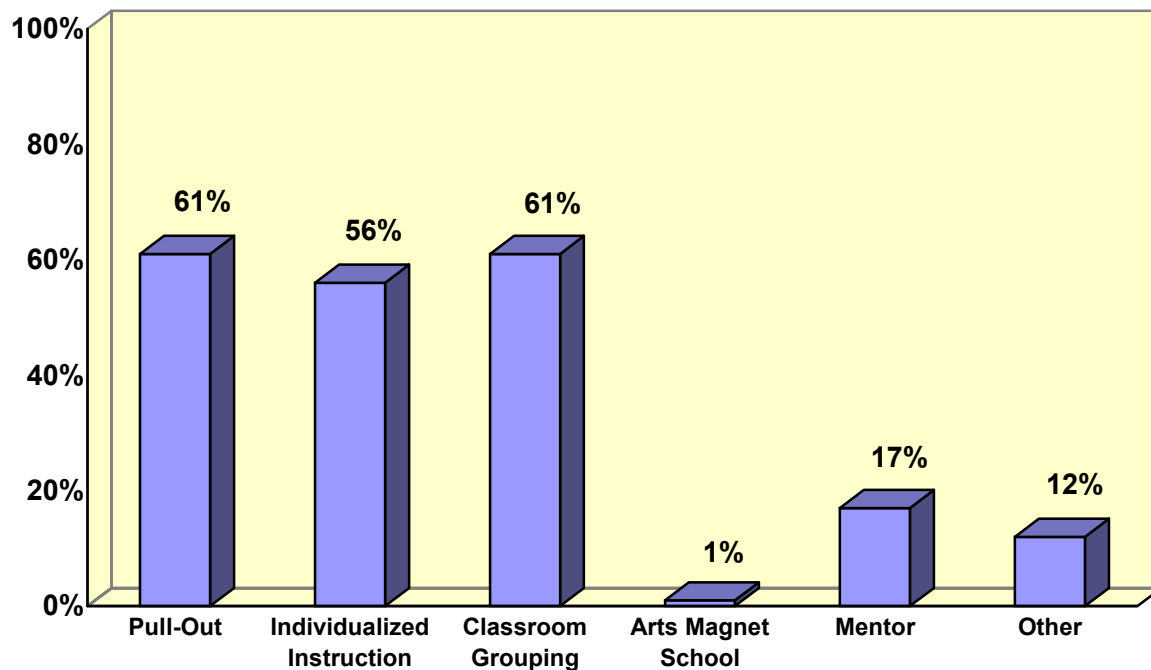
26. Are art grades used in determining student eligibility for the honor roll in your school district?



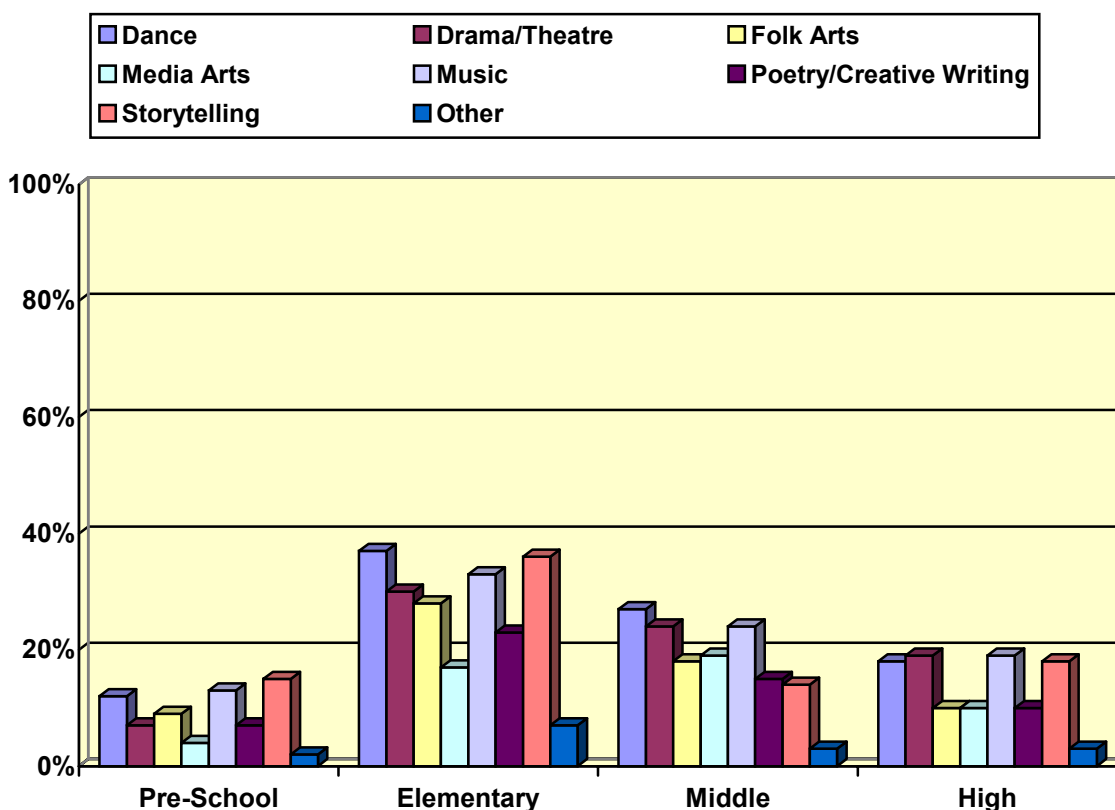
27. Do arts teachers have input into placement decisions for the following students who are mainstreamed into arts classes? (You may choose more than one)



28. Which of the following services are provided for students identified as gifted in the visual and performing arts? (You may choose more than one)



29. What kinds of artist residencies were presented in your schools during the last three years? (You may check all that apply)

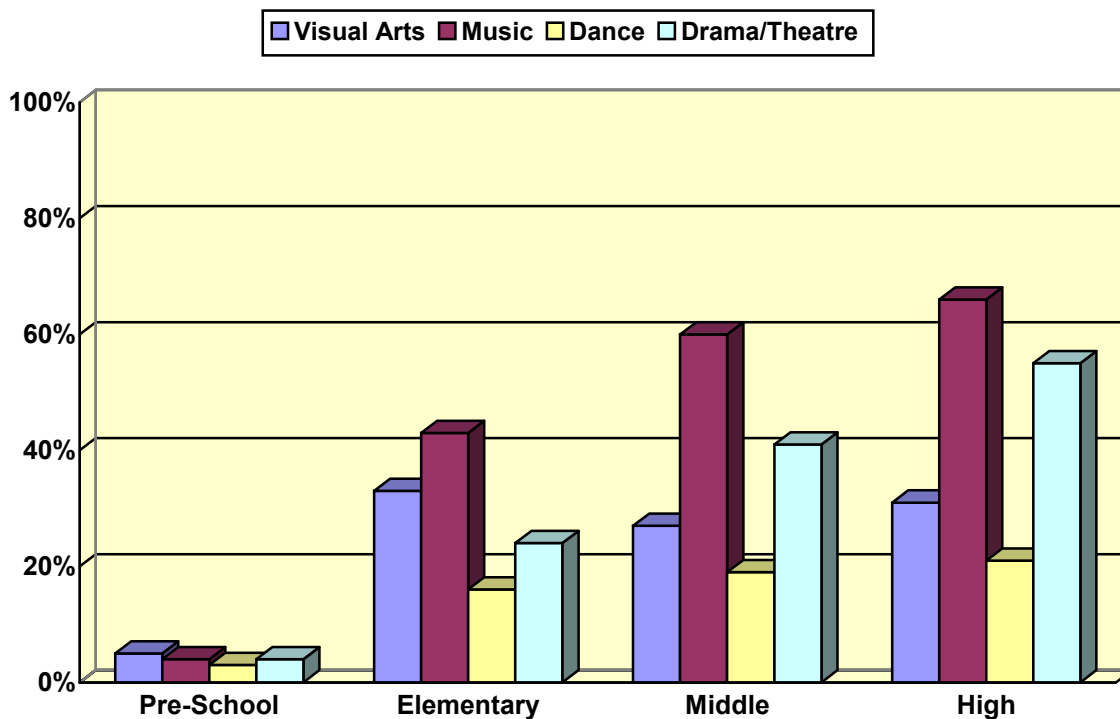


	Dance	Drama/Theatre	Folk Arts	Media Arts	Music	Poetry/Creative Writing	Storytelling	Other
Pre-School	12%	7%	9%	4%	13%	7%	15%	2%
Elementary	37%	30%	28%	17%	33%	23%	36%	7%
Middle	27%	24%	18%	19%	24%	15%	14%	3%
High	18%	19%	10%	10%	19%	10%	18%	3%

Data here seem to indicate at least an understanding on the part of educators to provide dance and drama experiences for students through the utilization of artists in residence in elementary and middle grades. It is interesting to note the use of music artists, folk artists, and storytellers in the elementary grades as well. The utilization of artist residencies in all arts areas increases from pre-school to elementary, and then drops off steadily from elementary through high school. The decrease in utilization from

elementary through high school may be due to the need for increased specialization on the part of the school to meet more difficult performance measures as set by the school and as required by local curricula and state standards. This is not to imply that artists cannot provide more challenging and difficult arts experiences but that schools may not perceive artists as being able to do so. There may also be an economic argument against the use of resident artists as the grade level increases. Due to the presence of more certified or qualified arts specialists in the upper grades (see Who's Teaching the Arts? following question 36), schools may not see the need to duplicate staffing for the arts. Schools may believe that arts specialists will more clearly understand and be able to teach to the required core content and program of studies.

30. Which arts areas have school-sponsored after-school or weekend activities available? (You may check all that apply)

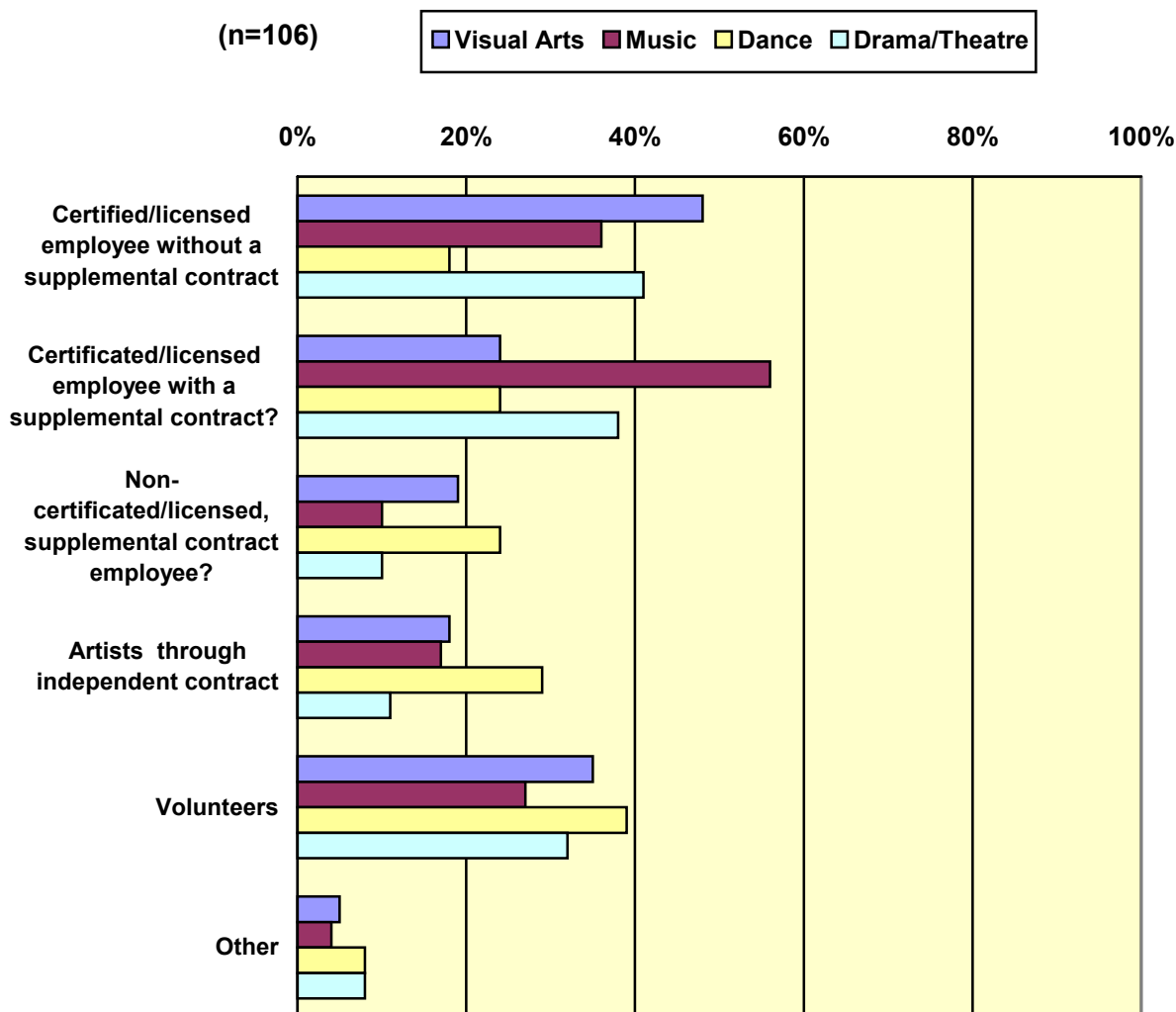


	Visual Arts	Music	Dance	Drama/ Theatre
Pre-School	5%	4%	3%	4%
Elementary	33%	43%	16%	24%
Middle	27%	60%	19%	41%
High	31%	66%	21%	55%

In regard to after school or weekend arts activities available to students, arts programs must undoubtedly compete with the myriad of other programs available to kids. It is interesting to note the increase in activities available for dance and drama (though more in drama) as the grade level increases. This may also indicate an understanding on the part of educators of the need to supplement these areas that are not as present in instruction in most schools.

**31. If you have after-school or weekend arts education programs, are they conducted by:
(You may check all that apply)**

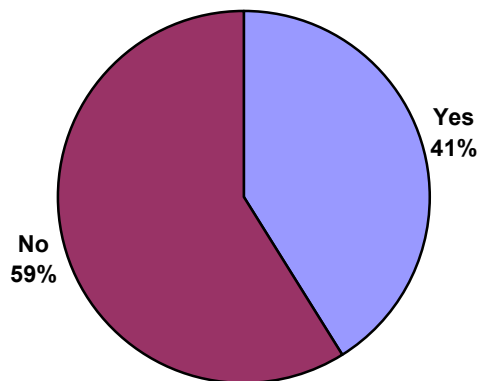
NOTE: As a follow-up to question 30, one hundred and six (n=106) districts responded to this question as follows:



	Certified/ licensed employee without a supplemental contract	Certificated/ licensed employee with a supplemental contract?	Non- certificated/ licensed, supplemental contract employee?	Artists through independent contract	Volun- teers	Other
Visual Arts	48%	24%	19%	18%	35%	5%
Music	36%	56%	10%	17%	27%	4%
Dance	18%	24%	24%	29%	39%	8%
Drama	41%	38%	10%	11%	32%	8%

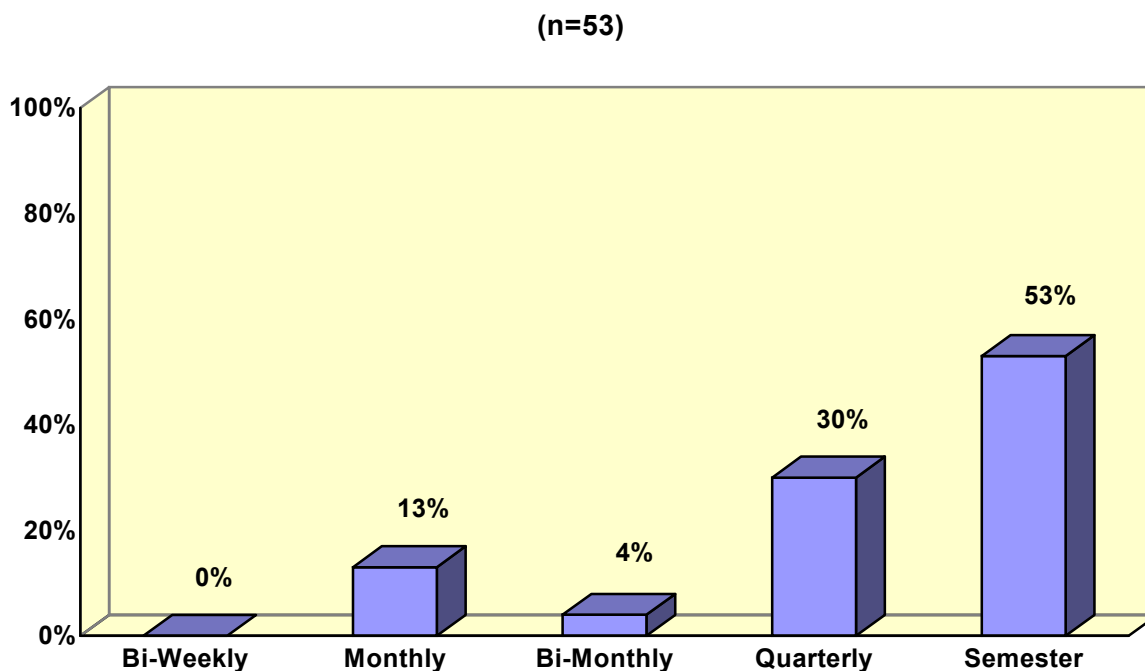
On average across all four art areas, 36% of the respondent districts consider after-school or weekend arts activities to be the responsibility of certified or licensed arts teachers and 36% of the districts provide supplemental contracts to certified or licensed arts teachers to conduct these activities. An average of 16% of the districts employ non-certified teachers through supplemental contracts and an average of 19% employ artists through independent contracts for these activities. An average of 33% of the districts report using volunteers to deliver after-school or weekend arts programs.

32. Are there district-wide arts faculty meetings where lessons, materials, programs are discussed, developed and/or evaluated?



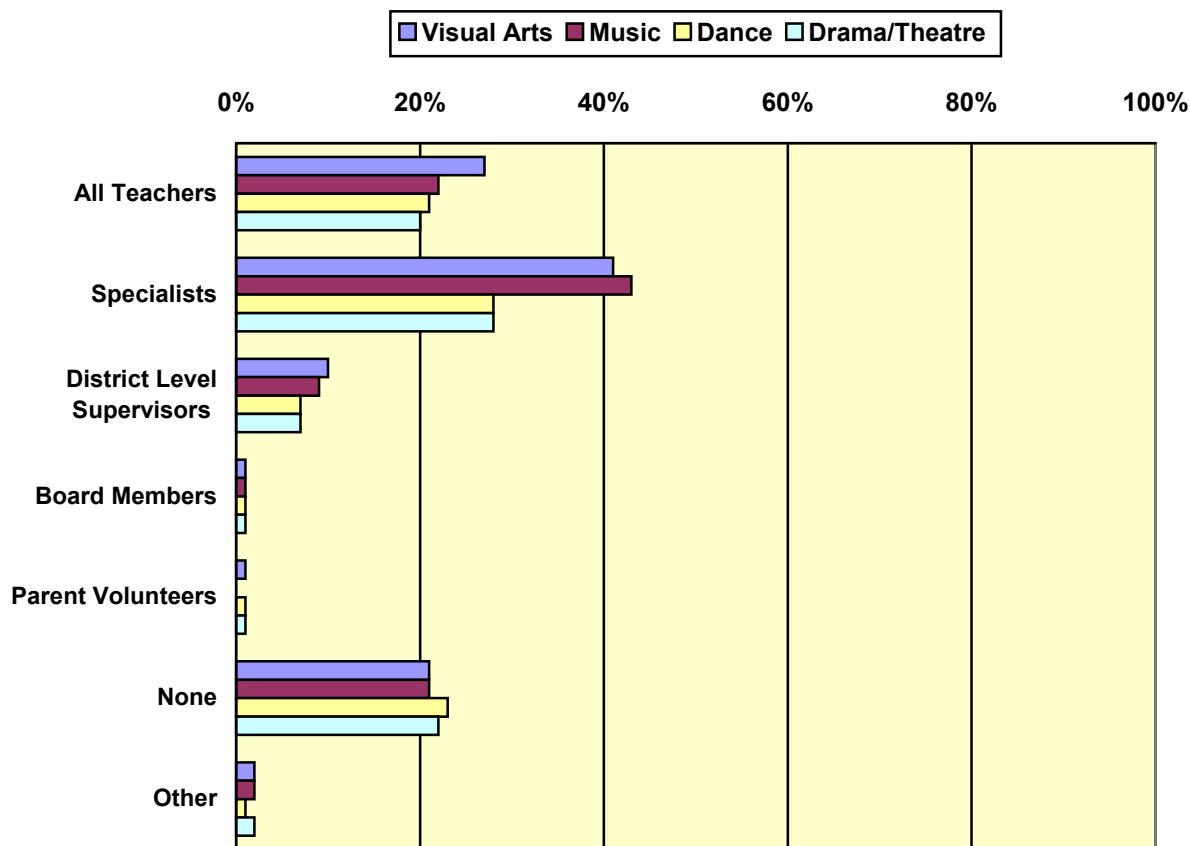
33. If yes, how frequently are the district-wide arts faculty meetings held?

NOTE: As a follow-up to question 32, fifty-three (n=53) districts responded to this question follows:



As a follow-up to question 32, only 53 districts (39% of respondent districts) report that there are district-wide arts faculty meetings, most (53%) occurring on a semester basis. Meetings once each semester do not provide adequate time for professional conversation to inform critical aspects of teaching like program and curriculum development, peer analysis of student work and assistance with program design and assessment, the exploration of and sharing information about resources, upcoming arts field trips, arts and cultural resources available to the school, and the development of professional camaraderie and support systems.

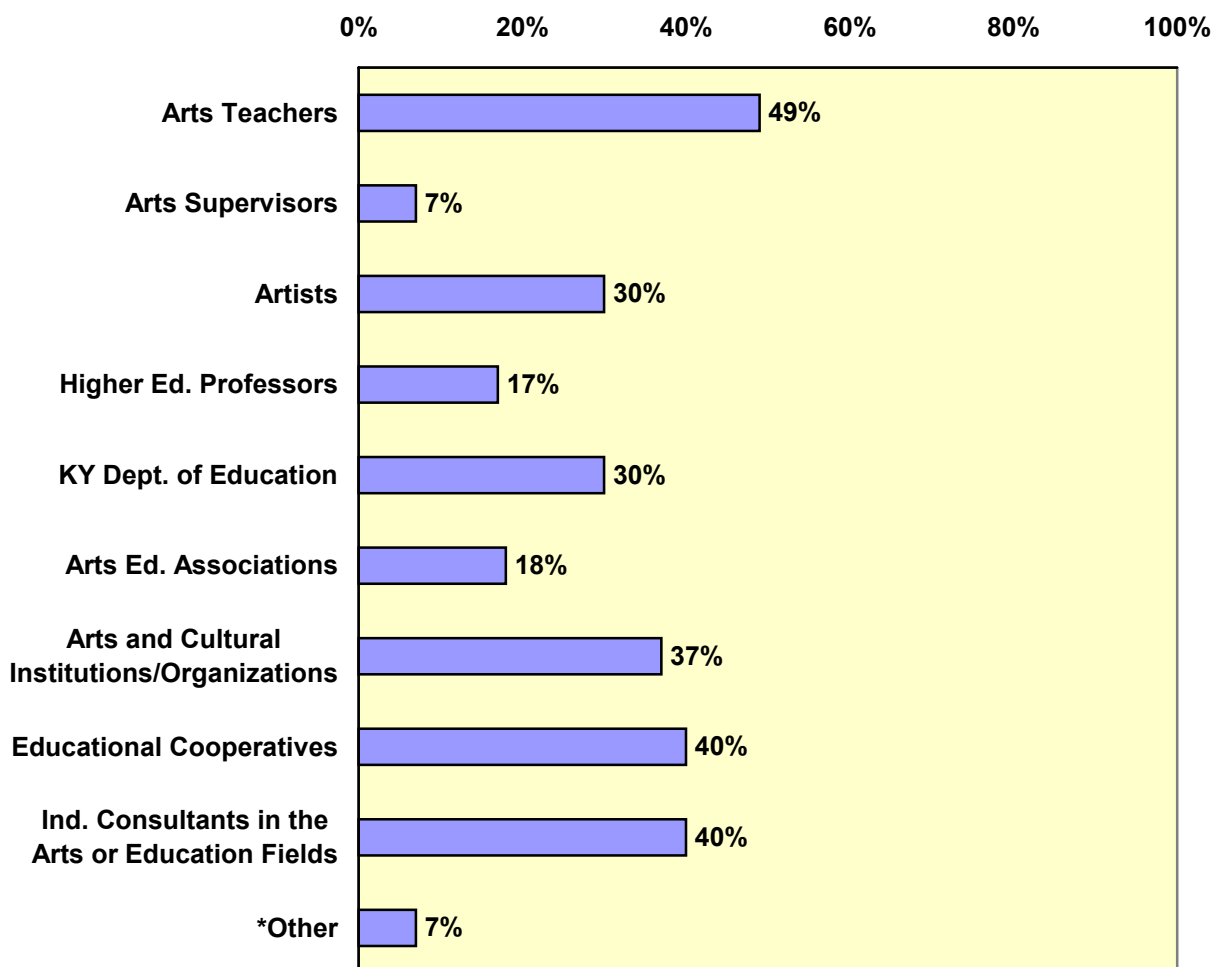
34. For whom of the following are arts professional development workshops provided by the district at least once a year? (You may check all that apply.)



	All Teachers	Specialists	District-Level Supervisor	Board Members	Parent Volunteers	None	Other
Visual Arts	27%	41%	10%	1%	1%	21%	2%
Music	22%	43%	9%	1%	0%	21%	2%
Dance	21%	28%	7%	1%	1%	23%	1%
Drama/Theatre	20%	28%	7%	1%	1%	22%	2%

The majority of districts report that arts professional development is provided for arts specialists, then for other teachers. An average of 22% of the districts report that there is no arts professional development provided. Given the importance of highest-level support and encouragement for the arts in districts, an interesting statistic is that only 1% report that their boards receive arts professional development though in question 11, the majority (80%) report that encouragement for the arts comes primarily from the board of education.

35. In your district, which organizations or personnel typically provide professional development in Arts Education (Visual Arts, Music, Dance, Drama/Theatre)? (You may choose more than one.)



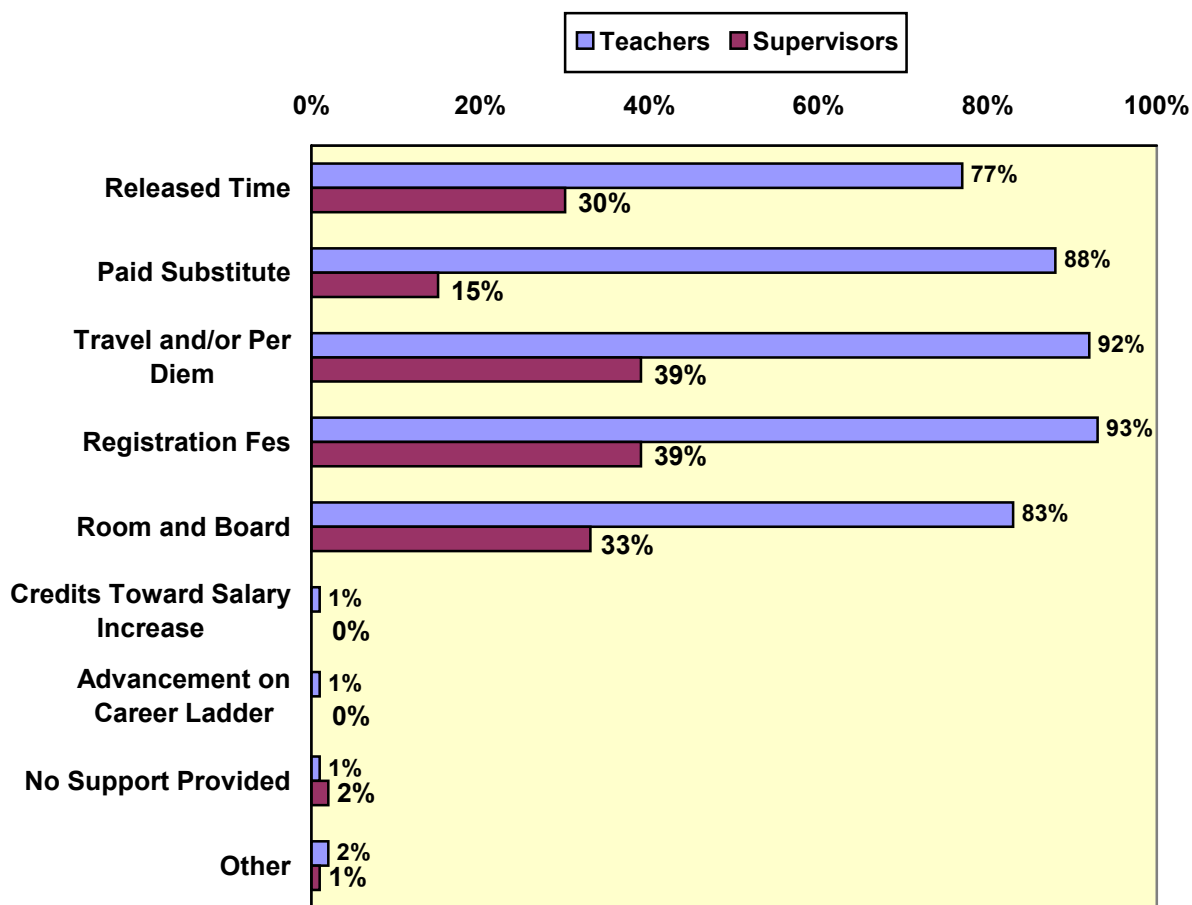
*Responses under the Other category for this question included:

- Residency Artists
- Regular classroom teachers and job-embedded PD is used through Artist in Residence
- Wherever we can find appropriate professional development programs that parallel the needs of our schools and the needs of our teachers. This is an area that proves to be extremely difficult
- Instructional Supervisor/Curriculum Resource Specialist
- KMEA, Kentucky Center
- Fifth Grade Teacher who has developed a special interest in the arts
- Contracted Curriculum Development consultants (none certified in the arts)
- KET
- Physical Ed. (Dance) Gifted Ed. (Drama & Dance)

The majority of districts report that arts professional development is provided by arts teachers in the district. This is common practice in many districts and may have to do as much with economics as anything else. The use of already-employed arts teachers saves the district from having to spend money on outside providers.

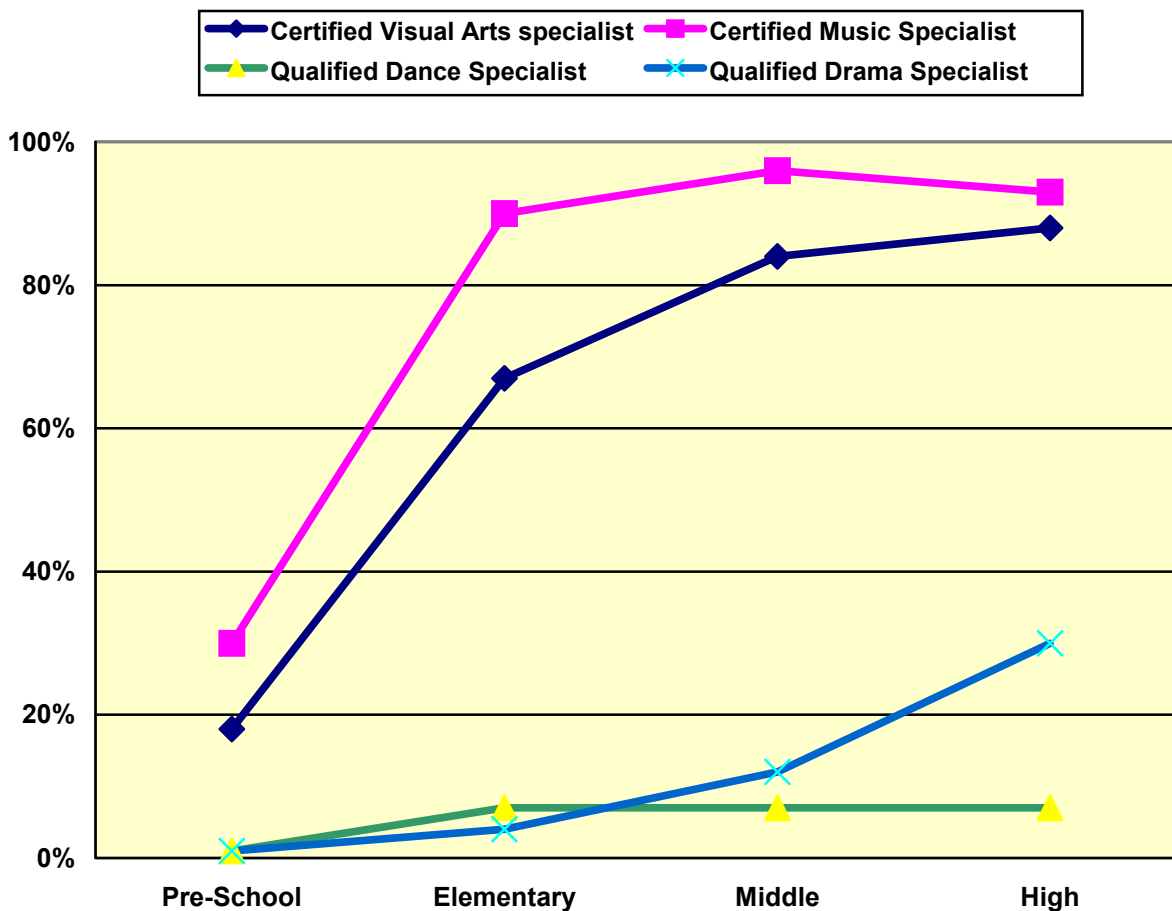
Also, given the data presented later in this report regarding the percentage of certified or qualified arts teachers in districts (see Who’s Teaching the Arts?) showing far more certified visual arts and music teachers employed, it can be assumed here that with 49% reporting that arts professional development is delivered by arts teachers, the majority of arts professional development provided is in music and visual arts.

36. In which of the following ways are the Arts Education personnel (Visual Arts, Music, Dance and Drama/Theatre) supported for attendance at professional growth seminars, workshops, retreats and conferences? (You may check all that apply.)



Who's Teaching the Arts?

The following line graph shows results for questions 37 through 40 regarding who is teaching each of the four arts areas, on average, in the respondent districts per grade level. This graph shows results only for certified or qualified arts teachers⁴.

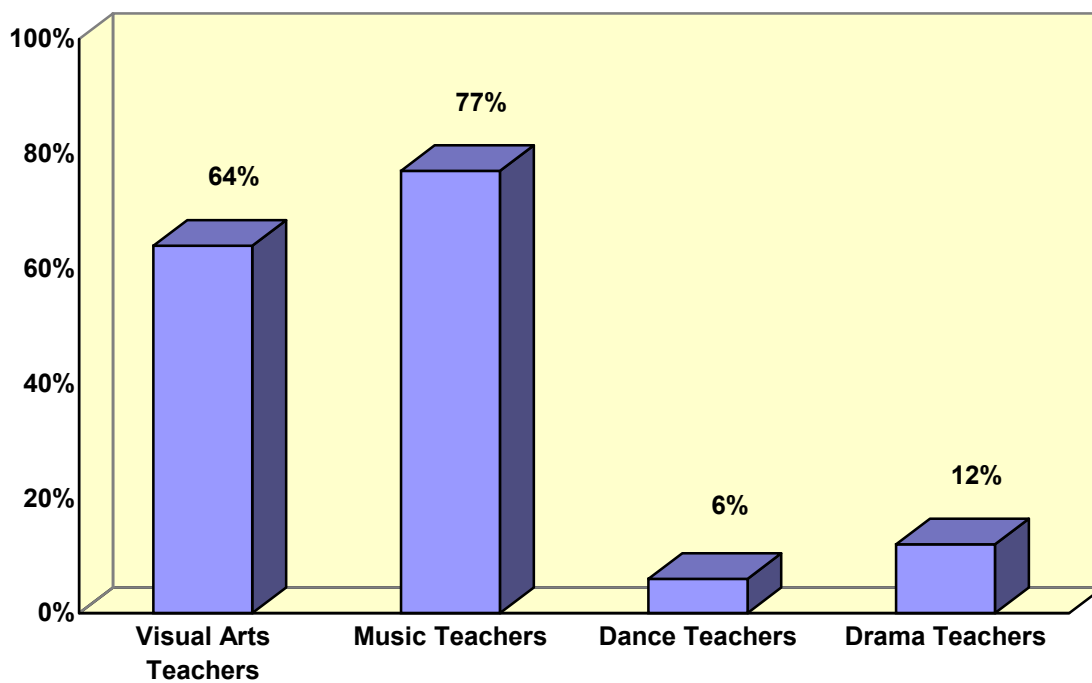


With the exception of dance, which flattens at 7% from elementary through high school after a 6 point rise from pre-school to elementary, the other three art areas see an increase in the use of certified or qualified arts teachers pre-school through high school. On average, 64% of the districts report employing certified visual arts teachers pre-school through high school, 77%

⁴ For the arts areas of dance and drama, the survey planning committee wrestled with what precise term to use when distinguishing between someone specializing in dance or drama education, as opposed to the physical education teacher who also teaches dance, or the English/language arts teacher who also teaches drama, which is common practice in most districts. This graphs shows only those who have specialized training to teach each of the arts areas. The author acknowledges that current certifications also enable physical education and English/language arts teachers to teach dance and drama respectively.

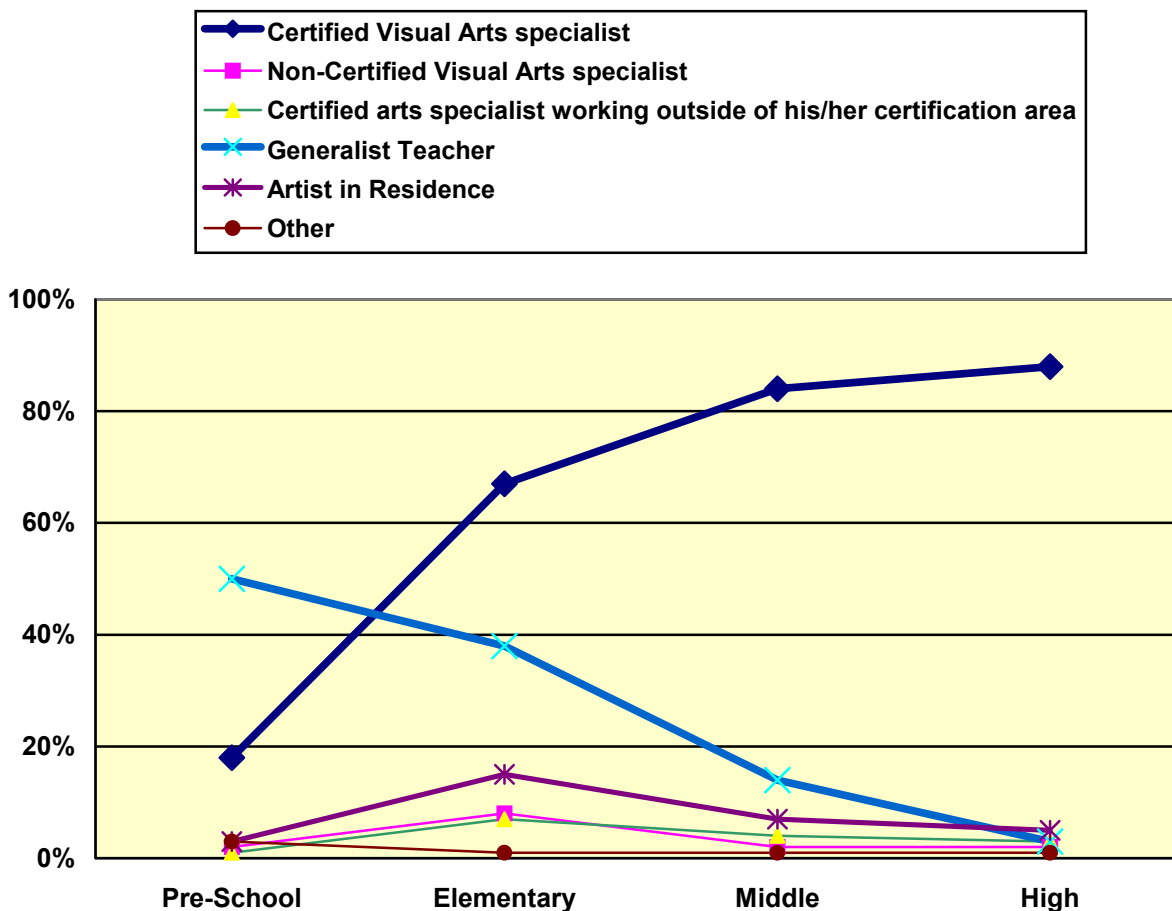
report employing certified music teachers pre-school through high school, 6% report employing qualified dance teachers pre-school through high school and 12% report employing qualified drama teachers pre-school through high school.

Percentage of Certified/Qualified Arts Teachers Employed in Respondent Districts Pre-School through Grade 12



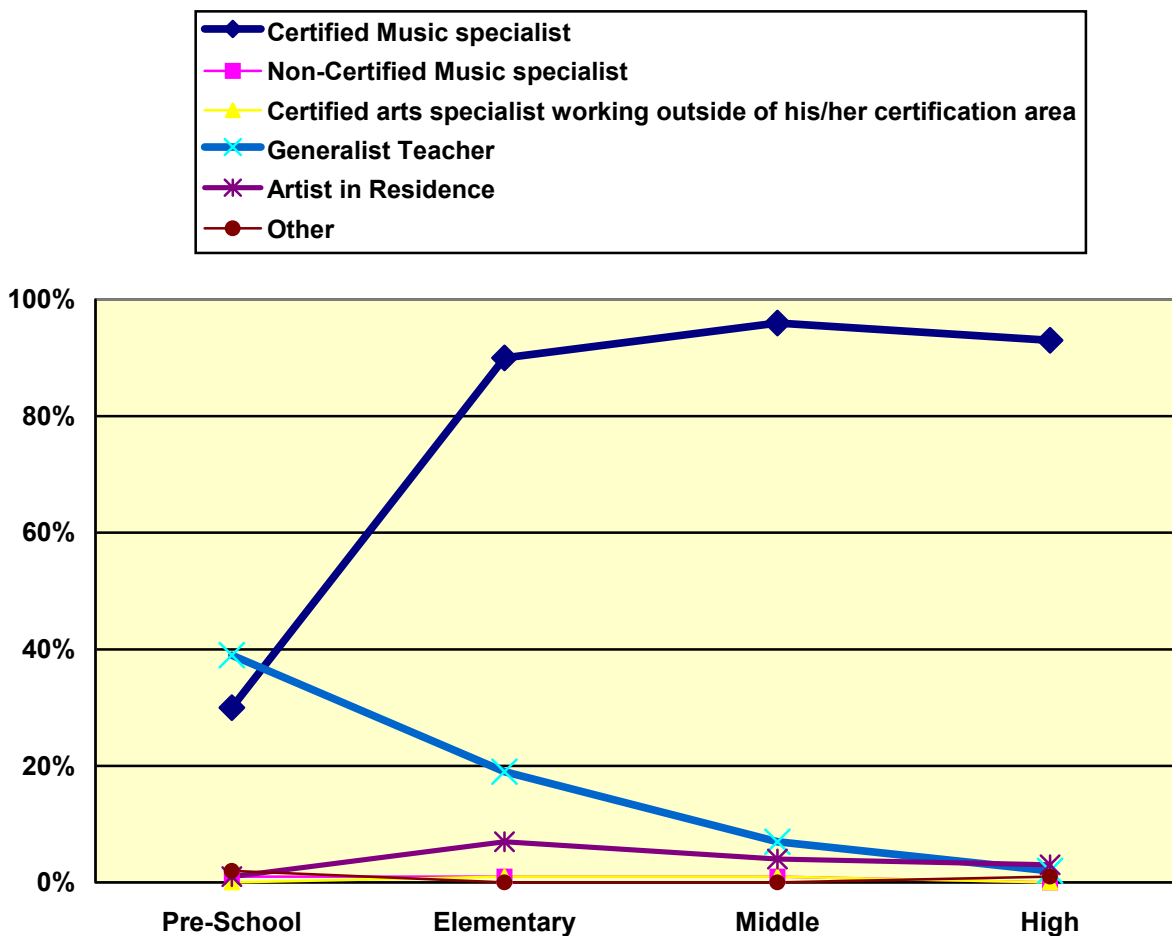
The following four graphs (questions 37 through 40) show detail for each art area in regards to who is teaching that arts area in the respondent districts.

37. Who is teaching Visual Arts in your district? (You may check all that apply.)



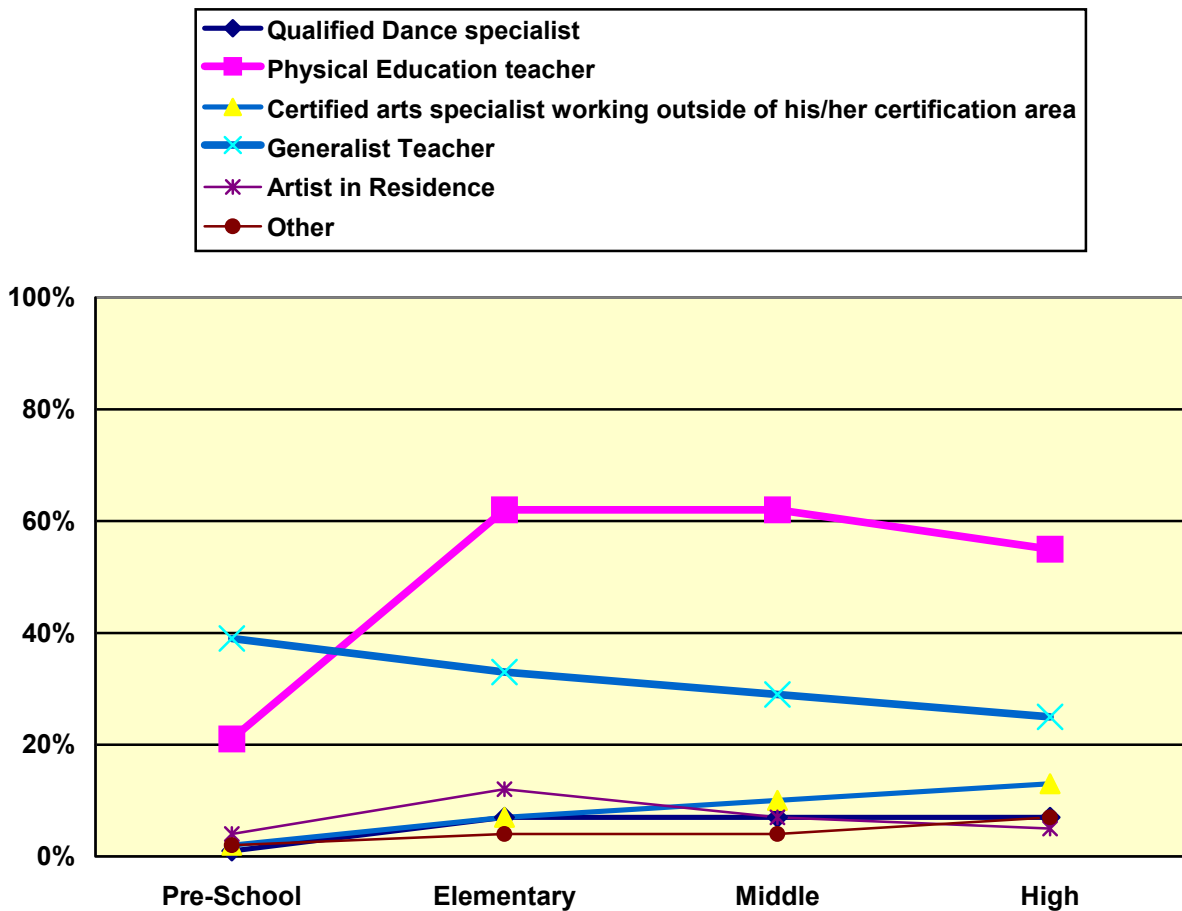
	Certified Visual Arts specialist	Non-Certified Visual Arts specialist	Certified arts specialist working outside of his/her certification area	Generalist Teacher	Artist in Residence	Other
Pre-School	18%	2%	1%	50%	3%	3%
Elementary	67%	8%	7%	38%	15%	1%
Middle	84%	2%	4%	14%	7%	1%
High	88%	2%	3%	3%	5%	1%

38. Who is teaching Music in your district? (You may check all that apply.)



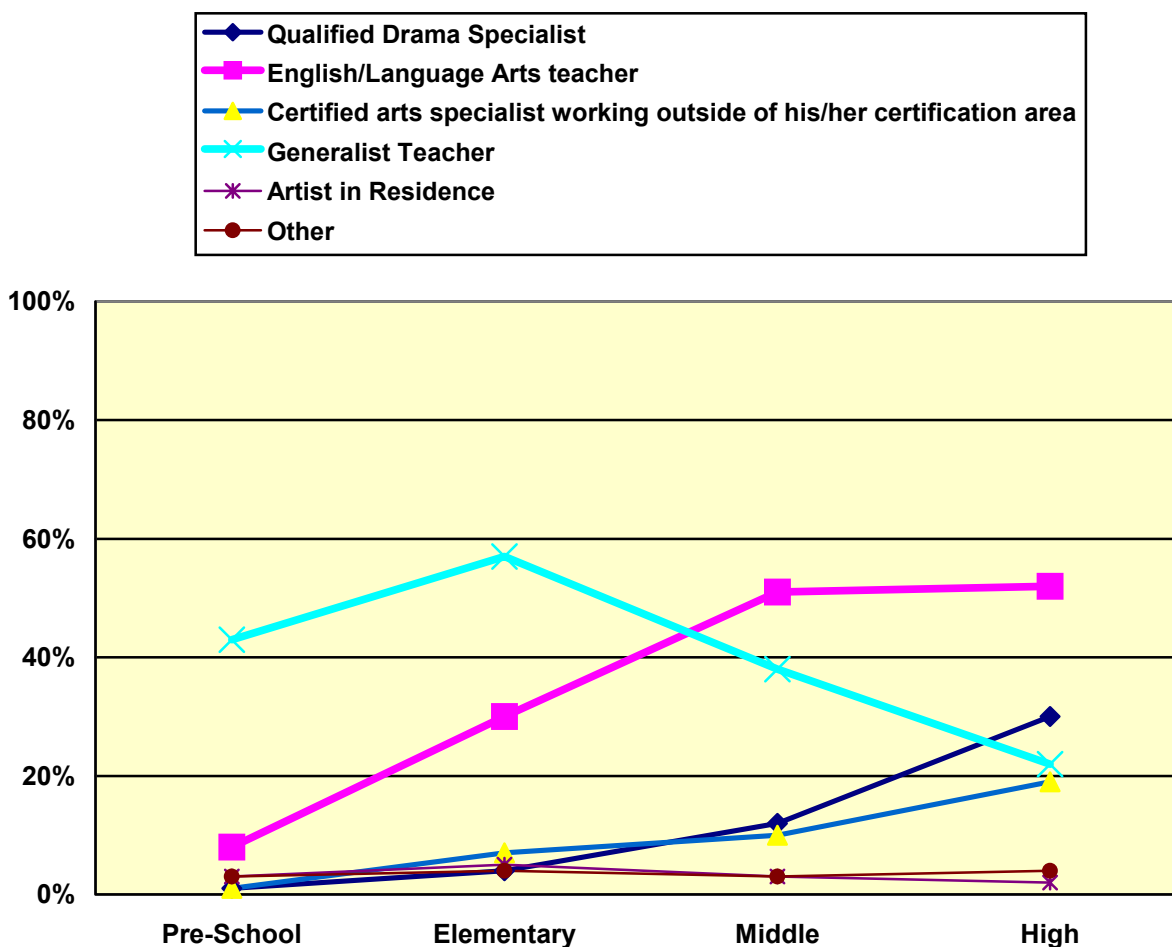
	Certified Music specialist	Non-Certified Music specialist	Certified arts specialist working outside of his/her certification area	Generalist Teacher	Artist in Residence	Other
Pre-School	30%	1%	0%	39%	1%	2%
Elementary	90%	1%	1%	19%	7%	0%
Middle	96%	1%	1%	7%	4%	0%
High	93%	0%	0%	2%	3%	1%

39. Who is teaching Dance in your district? (You may check all that apply.)



	Qualified Dance specialist	Physical Education teacher	Certified arts specialist working outside of his/her specialty area	Generalist Teacher	Artist in Residence	Other
Pre-School	2%	21%	2%	39%	4%	2%
Elementary	7%	62%	7%	33%	12%	4%
Middle	7%	62%	10%	29%	7%	4%
High	7%	55%	13%	25%	5%	7%

40. Who is teaching Drama/Theatre in your district? (You may check all that apply.)



	Qualified Drama Specialist	English/Language Arts teacher	Certified arts specialist working outside of his/her specialty area	Generalist Teacher	Artist in Residence	Other
Pre-School	1%	8%	1%	43%	3%	3%
Elementary	4%	30%	7%	57%	5%	4%
Middle	12%	51%	10%	38%	3%	3%
High	30%	52%	10%	22%	2%	4%

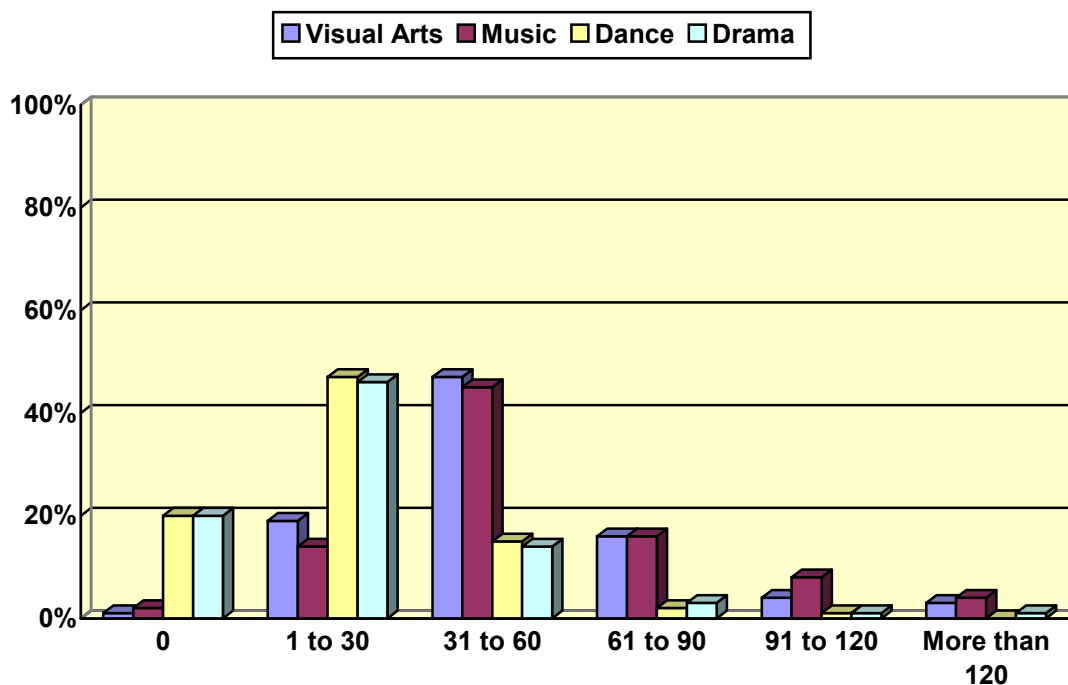
For questions 37 through 40, with the exception of drama (q. 40) the reader will notice an arc pattern in each line chart for visual arts, music and dance, though dance is less pronounced.

Charts for questions 37 through 39 show the initial use of or dependence on generalist teachers in

pre-school, then the gradual replacement of these teachers with certified or qualified teachers as the grade levels increase. For drama however (q. 40) the use of generalist teachers peak at the elementary level and intersect with the increased use of English/language arts teachers by upper elementary/lower middle grades. The use of qualified dance and drama teachers is fairly insignificant as is the use of resident artists to cover these courses, with the exception of elementary visual arts (q. 37, 15%) and elementary dance (q. 39, 12%) where the data indicate that artists may play a role in the provision of instruction in these arts areas.

How Much Time for the Arts?

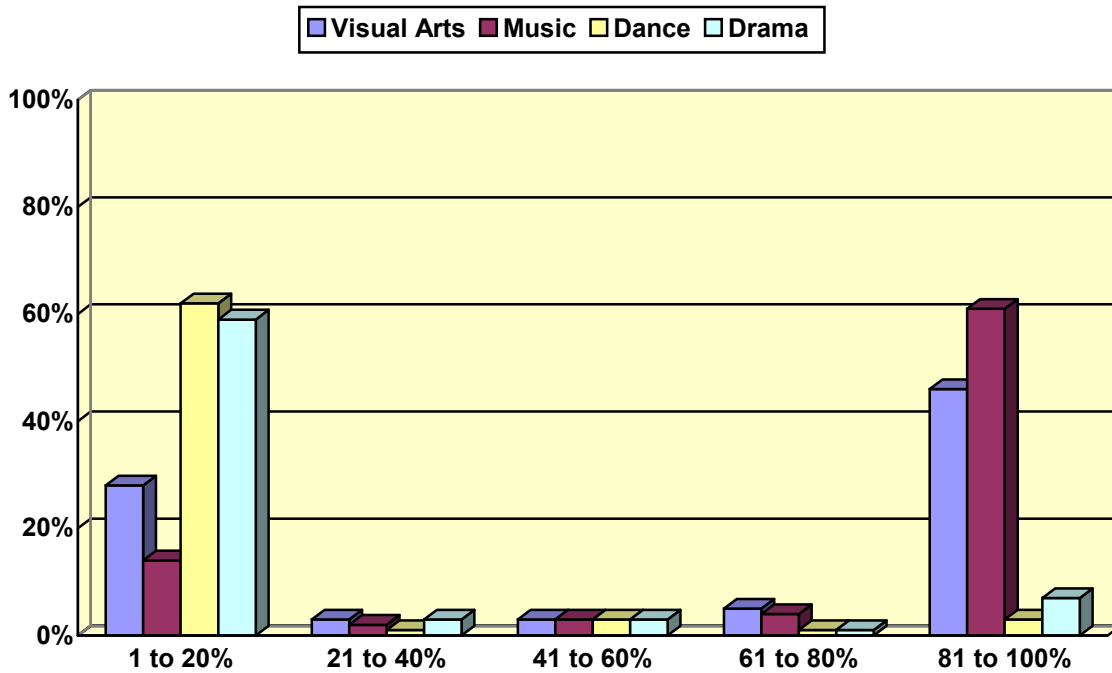
Graphs 41, 43, 45 and 47 show the number of minutes per art form per week. On average across all grade levels from pre-school through middle school, the respondent districts report as follows:



	0	1 to 30	31 to 60	61 to 90	91 to 120	More than 120
Visual Arts	1%	19%	47%	16%	4%	3%
Music	2%	14%	45%	16%	6%	4%
Dance	20%	47%	15%	2%	1%	0%
Drama	20%	46%	14%	3%	1%	1%

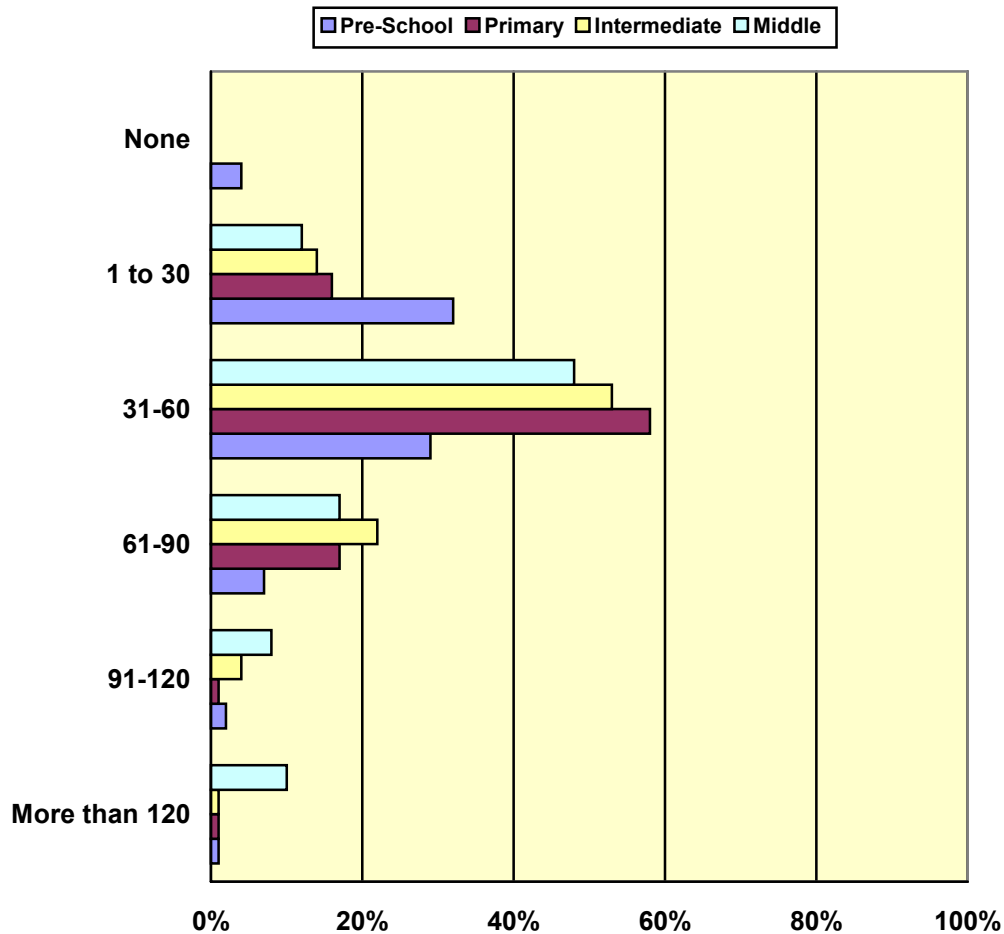
Percentage of Minutes Being Taught by Certified or Qualified Art Teachers

Graphs 42, 44, 46 and 48 show the percentage of minutes per art form per week that are taught by certified or qualified art teachers. On average across all grade levels from pre-school through middle school, the respondent districts report as follows:



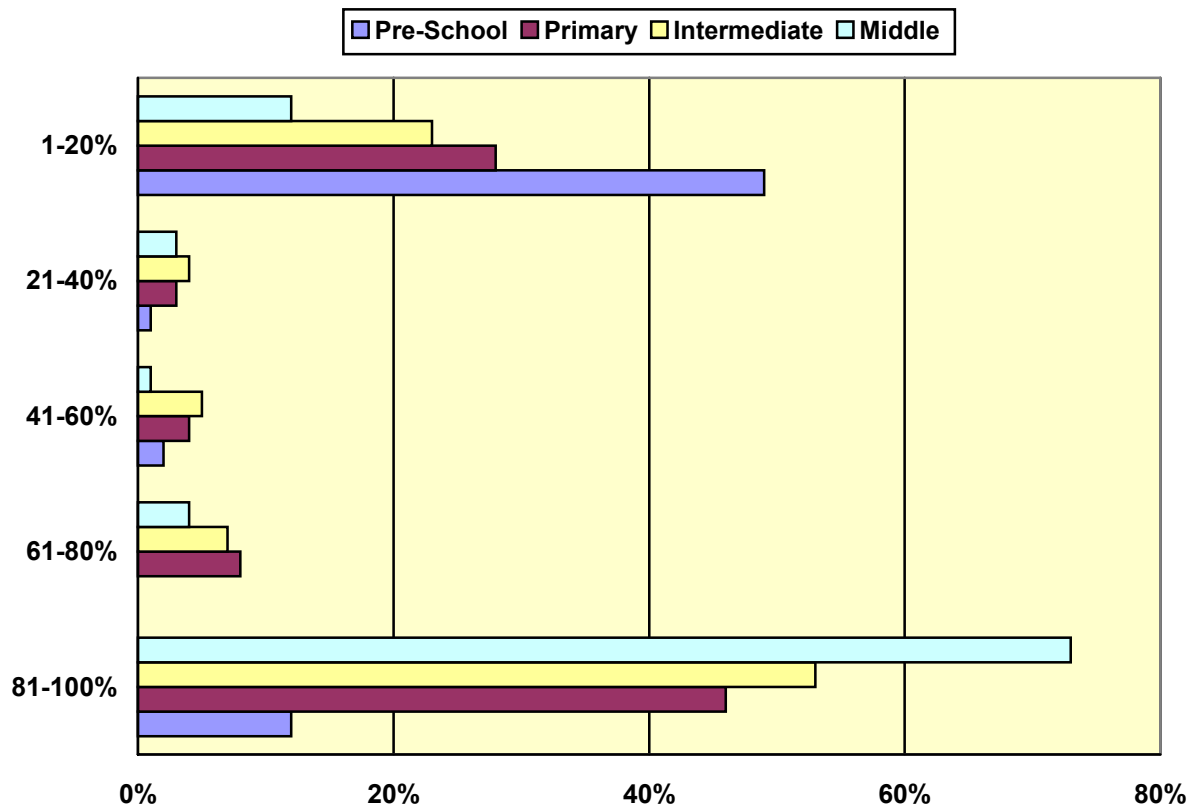
	1 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
Visual Arts	28%	3%	3%	5%	46%
Music	14%	2%	3%	4%	61%
Dance	62%	1%	3%	1%	3%
Drama	59%	3%	3%	1%	7%

41. How many minutes per week does your district normally provide for each Visual Arts student on each grade level below?



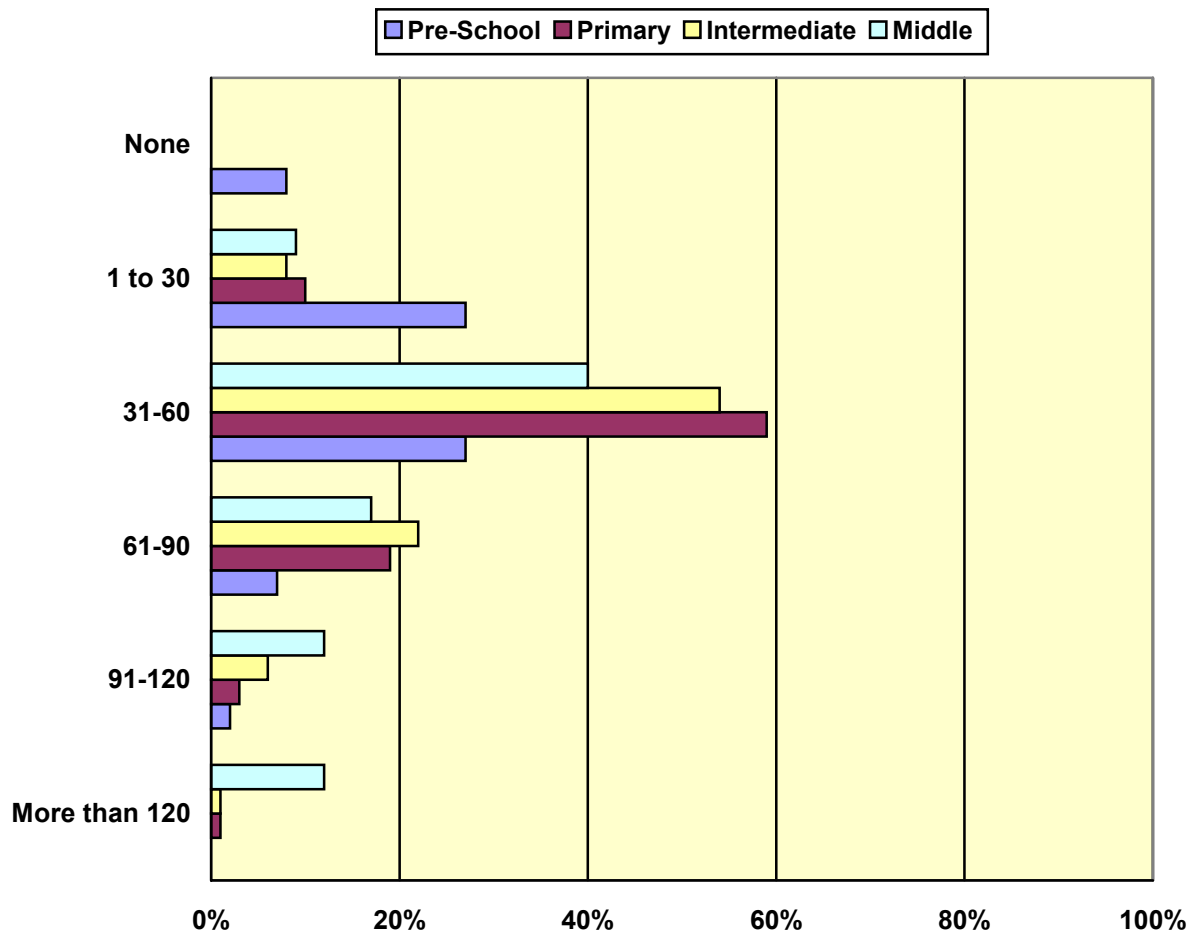
	0	1 to 30	31 to 60	61 to 90	91 to 120	More than 120
Pre-School	4%	32%	29%	7%	2%	1%
Primary	0%	16%	58%	17%	1%	1%
Intermediate (Grades 4,5)	0%	14%	53%	22%	4%	1%
Middle (Grades 6-8)	0%	12%	48%	17%	8%	10%

42. What percentage of these minutes for each Visual Arts student are taught by a certified Visual Arts specialists?



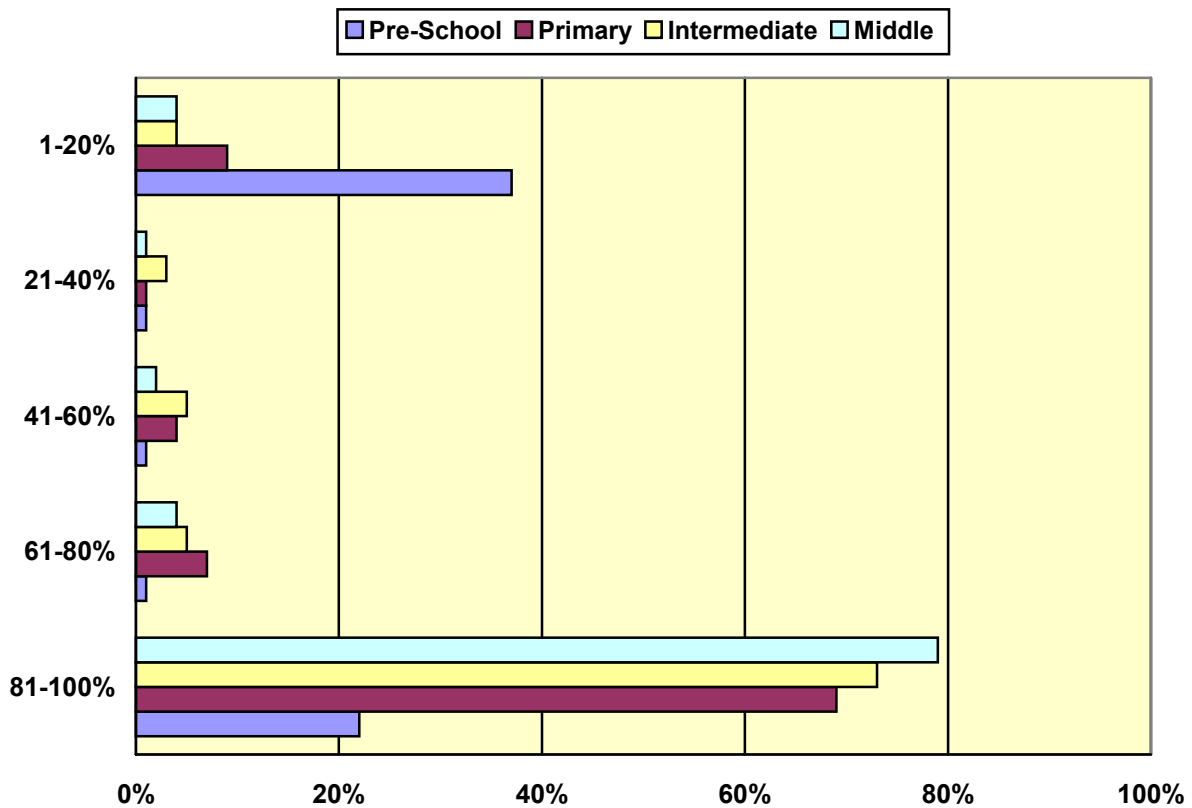
	1 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
Pre-School	49%	1%	2%	0%	12%
Primary	28%	3%	4%	8%	46%
Intermediate (Grades 4,5)	23%	4%	5%	7%	53%
Middle (Grades 6-8)	12%	3%	1%	4%	73%

43. How many minutes per week does your district normally provide for each Music student on each grade level below?



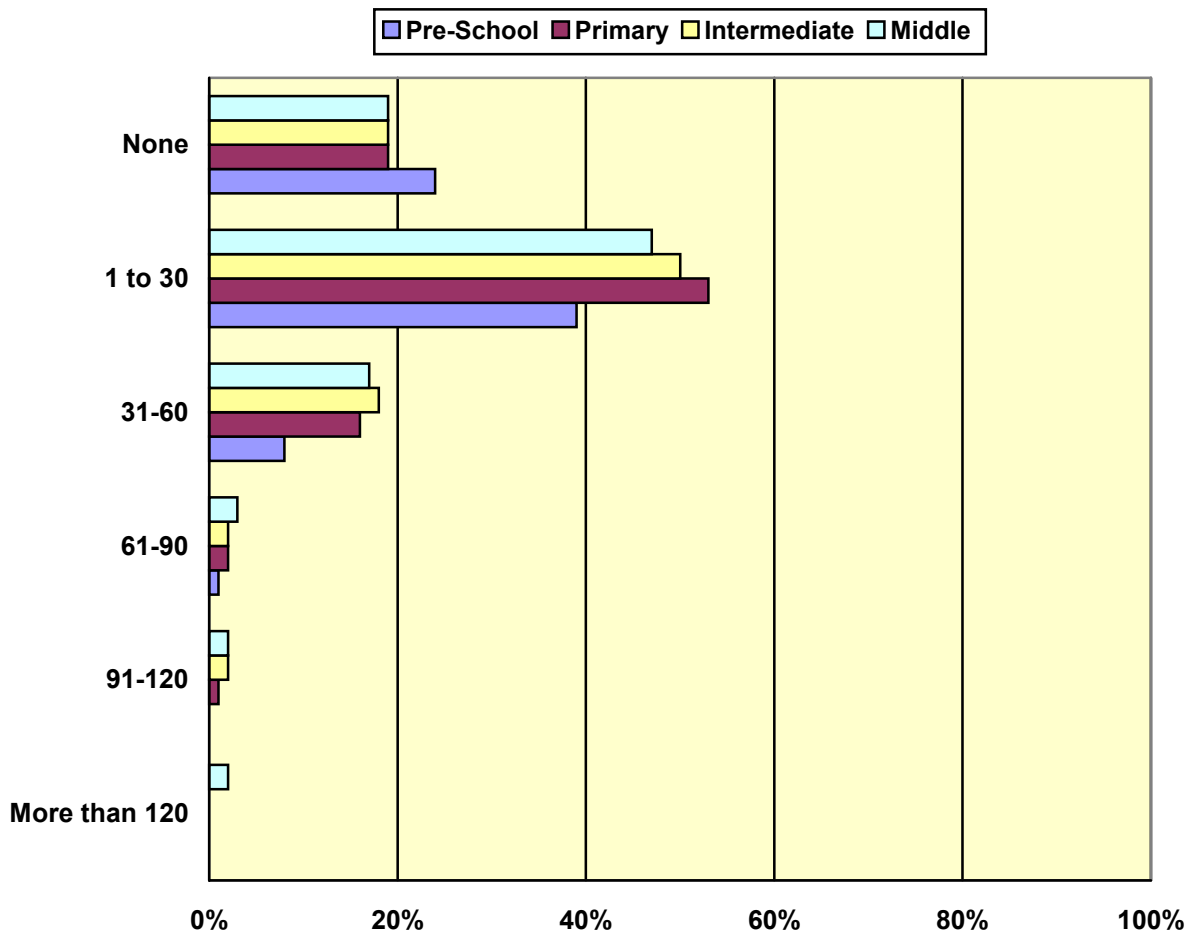
	0	1 to 30	31 to 60	61 to 90	91 to 120	More than 120
Pre-School	8%	27%	27%	7%	2%	0%
Primary	0%	10%	59%	19%	3%	1%
Intermediate (Grades 4,5)	0%	8%	54%	22%	6%	1%
Middle (Grades 6-8)	0%	9%	40%	17%	12%	12%

44. What percentage of these minutes for each Music student are taught by a certified Music specialist?



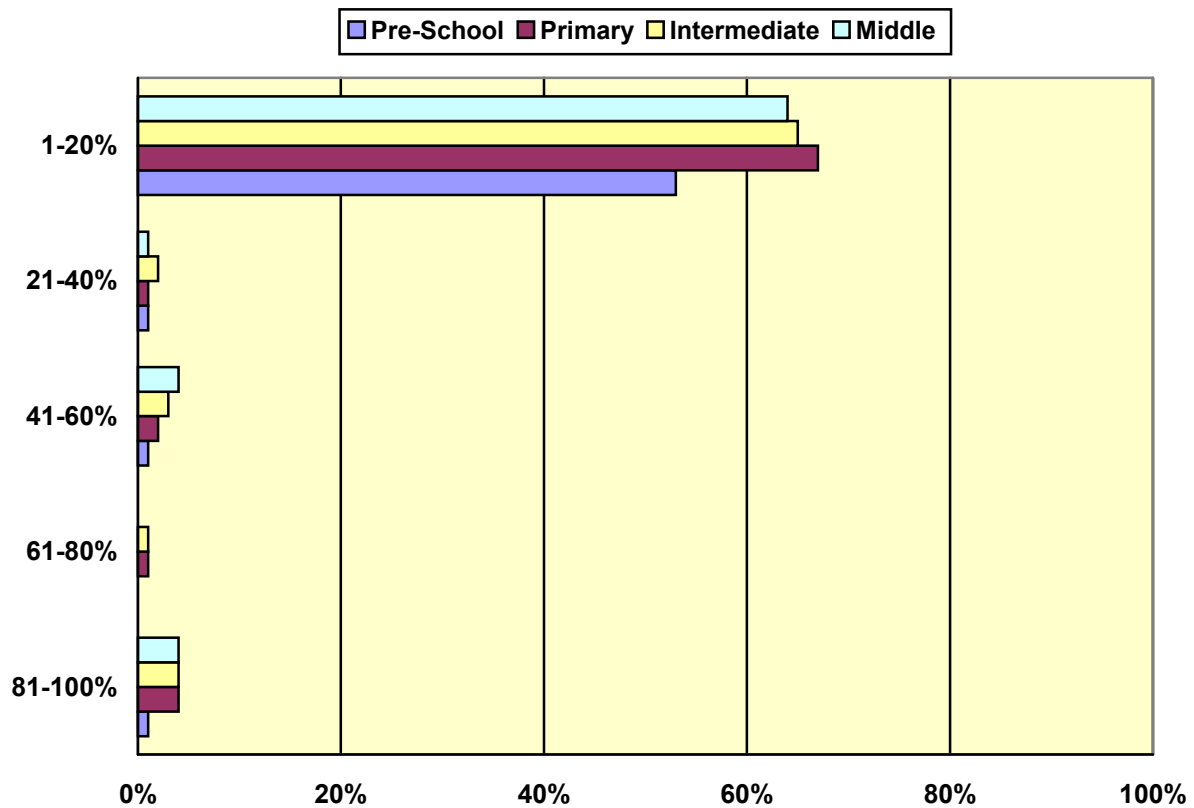
	1 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
Pre-School	37%	1%	1%	1%	22%
Primary	9%	1%	4%	7%	69%
Intermediate (Grades 4,5)	4%	3%	5%	5%	73%
Middle (Grades 6-8)	4%	2%	2%	4%	79%

45. How many minutes per week does your district normally provide for each Dance student on each grade level below?



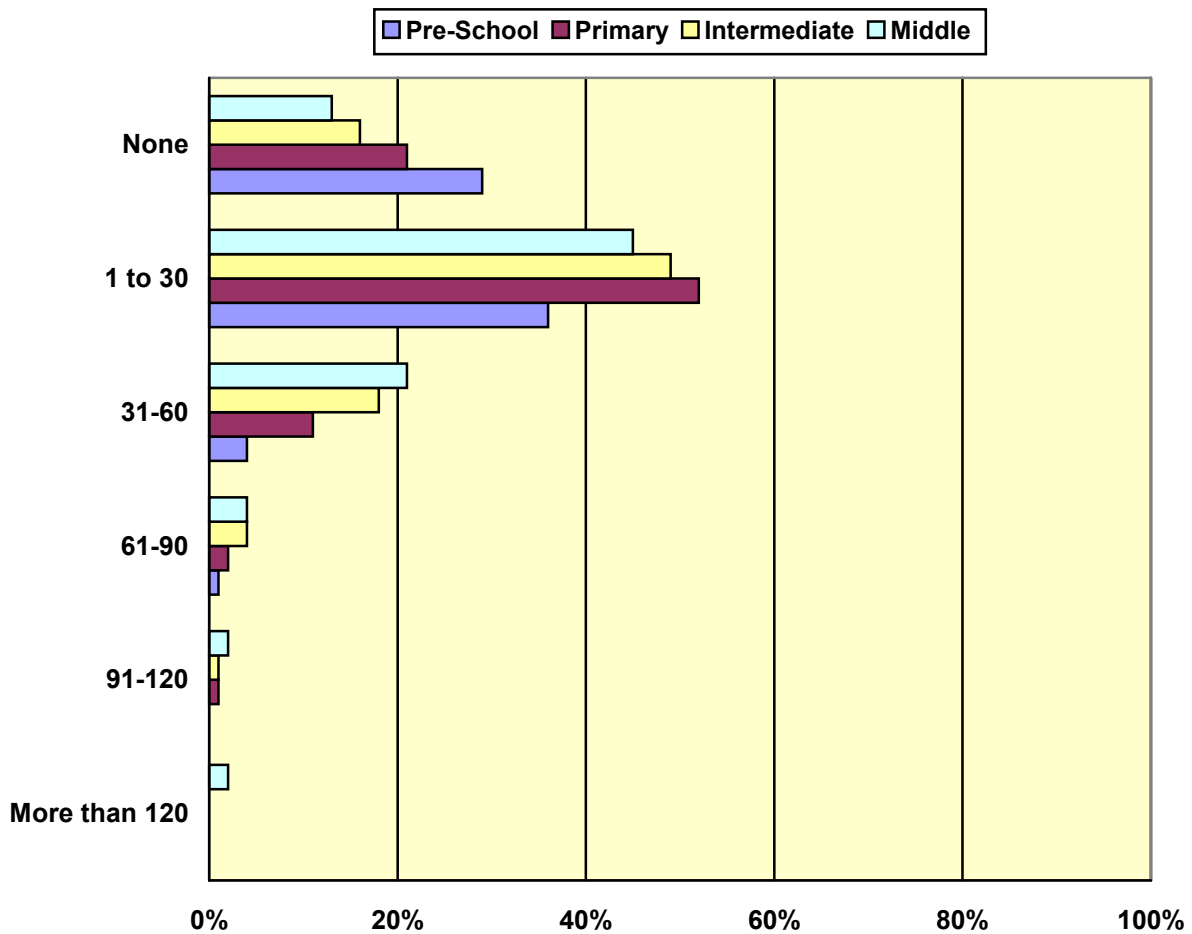
	0	1 to 30	31 to 60	61 to 90	91 to 120	More than 120
Pre-School	24%	39%	8%	1%	0%	0%
Primary	19%	53%	16%	2%	1%	0%
Intermediate (Grades 4,5)	19%	50%	18%	2%	1%	0%
Middle (Grades 6-8)	19%	47%	17%	3%	2%	2%

46. What percentage of these minutes for each Dance student are taught by a qualified Dance specialist?



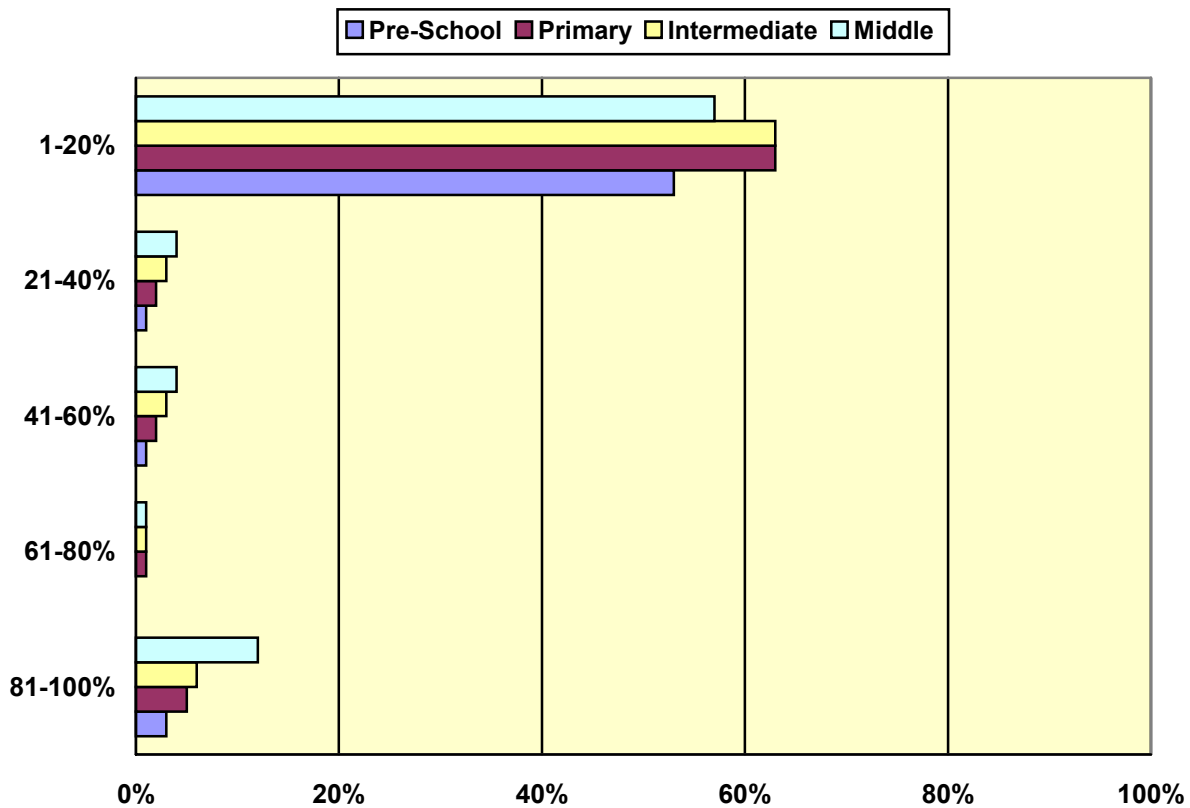
	1 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
Pre-School	53%	1%	1%	0%	1%
Primary	67%	1%	2%	1%	3%
Intermediate (Grades 4,5)	65%	2%	3%	1%	4%
Middle (Grades 6-8)	64%	1%	4%	0%	4%

47. How many minutes per week does your district normally provide for each Drama/Theatre student on each grade level below?



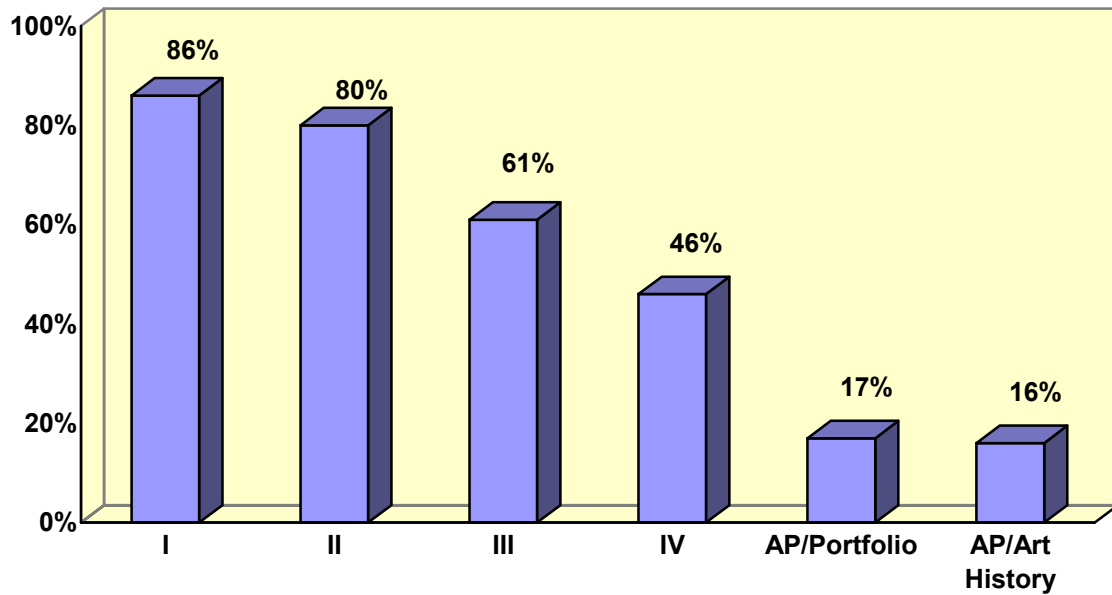
	0	1 to 30	31 to 60	61 to 90	91 to 120	More than 120
Pre-School	29%	36%	4%	1%	0%	0%
Primary	21%	52%	11%	2%	1%	0%
Intermediate (Grades 4,5)	16%	49%	18%	4%	1%	0%
Middle (Grades 6-8)	13%	45%	21%	4%	2%	2%

48. What percentage of these minutes for each Drama/Theatre student are taught by a qualified Drama/Theatre specialist?

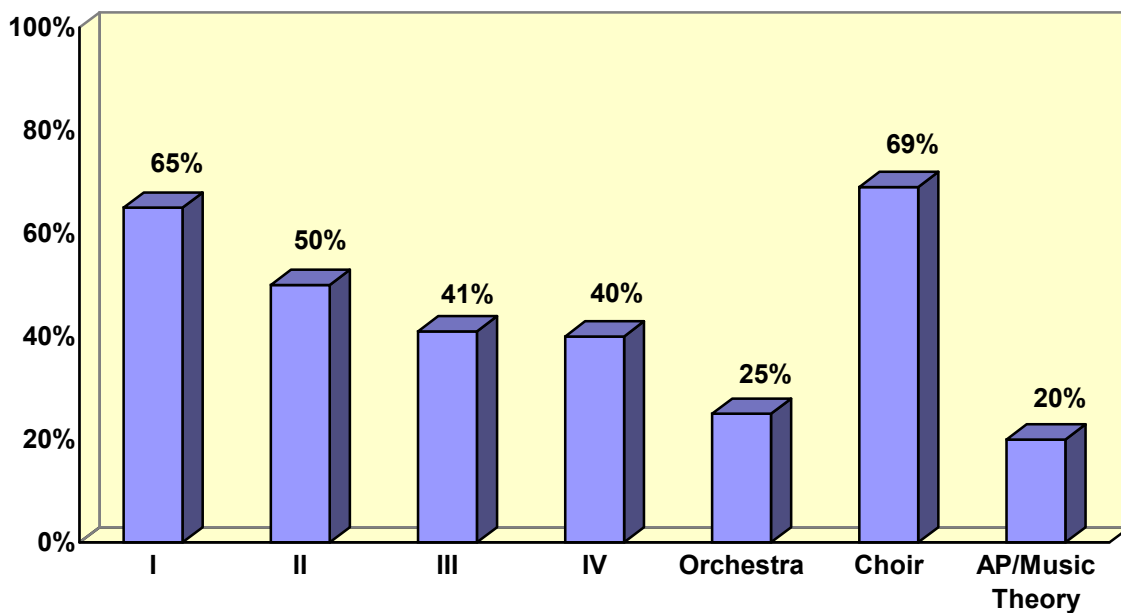


	1 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
Pre-School	53%	1%	1%	0%	3%
Primary	63%	2%	2%	1%	5%
Intermediate (Grades 4,5)	63%	3%	3%	1%	6%
Middle (Grades 6-8)	57%	4%	4%	1%	12%

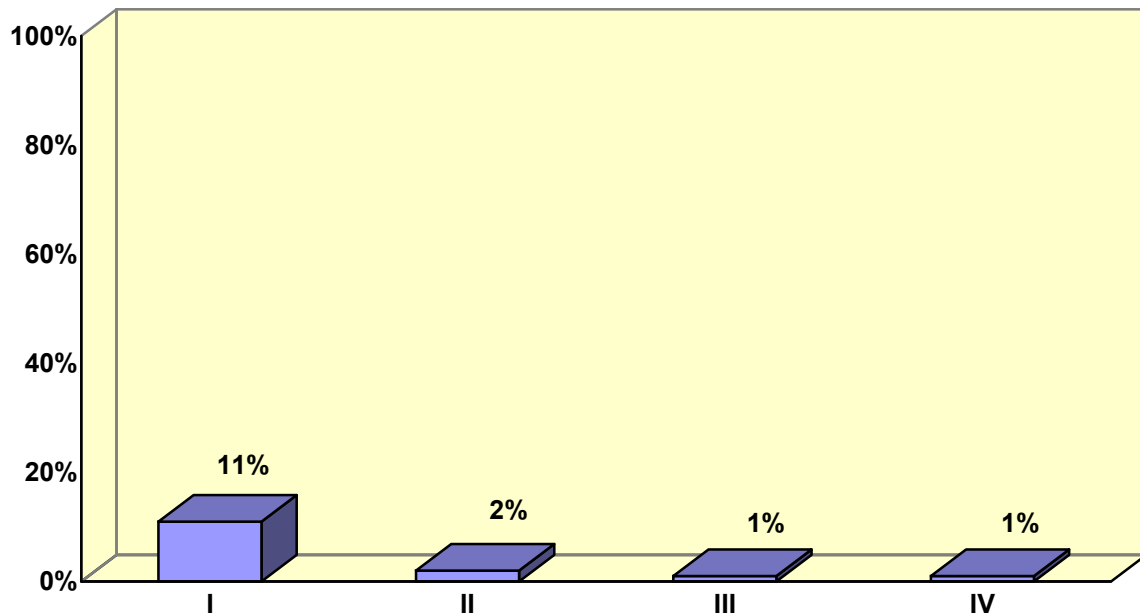
49. Which of the following Visual Art courses are offered in your high school(s)? (You may choose more than one.)



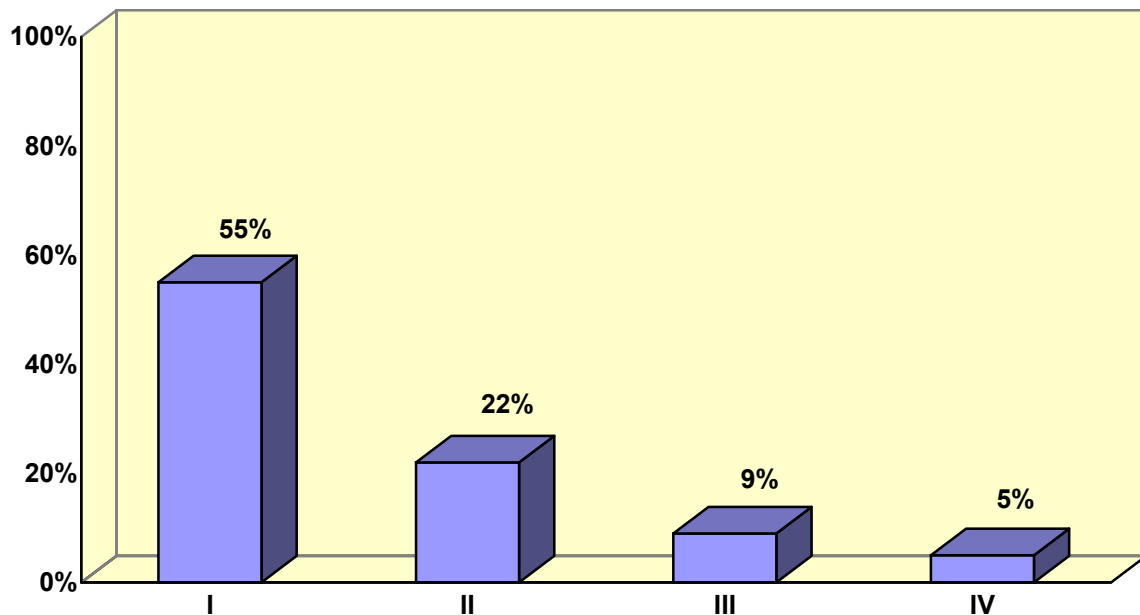
50. Which of the following Music courses are offered in your high school(s)? (You may choose more than one.)



51. Which of the following Dance courses are offered in your high schools(s)? (You may choose more than one.)



52. Which of the following Drama/Theatre courses are offered in your high school(s)? (You may choose more than one.)



For questions 49 through 52 there is a drop-off of course offerings in each of the four arts areas as the course level increases from I through IV, and then for Advance Program (AP) courses in

visual arts and music, with the exception of choir in music (69%), which is shown to be even more prevalent than music I (65%). Dance and drama do not fair as well as visual arts and music though drama I is offered in 55% of the respondent districts then drops to 22% for dance II. For dance, other than 11% of the respondent districts (n=15) reporting the offering of dance I in their high schools, dance is barely visible in most high school arts programs.

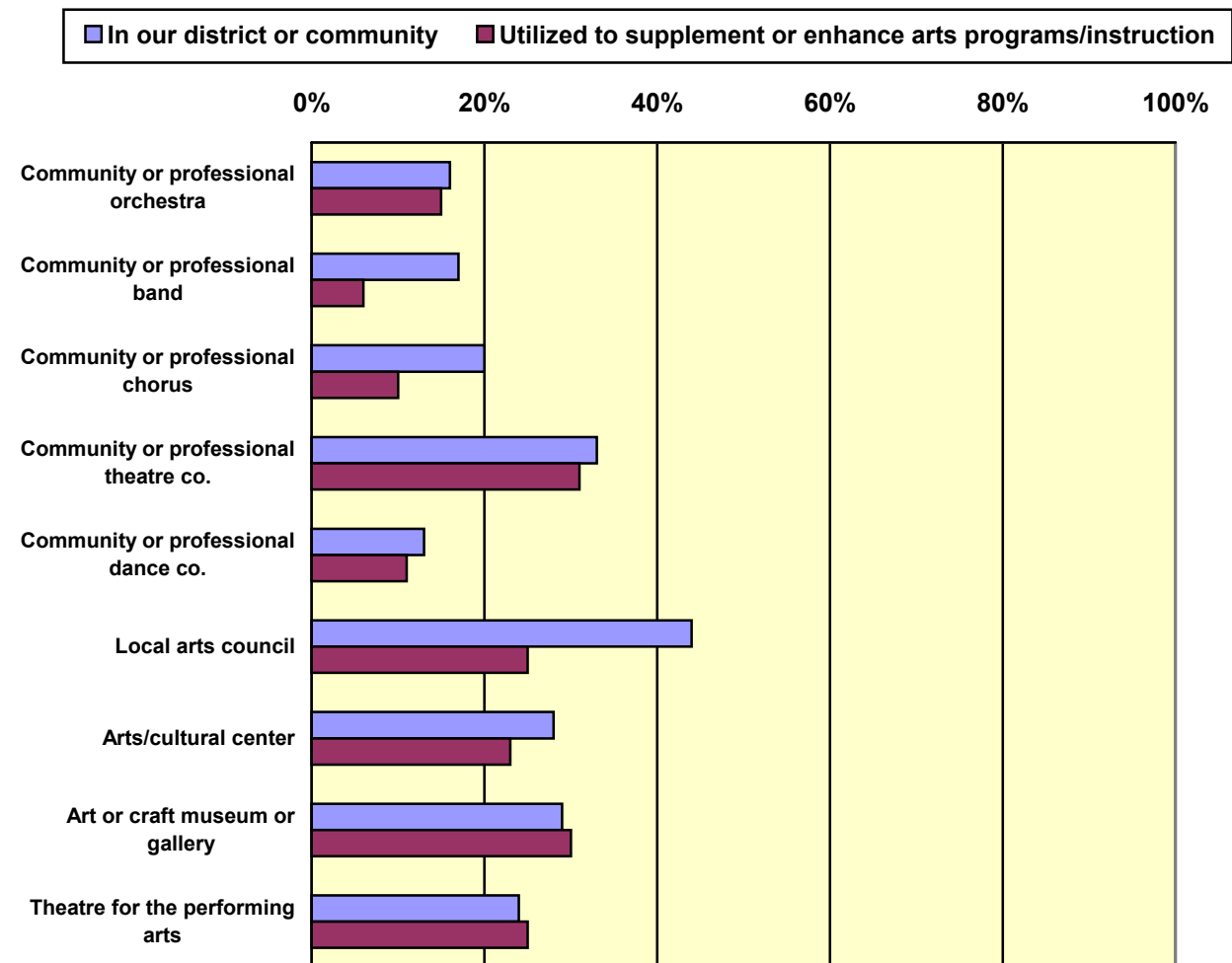
53. Are there other specialized high school arts courses (Visual Arts, Music, Dance, Drama/Theatre) you would like to tell us about?

- Visual and Performing Arts
- All high schools offer a survey course of the visual and performing arts
- Our gifted students who are identified in specific areas attend pull out seminars throughout the school year
- Band Humanities
- We have an English teacher who offers drama after school
- Choir at all levels
- Band - Concert, marching, jazz
- Knott County Central has an outstanding Speech Team. They practice after school and on weekends. They have won State Competitions for the last two years
- Corbin offers courses in screenwriting, television, radio and filmmaking production
- We require a Humanities course which includes 4-1/2 weeks of drama, 4-1/2 weeks of dance, 4-1/2 weeks of music, and 4-1/2 weeks of visual arts
- Arts Humanities Course
- 3-D Design Stained Glass Cartooning Painting Metal Smith Textile Design Photography
- The music classes listed in question 50 refers to band, not general music.
- Humanities (a combination of all 4 arts courses)
- Mercer County High School has an excellent high school band that wins at the state level.
- Concert Band, Jazz Ensemble, Theater Production
- Dance courses are NOT routinely taught. Drama/Theatre courses are NOT routinely taught. Choir and Band and Art I and Art II are taught in the high school.
- a credit in a general humanities class (including all four components) is required
- Band, Jazz Band
- Band Theatrical production/drama
- Arts & Humanities is a combined course required for all students
- We have high school band
- Our Rose Curtain players are the oldest high school theatre in the state and they produce a full season of shows and a musical every year with a live pit orchestra
- Elective visual arts offered: pottery, etc. Drama club is offered and performs with the local theater group. Concert band is offered
- Band is offered all four years Advanced Independent study courses are offered for students who complete the course offerings. These have included, Music Theory, Composition, Directing, Advanced Drama, Visual Arts IV, Advanced Painting and Drawing, Advanced Ceramics, Teaching Dance to Deaf Students
- concert band & marching band

- All of our students are required to take Humanities, which includes each of these arts disciplines
- Most high schools teach Arts and Humanities on a teacher rotation or by one teacher. We have Art and Music classes in all of our high schools
- The Youth Performing Arts School and it's feeder middle school are the only schools to have dance taught by qualified specialists. No elementary school has a dance specialist

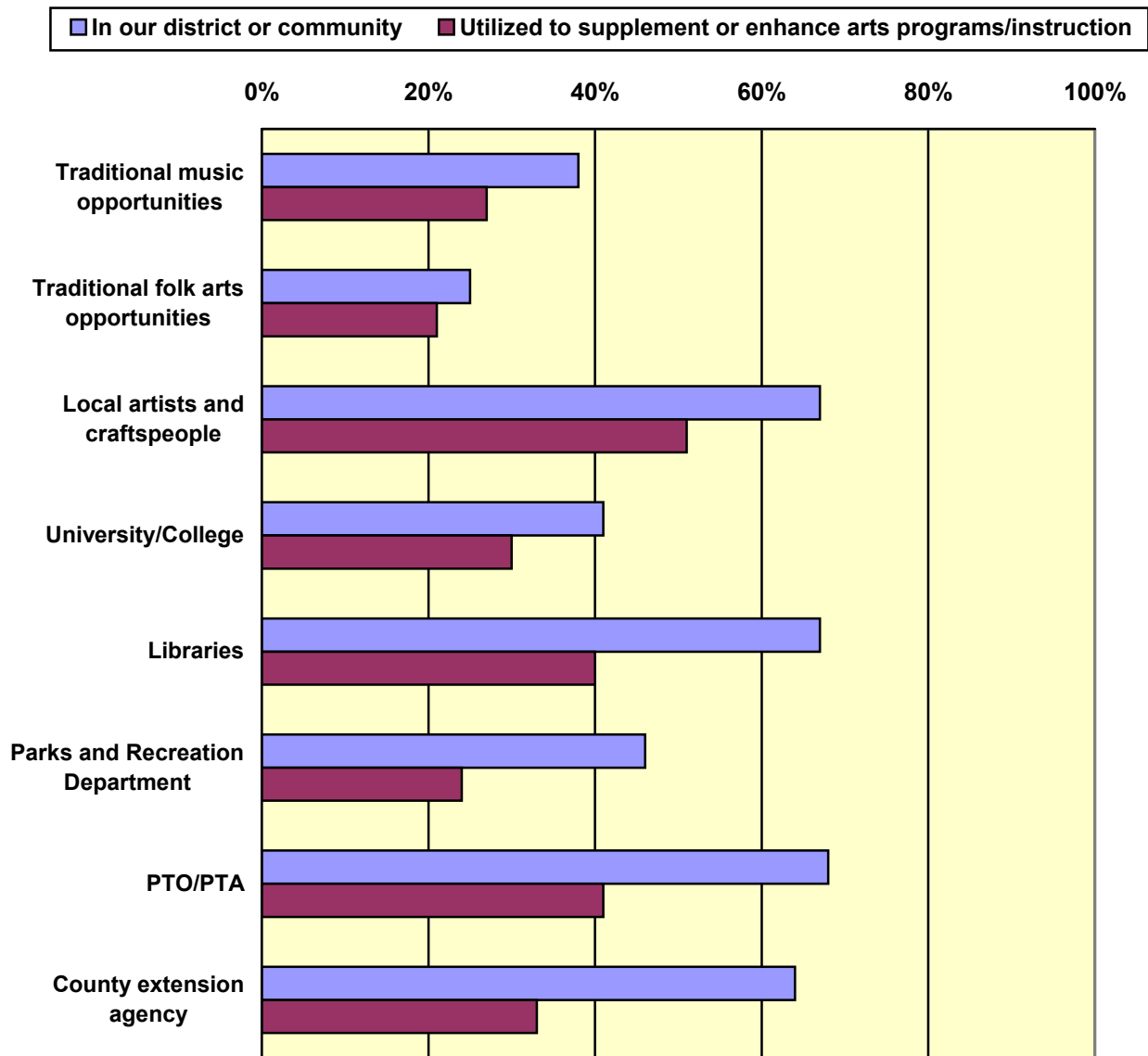
54. Which of the following are in your district or community and which, if any, do you use to supplement or enhance arts programs or instruction? (You may choose more than one.)

Chart 54-A



	In our district or community	Utilized to supplement or enhance arts programs/instruction
Community or professional orchestra	16%	15%
Community or professional band	17%	6%
Community or professional chorus	20%	10%
Community or professional theatre co.	33%	31%
Community or professional dance co.	13%	11%
Local arts council	44%	25%
Arts/cultural center	28%	23%
Art or craft museum or gallery	29%	30%
Theatre for the performing arts	24%	25%

Chart 54-B

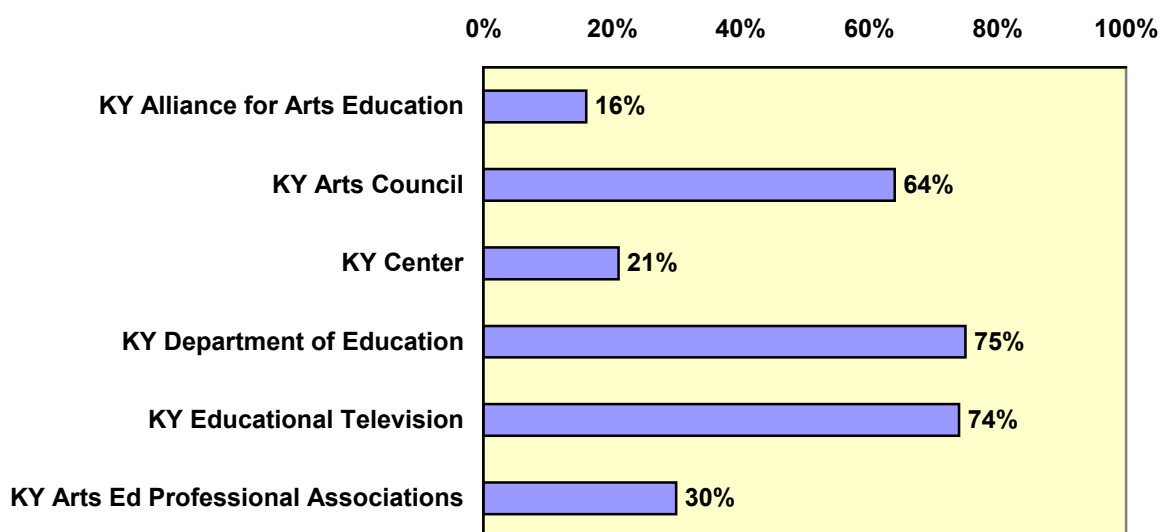


	In our district or community	Utilized to supplement or enhance arts programs/instruction
Traditional music opportunities	38%	27%
Traditional folk arts opportunities	25%	21%
Local artists and craftspeople	67%	51%
University/College	41%	30%
Libraries	67%	40%
Parks and Recreation Department	46%	24%
PTO/PTA	68%	41%
County extension agency	64%	33%

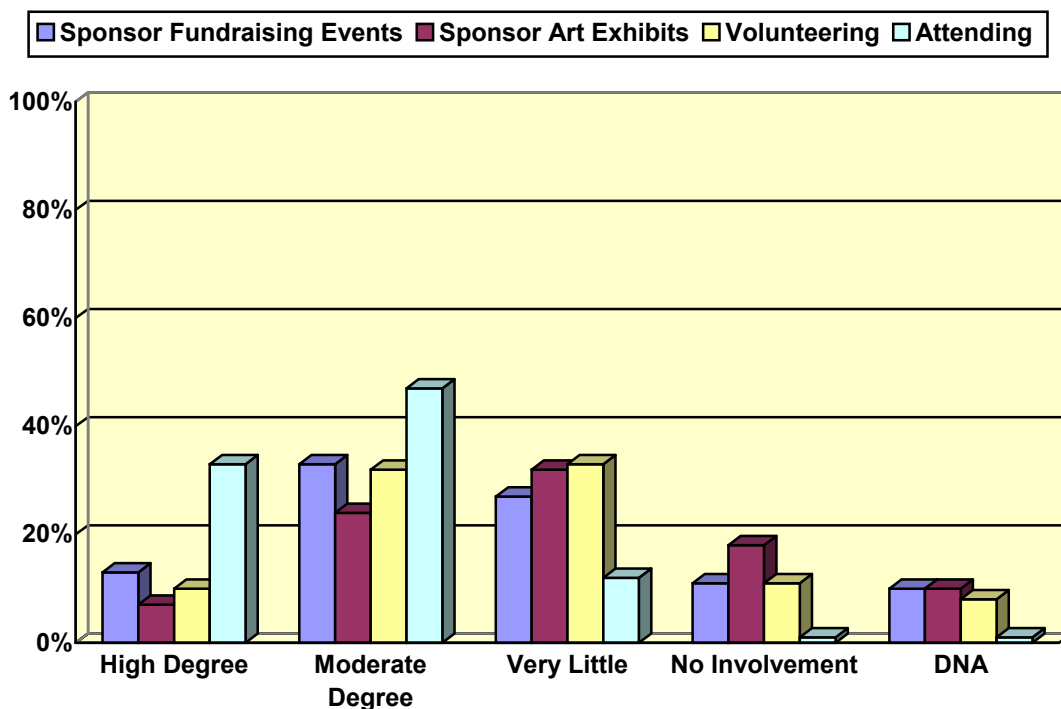
For question 53 it is interesting to note the existence of arts, cultural, educational, and other resources in many communities, but the significant under-utilization of these resources to enhance or expand the arts education programs in the schools. An exception to this can be seen with community or professional theatre, community or professional dance companies, and for art or craft museums or galleries, which seem to be well utilized where they exist. Dance and drama resources may be utilized to supplement the lack of these competencies in the schools.

These data would seem to still indicate a need for arts and cultural resources to re-tool their outreach efforts and messages to better meet the needs of schools. Such efforts can encompass a wide range of services, including but certainly not limited to: arts professional development for teachers and school administrators; curriculum development aimed at helping teachers know how to best make use of the resource's programs and services; assistance with assessment designs including portfolio and performance events in the arts; assistance with coordination and sponsorship of local artists and craftspeople or an extended artist residency; grant writing for the arts; etc.

55. Which of the following state resources does your district use for personal, technical and/or financial assistance for Arts Education (Visual Arts, Music, Dance, Drama/Theatre)? (You may choose more than one.)



56. Please indicate the extent of parental involvement in the arts program in your school district.

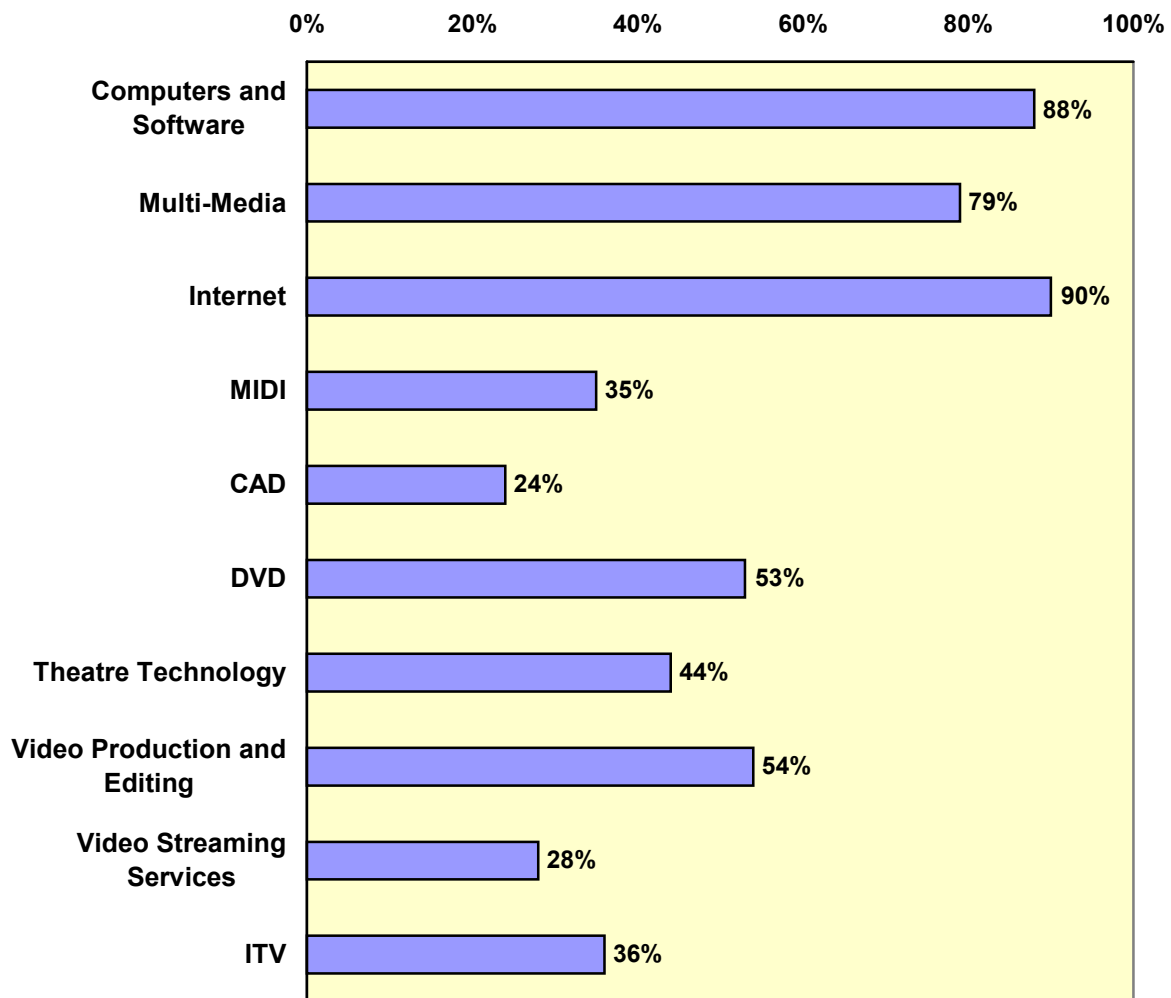


	High degree of parent involvement	Moderate parent involvement	Very little parent involvement	No parent involvement	Does not apply
Sponsoring fundraising activities for the arts	13%	33%	27%	11%	10%
Sponsoring art exhibitions or visiting artists	7%	24%	32%	18%	10%
Volunteering in arts programs	10%	32%	33%	11%	8%
Attending school arts events	33%	47%	12%	1%	1%

The majority of respondent districts report that parental involvement falls within the Moderate to Very Little range across all four areas noted in this question having to do with sponsorship of fundraising activities for the arts, sponsorship of exhibitions or visiting artists, general volunteering in arts programs, and simply attending school arts events, though attending school arts events data show the highest percentage in the High Degree and Moderate Degree choices at 33% and 47% respectively. It is very likely that the majority of the 33% reported for moderate parental involvement in fundraising for the arts is related to high school band programs.

These data seem to make it clear that an increase in parental involvement in school arts programs is desirable and necessary if there is to be an increase in the understanding of the value of the arts in education as well as a growth of the school arts programs. This has implications for the need for greater advocacy efforts in schools as parents need to be better informed about the importance of the arts in education and practically engaged in the implementation of school arts programs.

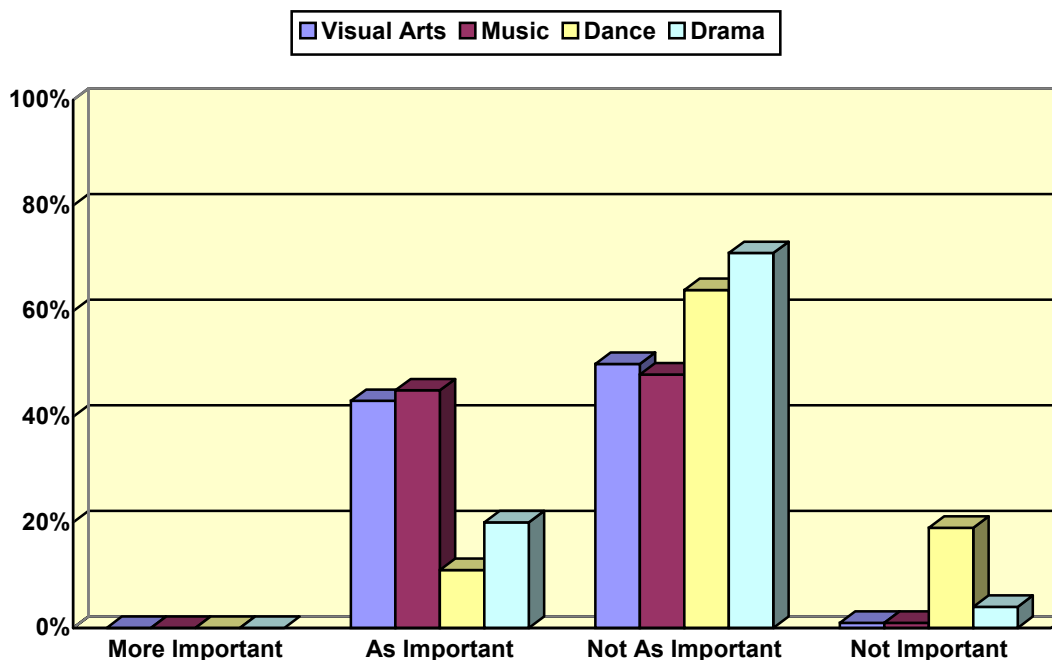
57. Which of the following are used by arts teachers and students? (You may choose more than one.)



MIDI = Musical Instrument Digital Interface
DVD = Digital Versatile Disc

CAD = Computer Aided Design
ITV= Instructional Television

58. Compared with other academic subjects, how important do you think most of your teachers see each of the following?



	More important than other academic subjects	As important as other academic subjects	Not as important as other academic subjects	Not important at all
Visual Arts	0%	43%	50%	1%
Music	0%	45%	48%	1%
Dance	0%	11%	64%	19%
Drama/Theatre	0%	20%	71%	4%

Data for this question are somewhat startling, though not surprising. The majority report that most of the teachers in their district do not view the arts as being as important as other academic subjects, and this is particularly so for the areas of dance and drama. 19% report that their teachers view dance as not important at all. Art educators have known for a long time that the lack of practice around including the arts in education has a great deal to do with most educators not having experienced high quality arts education in their own K-12 educational experience. These data would also seem to have implications for the kinds of arts experiences provided in teacher preparation courses in higher education, and the need for high quality professional development in the arts.

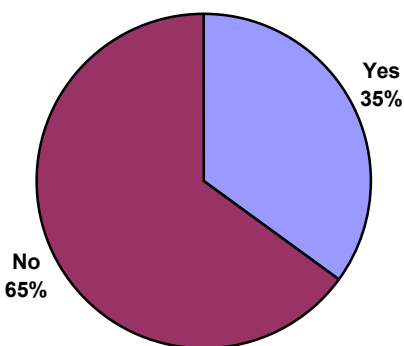
This attitude toward the arts in education may also have to do with the importance teachers give to the tested areas on the Commonwealth Accountability Testing System (CATS) assessment, as there is a tendency to view content areas with higher percentages on the assessment as the more important core content on which to focus their teaching and learning efforts. Despite the Kentucky Department of Education's often-repeated message to educators that the *Core Content for Assessment* does not, and was never intended to, constitute a curriculum⁵, this message seems to be falling on deaf ears, at least as far as the arts are concerned.

It's a familiar story to arts educators, but several generalist teachers that I talked to about this subject told me that schools will continue to direct time and resources to those subjects that count the most on the CATS assessment. At present, Arts and Humanities constitute a smaller percentage (7%) of the overall score on the Kentucky Core Content Test⁶, so given the tendency among educators to view the Core Content as a kind of weighted curriculum, it is understandable that the arts are not viewed as critical to a complete education.

⁵ According to the KDE, the Kentucky *Core Content for Assessment* is meant to represent the "big ideas" of each content area; it is not meant to act as or to replace locally-developed curriculum which must be much more comprehensive in nature to ensure an adequate education. The KDE instructs educators as follows: "The *Core Content for Assessment* represents the content that has been identified as essential for all students to know and will be included on the state assessment. This content is designed for use with, not instead of, Kentucky's Academic Expectations and *Program of Studies*" (Source: <http://www.education.ky.gov/> KDE)

⁶ For the 1998–2006 assessment components of the Kentucky Core Content Test, Arts and Humanities constitute a total of 30 (7%) open-response (6) and multiple-choice (24) questions, out of 420 questions total across all core content areas. Arts and Humanities are tested in grades 5, 8 and 11. (Source: KDE, CATS Assessment RFP, August 2005)

59. Does your school district supplement the District Report Card by providing the community with information about arts education?



60. Please list and, if possible, briefly describe any exemplary arts programs in your district not included in this survey.

- An exploration of multicultural influences in American dance with fifth grade students from Boyd County elementary schools and one other area school district. This concluded with a program/performance for schools and the public.
- Grant County has a strings (orchestra) program for students from grade 4 through high school.
- The Local Arts Council coordinates with our Art Teachers and annual "Arts Expo". Great parent involvement with this event.
- We have an Arts Extravaganza each year at our elementary school that attracts local artist and a large turnout of parents. Very well organized.
- Orchestra Program (Primary-High School) Local artists at middle school Two Teachers of the Year - Visual Arts (Middle School and High School level) Combined orchestra/choir events that include: (1) A Fall Fiddle Fest (2) A Christmas Concert/Dinner (3) Spring Musical
- Jazz band
- Evening with the Arts programs. Kids district wide share all types of art with the community.
- Annual Theater Production by high school students which is well attended by the community at large.
- Knott County Central has an outstanding art program. Students regularly win or place in competitions.
- Corbin has a wonderful multimedia program that combines technology with filmmaking.
- WE have a program where all art, music, dance, and drama get together for an evening and display our talents.
- High school and elementary choir, elementary band
- This year the high school art teacher sponsored the National Honor Society for the Arts. Several students were inducted and they wore a special rope at graduation.

- Our partnership with RiverPark Center provides an outstanding program for all levels titled "Arts in the AM." This is a 3 hr workshop focusing on core-content for Theatre, Dance, Visual Arts, Music, and Staging. The students rotate between assigned sessions.
- Mercer County has an outstanding marching band
- As mentioned earlier, the Letcher County Educational Foundation provides opportunity for our students to receive experiences that our budget would not allow. Our foundation brings in artist and performances that are of high quality and often schools allow our gifted students to work individually with these students.
- The District provides strong support for the Band Program. Drama is made available through community involvement, high school program and local drama club.
- We offer "Early Bird" classes (7:00 a.m.) at our Oldham County Arts Center for our high school students in humanities, jazz ensemble, creative movement (dance), AP music Theory, and AP Studio Art. Students earn high school credit for these courses. They take a bus back to their schools in time to start the regular school day at 8:30 a.m.
- 1. Steve Shields, deceased local sculptor, made a color brochure & video in collaboration with local arts council of locations & descriptions of his work. Held Chamber of Commerce After Hours program & each school. 2. Willie Rascoe, local visual artist, presented program to all 16 schools. Our district made an art booklet of his work & writings from students. Shared with local arts council & Chamber of Commerce. 3. Hold Art Exhibit in November of 4th - 12th grade work--judged by local artists--displayed for a month for tours & awards ceremony.
- The Ledbetter Elementary School has had a special grant with artists in residence in dance and drama. This was an extraordinary experience for the entire community.
- Six days per year are scheduled for workshops and performances for students gifted in the visual and performing arts. Presenters are from the community and Ky. Arts Council roster.
- Band performances and competitions Artist in Residence Arts/Humanities Showcase
- *21st Century Learn-After school programs financed and directed various community plays, dance activities, etc. for K-12 students.(2-3 previous years---will end May 2005.
- *21st Century Learning--Purchased 1 1/2 Yamaha music labs for two elementary schools.
- Fine Arts Festival at our performing Arts Center Elementary select choirs Bluegrass In the Schools Strings Attached and Musicians in the Schools with the Owensboro Symphony Music Specialist in pre-school Brescia Buddies and Panther Pals college connections
- Acting Anchors Production company for children in grades 2-5 Anchorage Children's Theatre for children in grades 6-8
- Southern Elementary produces a school wide ARTS program that incorporates culture as well. The performance includes visual dance, music, and drama; a culminating ARTS day involves the community. A similar program is done at the middle school. Two other elementary schools had a "Night of the ARTS".
- Arts Breakout! is a program done each semester for students identified as GT in one of more art forms done in collaboration with GSA and volunteer community artists and organizations. Collaborations with youth community arts groups including Arts for Kids, ETC and Parks and Recreation Dance Group are annual projects that allow rehearsal process and performance opportunities. Collaborations with Centre College have provided performance and Teaching Artist outreach both at the college and in our classrooms and Performing Arts Center.
- My district is 8 miles from downtown Cincinnati, and we utilize many arts resources from there.
- Elementary-Dulcimer Group

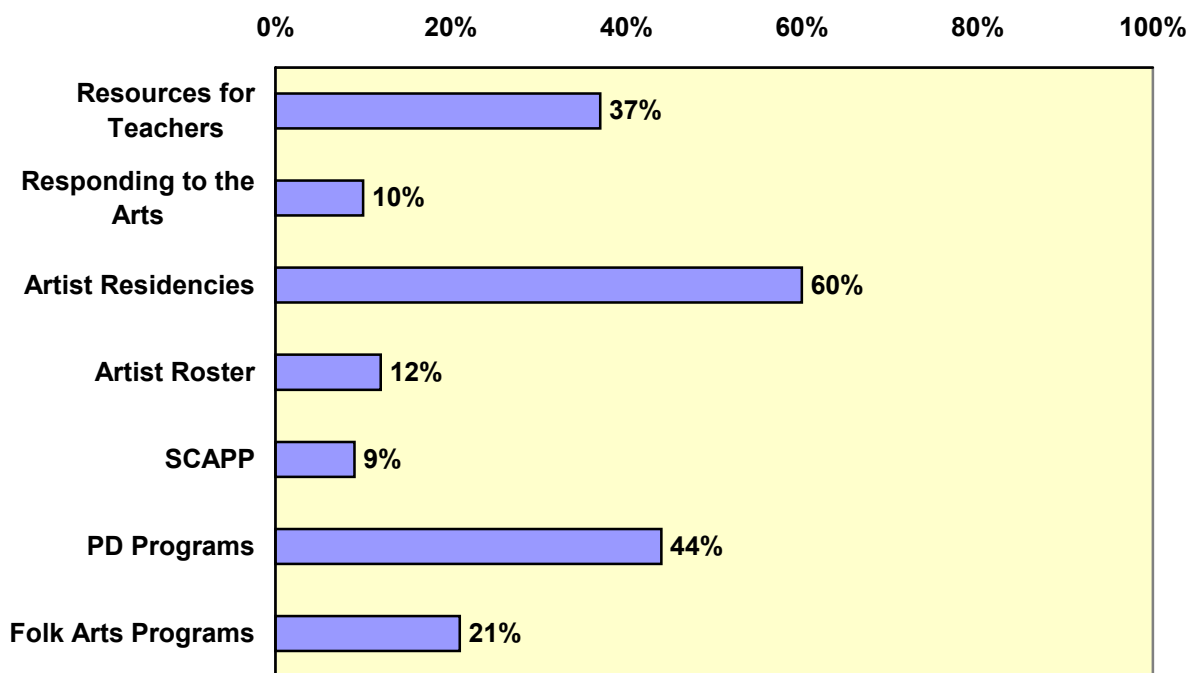
- The Cultural Consortium has 75 community members and meets monthly with the JCPS personnel to make sure that the pre and post field trip material in alignment with the core content. National Scholastic Art Awards Derby Festival Art competitions All -District Band

61. Please write any additional comments you may have regarding arts education programs in your district.

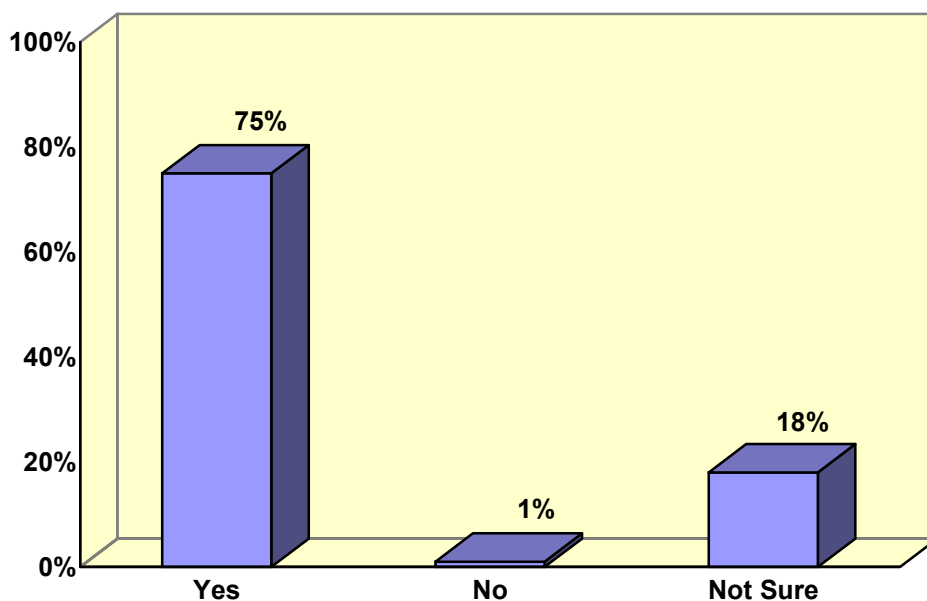
- At the elementary level, art and music specialists must cover more than one school and often do not have a classroom devoted to their specialty. This provides a challenge to the teachers and often limits them in what they can accomplish with students.
- It is a critical component to a child's education. I wish we could afford an Art teacher for each elementary school instead of itinerant art teachers.
- As our school district is located in rural eastern Kentucky, it is a general feeling among teachers and administrators, that our students do not have equal opportunity to arts exposure as students attending schools in urban districts. Most of our opportunities are made possible by the KAC.
- Working to begin a KIDS ON STAGE program at high school. Currently have a FM Radio station at High School.
- Need funding sources with artists in residence. More support from KDE
- We do offer arts K-12 and have an active high school choral group.
- More funding is needed to support the arts. We need more teachers at the elementary level.
- We need qualified, certified instructors. A must!
- Corbin is striving to improve its arts education programs.
- DCPS strongly believes the arts enhance the development of the "whole" child. Research has proven that the arts strengthen the level of knowledge for core curriculum subjects. Our CATS scores are a testament to these statements.
- Our district supports full time teachers in art, music, and physical education (dance) at every school in the district. In addition, we have established the Oldham County Arts Center to enhance the arts at our schools.
- We have practically every school with gaps in the arts.
- We are a small rural district strapped for financial resources. In all honesty our arts opportunities are minimal. We do provide some theatrical experiences for our students through a community education grant that allows us to bring in a retired drama teacher to direct some plays for each grade level, but the only auditorium available is old, not air conditioned, and in desperate need of updating. Some of our students travel 30 to 45 miles one way to community theaters because they have a love of the theater. We would love to offer more, but without additional state funding, we cannot.
- We would love to be able to hire someone that is qualified to start an arts program.
- Additional funding for those school districts that are rural and have to travel at least 60 mile to a bigger city to see Arts/ Humanities related performances. Or to additional fund Artist In Residence to spend long term visits to make a difference.
- 1. Artist in Residency in previous years 2. GAT has arts academies for identified students in grades 4th-6th (visual arts, drama, dance, & music)
- Beginning in 05-06, a program called Arts Explosion will be developed and used in all areas of arts. All students will be exposed to additional hands-on aspects of the Arts. Stations will be set up in the district and students will be bussed to the activities in Drama, Visual Arts, Music, and Dance.
- Choir, Band, Orchestra at all levels and drama in secondary Not enough arts ed classes in upper levels 7-12 Not enough visual arts in primary

- Parents teach Art Discovery and hold art fairs and concerts with student performers. The arts are a real focus for our parents/community.
- The district has hosted 3 professional development opportunities for classroom teachers to better enhance ARTS learning in an integrated approach in their classrooms.
- The Danville Independent Schools continue to make progress in our arts education programs. Completing this survey provides the state with information, but will also help guide us in areas where we see gaps. We continue to struggle with funding and legitimacy although progress has been made and funding has not been cut. Expanding programming would demand progress in both areas. As a district, I can honestly say we support and are committed to (at minimum) keeping our current levels of instruction intact.
- An example of unforeseen consequences related to the CATS student testing program involves the effect on arts and humanities classes especially band and art. What happened is that teachers of these courses became concerned that students would be reluctant to sign up for these elective classes because of the focus of the original KIRIS testing program on the core subjects of science, math, social studies, and English. Therefore, the state teacher organizations for band, art, drama, and others lobbied the Kentucky Department of Education to include arts and humanities in the testing program. They were helped by the fact that the court decision in *Rose v. Council for Better Education* which led to the Kentucky Education Reform Act had mentioned that students should have a grounding in the arts. The problem, which is yet to be corrected, is that when arts and humanities questions appeared on the state tests, schools responded by requiring students to take music and art appreciation classes and not performance based band or art classes. Now enrollments in real performance classes have dropped, and students who in the past would have become musicians or artists are missing the opportunity to do so.
- We have a district wide choral festival in the fall and a Arts/music festival in the spring. We recognize and promote our programs during these festivities and we have a great facility in our Mountain Arts Center.
- We recognize the need for more arts education in our schools. The issue becomes time allocation.
- JCPS is such a large district that almost everything that is listed in this survey happens somewhere. This does not mean that all schools have equally strong arts programs. Dance is the least successful in performance. The move to "Arts and Humanities" teachers at the elementary school is the most significant change in the last 4 years - from 6 to 53. Creating/performing has been supplanted for vocabulary and ORQ drill. Q 64. JCPS on-line has it's own on-line courses and most schools do not use KET. Also because of the large # of arts PDs available the schools do not use the KET Arts PDs.

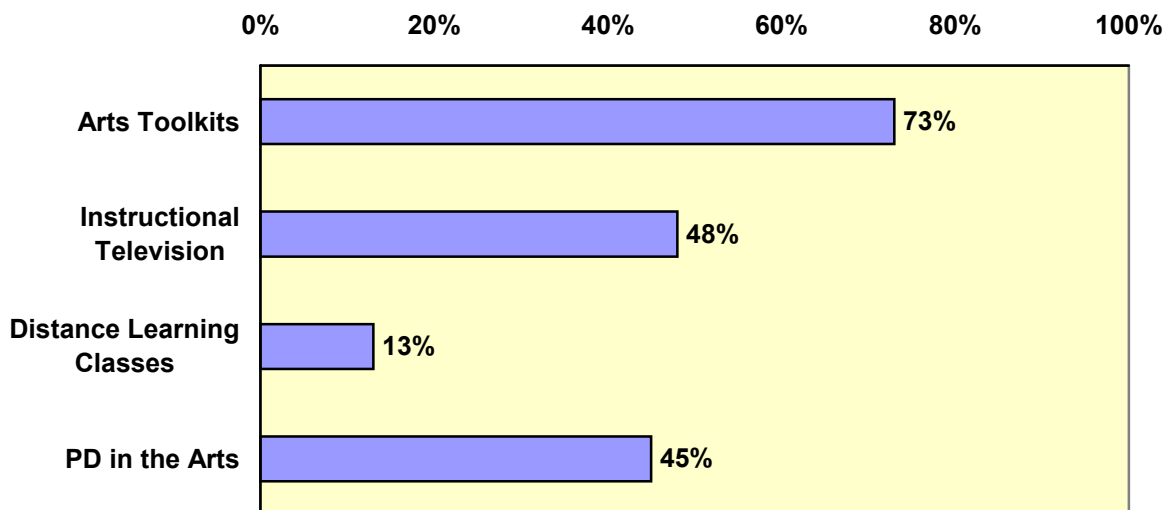
62. Have any schools in your district utilized or sponsored any of the following programs or services available through the Kentucky Arts Council? (You may choose more than one.)



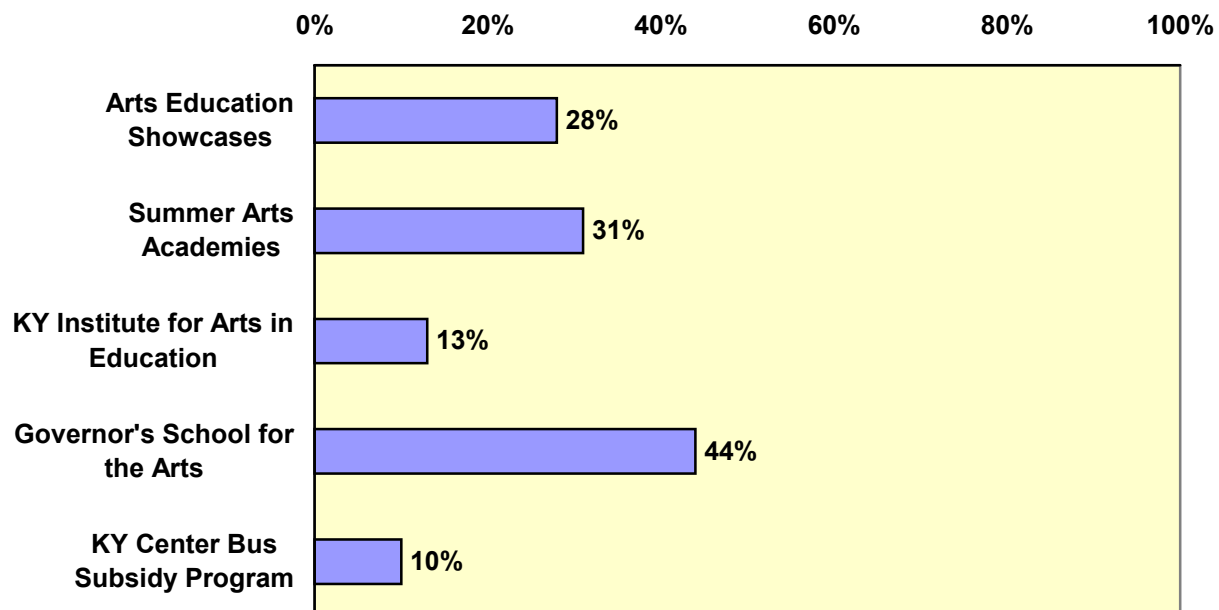
63. Have any schools in your district utilized the Teaching Tools on the Kentucky Department of Education website?



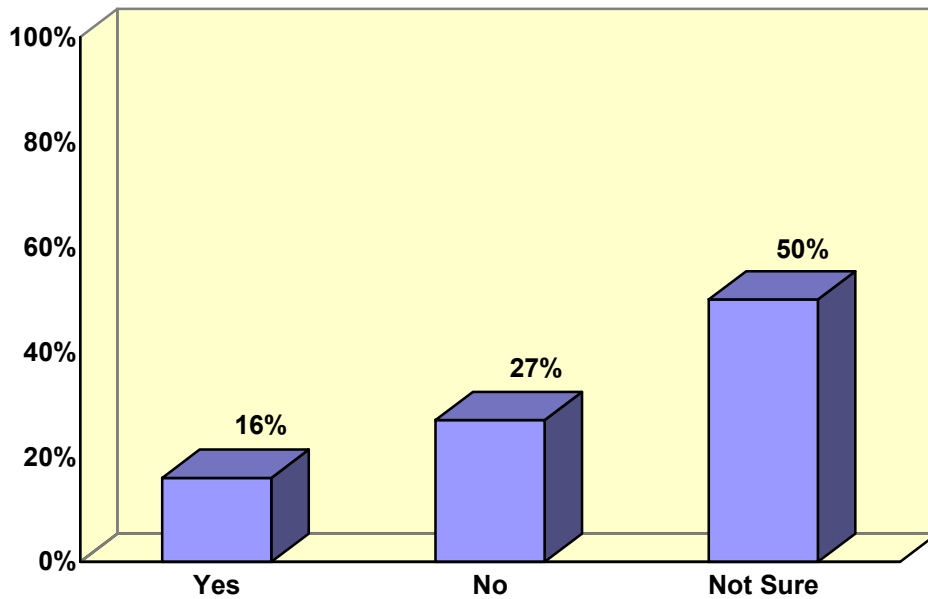
64. Have any schools in your district utilized or sponsored any of the following programs or services available through Kentucky Educational Television? (You may choose more than one.)



65. Have any schools in your district utilized or sponsored any of the following programs or services available through the Kentucky Center? (You may choose more than one.)



66. Have any schools in your district utilized the annual, two-day professional development conference in all four arts areas available through the Kentucky Alliance for Arts Education?



Appendices

- A. Potential Bias**
- B. Commissioner Wilhoit's email messages to school districts**
- C. The Online Questionnaire**

Appendix A

Potential Bias

Following is an attempt to identify *potential* bias among the respondent groups by professional title as noted in question 5. This is provided in part to explore possible biases that may be brought to the study by respondents. While we fully expect respondents to be consummate professionals, they are also human beings, so this section serves to remind the reader that a degree of inaccuracy and exaggeration exist in any study.

Respondent Group	Description	Potential Bias
Superintendent (16%) and Assistant Superintendent (18%)	Highest level staff authority and responsibility for learning results in the schools. Also serves as the public face of the district.	Very often acts as advocate/cheerleader for the district, schools, faculty and all programs. Potential bias may include the inability to identify critically those areas in most need of improvement. Tendency may be to represent all that is occurring in the district as highly effective in helping schools reach learning goals and improvement plans.
Curriculum Supervisor (41%)	Provides district-level leadership in curriculum and program implementation in schools K-12. Often responsibility is divided among an elementary and secondary curriculum supervisor (this study does not distinguish between elementary or secondary supervisors).	Similar to the superintendent in several ways, potential bias may be the inability to react critically to programs and services occurring in the schools. Close relationships with teachers and school administrators may also cloud the ability to look objectively at all that is occurring in the schools. Potential bias may also be present in an uninformed attitude about the value of the arts in relationship to other content areas or to other critical programs.
Arts Supervisor (6%)	Provides district-level leadership in arts program curriculum and program implementation in the schools as well as support services in classroom instruction. In the larger districts, there	Similar in potential bias to the curriculum supervisor. Arts supervisors may see this study as an opportunity to get the message across that improvements are needed in their respective district. Potential bias may be the tendency to focus solely on the arts program as the be-all and end-all in importance.

Respondent Group	Description	Potential Bias
	may be an arts supervisor for each of the four arts areas.	
Other District Level Administrator (8%)	Other included in this study were a Title I Coordinator and a writing coach.	Similar to district curriculum supervisors in potential bias.
School Principal (3%)	Building-level authority and responsibility for seeing learning goals achieved. Serves as the public face of the school and represents the faculty to the site-based council and to the superintendent.	Like the Superintendent and Assistant Superintendent, the school Principal very often acts as a cheerleader for the school, faculty and all programs. Potential bias may include the tendency to fiercely defend all the various activities, programs and models currently being implemented by staff and the inability to see where critical gaps exist in teaching and learning exist.
Arts Teacher (4%)	Provides building-level curricular expertise, classroom instruction and faculty-level leadership in the visual or performing arts. Often serves as the provider of arts professional development for the school and as planning release time for generalist teachers.	May see this study as an opportunity to get the message across that improvements to the arts program(s) are needed in their respective school(s). Potential bias may be the inability to understand or see the big picture in terms of where/how the arts program fits in the implementation of an overall educational program to reach learning goals. Arts teachers may have a tendency to focus solely on the arts program as the be-all and end-all in importance. Often, Arts teachers do not feel that due credit is given them and that there is not an understanding of the importance of the work they do as specialists.

Appendix B

From: Wilhoit, Gene - Commissioner of Education [SMTP: gwilhoit@kde.state.ky.us]
To: All State Supt
Cc: KDE Planning Committee; KDE Associate Commissioner's; Shepherd, Philip - Curriculum Development; Horn, Dennis
Subject: Survey on the Status of Arts Education in Kentucky Public Schools; Please complete and return; Thanks!
Sent: 5/24/05 1:42 PM **Importance:** High

Please forward this email to the appropriate person in your district and ask them to complete and return this important survey.

As we move forward on the path of improved schools for all children in the commonwealth, we continue to note a challenge in the area of Arts and Humanities in most of our districts across the state. Student knowledge and skills in the arts continue to lag behind other subjects as evidenced by the CATS assessment results.

I want to introduce you to an important new project in arts education in Kentucky aimed at identifying some of the gaps in programs and services our schools provide for the arts and to see how state-level services might be better designed and implemented to assist schools in seeing increased student achievement in the arts. A partnership of committed, state agencies with expertise in the arts and education has formed to conduct a survey on the Status of Arts Education in Kentucky Public Schools. This first-time survey is designed to gather a range of information regarding district arts education programs from pre-school through high school.

The aim of this survey is to establish a snapshot view of school arts programs for the 2004-05 school year. The state partners will use this information to see where gaps in services or resources exist so that they can begin to build programs and outreach efforts designed to help schools improve or enhance their arts education programs to see student learning increased. The partner organizations hope to repeat this survey every five years to identify trends and to adjust their programs and services based on detectible new directions.

I urge you to see that this survey is completed in a timely manner and to give it the attention it requires. An online version of the survey can be accessed by clicking on the following link:

Status of Arts Education in Kentucky Public Schools

This survey is being conducted by the Collaborative for Teaching and Learning and represents a partnership between the Kentucky Department of Education, the Kentucky Arts Council, who is funding this study, Kentucky Educational Television, the Kentucky Center, the Kentucky Alliance for Arts Education and Arts Kentucky. Thank you for your attention to this important project. If you need assistance or have questions on this matter, contact Phil Shepherd at pshepher@kde.state.ky.us or Dennis Horn at dhorn@ctlonline.org.

From: Wilhoit, Gene - Commissioner of Education [SMTP: gwilhoit@kde.state.ky.us]
To: All State Supt
Cc: Gross, Lisa - OC; Perry, Teresa - Commissioner's Office
Subject: Reminder to complete the on-line survey on Status of Arts Education in Kentucky Public Schools
Sent: 06/15/05 3:45 PM **Importance:** High

I am sending the email reminder below on behalf of Dennis Horn at the Collaborative for Teaching and Learning. Please contact Dennis if you have questions at the phone number or email address listed below.

Email from Collaborative for Teaching and Learning:

Dear Superintendent,

Please forward this email to the appropriate person in your district.

On May 24, 2005 I sent you an email asking that your district complete an on-line survey on the Status of Arts Education in Kentucky Public Schools. If your district has already completed this survey, thank you.

If not, I encourage you to see that the survey is completed by June 30, 2005. To find out if your district has completed a survey, you can contact Dennis Horn at the Collaborative for Teaching and Learning: (502) 895-9500 x329 or dhorn@ctlonline.org

This survey is the key element of an important new project in arts education in Kentucky aimed at identifying some of the gaps in programs and services our schools provide for the arts and to see how state-level services might be better designed and implemented to assist schools in seeing increased student achievement in the arts. The aim of this survey is to establish a snapshot view of school arts programs for the 2004-05 school year.

Again, I urge you to see that this survey is completed by June 30 (one per district) and to give it the attention it requires. Clicking on the link below will take you to the online version of the survey. (If this link does not work for some reason, simply copy and paste it into your browser bar.) If you need assistance or have questions on this matter, contact Phil Shepherd at pshepher@kde.state.ky.us or Dennis Horn at dhorn@ctlonline.org.

Thank you for your attention to this important project.

Status of Arts Education in Kentucky Public Schools

Appendix C

The **Collaborative**
for Teaching and Learning

Status of Arts Education in Kentucky Public Schools

THANK YOU for taking the time to complete this Survey. Please carefully read the following instructions prior to beginning. Please only complete one questionnaire for your district. Unless otherwise noted, this questionnaire asks for information for the 2004/05 school year only.

Due Date

Please complete and return this questionnaire by June 30, 2005. (See Where to Mail Questionnaire below.)

Who Should Complete This Questionnaire

This questionnaire will require knowledge of specific areas of arts education across all schools in your district. Please take care to ensure that the person(s) completing this questionnaire is prepared for the task. This survey contains 66 questions falling generally under the following categories:

- Teachers, Support Personnel and Parent/Community Involvement
- Curriculum and Instruction
- Arts Core Content for Assessment and Program of Studies
- Residencies, Field Trips, Extra Curricular Activities, Use of Resources
- Facilities and Technology

Preview Prior to Starting

We recommend that you preview the questionnaire in its entirety prior to beginning so that you can prepare or gather appropriate information before hand.

Terminology

Unless otherwise noted, when the term “the Arts” or “Arts Education” is used in this questionnaire, it should be interpreted as including all four art forms identified in the Kentucky Core Content for Assessment (Visual Arts, Music, Dance and Drama/Theatre).

District vs. School

We realize that in most cases each individual school may determine issues such as staffing, scheduling, delivery of arts curricula and instruction, etc. For this questionnaire we ask that you provide information, on average, about your 2004/05 arts program across all schools, or grade levels, as identified in the question.

We Promise Anonymity

The information you provide on this questionnaire will be used in aggregate only; no identifiable information about your school district will be published in the final report. The report will show anonymous, aggregate results statewide or by the old KDE service regions.

Questions

If you have any questions about this survey, please call Dennis Horn at (502) 895-9500 x329 or toll free at (800) 995-3965 x329. You may email him at dhorn@ctlonline.org.

Where to Mail Questionnaire

Mail the completed questionnaire by June 30, 2005 to:

Collaborative for Teaching and Learning
ATTN: Dennis Horn
2303 River Road
Suite 100
Louisville KY 40206



Status of Arts Education in Kentucky Public Schools Questionnaire

1. What is the name of your school district? _____

2. In what Kentucky county is your school district located? _____

2. In what (old) KDE Service Region is your school district located?

Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Is your school district a

Rural school district?	Urban School district?	Suburban school district?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. What is the job title of the person completing this questionnaire?

- Superintendent
- Assistant Superintendent
- Curriculum Supervisor
- Arts Supervisor
- Other District-Level Administrator
- School Principal
- Art, Music, Dance or Drama/Theatre Teacher
- Other (please specify) _____

6. What was your district's 2004-05 student enrollment?

Up to 5,000	5,001 to 10,000	10,001 to 25,000	25,001 to 50,000	More than 50,000
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. How many schools are in your district?

				More than
	1	2-5	6-10	10
Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Do you have the following in your district?

	Yes	No
Fine Arts Magnet School	<input type="checkbox"/>	<input type="checkbox"/>
On-Campus Cultural Arts Center	<input type="checkbox"/>	<input type="checkbox"/>
Family Resource/Youth Service Center	<input type="checkbox"/>	<input type="checkbox"/>

9. How many arts supervisors are there at the district level?

0	1	2	3	4 or more
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. If you have district-level arts supervisors, for which arts areas are these individuals responsible? (You may choose more than one.)

- Arts and Humanities
- Visual Arts
- Music
- Dance
- Drama/Theatre
- Other (please specify) _____

11. From which of the following groups does encouragement for the arts come? (You may choose more than one.)

- Board of Education
- Parents
- Arts Specialists
- Other Teachers
- Community
- Business
- Other (please specify) _____

12. Over the past five years your district's funding for the arts has

Increased	Decreased	Remained the same
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Over the past five years the number of certified arts specialists in your district has

Increased	Decreased	Remained the same
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Please indicate the areas for which you have written, board-approved philosophy statements. (You may choose more than one.)

- None. (Our district currently has no board-approved philosophy statements in place for the arts.)
- Visual Arts
- Music
- Dance
- Drama/Theatre
- Arts and Humanities

15. Which of the following arts education policies/documents are currently in place in your district? (You may choose more than one.)

- None. (Our district currently has no arts education policies in place.)
- Our district has a written policy clearly indicating the arts as a core academic subject
- Our district has a policy for arts contests/competitions
- The arts are included in our Comprehensive District Improvement Plan (CDIP)
- The arts are included in our comprehensive School Improvement Plan (CSIP)
- Other (please specify)_____

16. Other than funding, please rate the need(s) in your district for arts education.

	Fine As Is	Some Need	Average Need	Serious Need	Critical Need
District-wide arts supervisor/coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials and supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate/appropriate facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arts professional development for administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arts professional development for teachers and specialists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriately certified/qualified arts specialists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sufficient scheduling time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexibility in scheduling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate number of certified/qualified arts specialists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information/advocacy regarding arts education for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding of the arts as a critical parts of a complete education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Does your district have other arts education program needs? _____

18. How many of your schools have a room that is equipped and assigned primarily for instruction in the noted art area?

	All schools	Most schools	Some schools	No schools
Visual Arts Room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music Room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dance Room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drama/Theatre Room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Do students take educational field trips in your district?

Yes No

20. If yes, are field trips taken in your district for arts related subjects?

Yes No

21. In addition to the CATS assessment, how is student achievement in each arts area measured in your district? (You may choose more than one.)

	Teacher Observation	Competitions	Scholarships/Awards	Performance/Portfolio	School based Multiple-Choice Questions	School based Open response Questions	Other
Visual Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drama/Theatre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. How does your district support the Creating and Performing components of the state mandated Program of Studies in each art form (Visual Arts, Music, Dance, Drama/Theatre)? (You may choose more than one.)

- Hands-on classroom activities
- Exhibitions/performances
- Portfolios
- Technology based (e.g., websites, video)
- Other (please specify) _____

23. What efforts are being made at the district level to encourage and assist teachers to more fully implement the Program of Studies in each art form (Visual Arts, Music, Dance, Drama/Theatre)? (You may choose more than one.)

- District level professional development
- Curriculum maps/guides
- District support of professional development by other providers
- Artist residencies
- Other (please specify) _____

24. How does your district deliver the required High School Carnegie Unit (History and Appreciation of Visual and Performing Arts)? (You may choose more than one.)

- Single course with one teacher
- Single course with multiple teachers
- Taught through existing arts course
- Integrated into other non-arts subjects
- All of the above
- Other (please specify) _____

25. Are arts grades used in determining student GPA in your district?

- | | |
|--------------------------|--------------------------|
| Yes | No |
| <input type="checkbox"/> | <input type="checkbox"/> |

26. Are art grades used in determining student eligibility for the honor roll in your school district?

- | | |
|--------------------------|--------------------------|
| Yes | No |
| <input type="checkbox"/> | <input type="checkbox"/> |

27. Do arts teachers have input into placement decisions for the following students who are mainstreamed into arts classes? (You may choose more than one)

- Gifted students
- Students with IEPs
- Students who participate in free or reduced meals
- Behavior disorder students

28. Which of the following services are provided for students identified as gifted in the visual and performing arts? (You may choose more than one.)

- Pull-out program
- Individualized instruction
- Classroom grouping
- Arts magnet school
- Mentor
- Other (please specify) _____

29. What kinds of artist residencies were presented in your schools during the last three years? (You may check all that apply.)

	Dance	Drama/ Theatre	Folk Arts	Media Arts	Music	Poetry/ Creative Writing	Story- telling	Other
Pre-School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Which arts area have school-sponsored after-school or weekend activities available? (You may check all that apply.)

	Visual Arts	Music	Dance	Drama/Theatre
Pre-School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**31. If you have after—school or weekend arts education programs, are they conducted by:
(You may check all that apply.)**

	Certified/ licensed employee without a supplemental contract	Certificated/ licensed employee with a supplemental contract?	Non- certificated/ licensed, supplemental contract employee?	Artists through independent contract	Volunteers?	Other?
Visual Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. Are there district-wide arts faculty meetings where lessons, materials, programs are discussed, developed and/or evaluated?

- Yes No

33. If yes, how frequently are the district-wide arts faculty meetings held?

- Bi-weekly
- Monthly
- Bi-monthly
- Quarterly
- Semester

34. For whom of the following are arts professional development workshops provided by the district at least once a year? (You may check all that apply.)

	All Teachers	Specialists	District- Level Supervisor	Board Members	Parent Volunteers	None	Other
Visual Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drama/Theatre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. In your district, which organizations or personnel typically provide professional development in Arts Education (Visual Arts, Music, Dance, Drama/Theatre)? (You may choose more than one.)

- Arts Teachers
- Arts supervisors
- Artists
- Higher education professors
- Kentucky Department of Education
- Arts education associations
- Educational Cooperatives
- Independent consultants in the arts or education fields
- Other (please specify) _____

36. In which of the following ways are the Arts Education personnel (Visual Arts, Music, Dance and Drama/Theatre) supported for attendance at professional growth seminars, workshops, retreats and conferences? (You may check all that apply.)

	Released time	Paid substitute	Travel and/or per diem	Registration fees	Room and board	Credit toward salary increase	Advancement on career ladder	No support provided	Other
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37. Who is teaching Visual Arts in your district: (You may check all that apply.)

	Certified Visual Arts specialist	Non-Certified Visual Arts specialist	Certified arts specialist working outside of his/her certification area	Generalist Teacher	Artist in Residence	Other
Pre-School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38. Who is teaching Music in your district? (You may check all that apply.)

	Certified Music specialist	Non-Certified Music specialist	Certified arts specialist working outside of his/her certification area	Generalist Teacher	Artist in Residence	Other
Pre-School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39. Who is teaching Dance in your district? (You may check all that apply.)

	Qualified Dance specialist	Physical Education teacher	Certified arts specialist working outside of his/her specialty area	Generalist Teacher	Artist in Residence	Other
Pre-School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40. Who is teaching Drama/Theatre in your district? (You may check all that apply.)

	Qualified Dance specialist	English/ Language Arts teacher	Certified arts specialist working outside of his/her specialty area	Generalist Teacher	Artist in Residence	Other
Pre-School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41. How many minutes per week does your district normally provide for each Visual Arts student on each grade level below?

	0	1 to 30	31 to 60	61 to 90	91 to 120	More than 120
Pre-School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate (Grades 4,5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middle (Grades 6-8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42. What percentage of these minutes for each Visual Arts student are taught by a certified Visual Arts specialists?

	1 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
Pre-School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate (Grades 4,5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middle (Grades 6-8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

43. How many minutes per week does your district normally provide for each Music student on each grade level below?

	0	1 to 30	31 to 60	61 to 90	91 to 120	More than 120
Pre-School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate (Grades 4,5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middle (Grades 6-8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

44. What percentage of these minutes for each Music student are taught by a certified Music specialist?

	1 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
Pre-School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate (Grades 4,5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middle (Grades 6-8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

45. How many minutes per week does your district normally provide for each Dance student on each grade level below?

	0	1 to 30	31 to 60	61 to 90	91 to 120	More than 120
Pre-School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate (Grades 4,5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middle (Grades 6-8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

46. What percentage of these minutes for each Dance student are taught by a qualified Dance specialist?

	1 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
Pre-School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate (Grades 4,5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middle (Grades 6-8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

47. How many minutes per week does your district normally provide for each Drama/Theatre student on each grade level below?

	0	1 to 30	31 to 60	61 to 90	91 to 120	More than 120
Pre-School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate (Grades 4,5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middle (Grades 6-8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

48. What percentage of these minutes for each Drama/Theatre student are taught by a qualified Drama/Theatre specialist?

	1 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
Pre-School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate (Grades 4,5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middle (Grades 6-8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

49. Which of the following Visual Art courses are offered in your high school(s)?

I	II	III	IV	AP/ Portfolio	AP/ Art History
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

50. Which of the following Music courses are offered in your high school(s)? (You may choose more than one.)

I	II	III	IV	Orchestra	Choir	AP/Music Theory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

51. Which of the following Dance courses are offered in your high schools(s)? (You may choose more than one.)

I	II	III	IV
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

52. Which of the following Drama/Theatre courses are offered in your high school(s)? (You may choose more than one.)

I	II	III	IV
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

53. Are there other specialized high school arts courses (Visual Arts, Music, Dance, Drama/Theatre) you would like to tell us about?

54. Which of the following are in your district or community and which, if any, do you use to supplement or enhance arts programs or instruction? (You may choose more than one.)

	In our district or community	Utilized to supplement or enhance arts programs/instruction
Community or professional orchestra	<input type="checkbox"/>	<input type="checkbox"/>
Community or professional band	<input type="checkbox"/>	<input type="checkbox"/>
Community or professional chorus	<input type="checkbox"/>	<input type="checkbox"/>
Community or professional theatre company	<input type="checkbox"/>	<input type="checkbox"/>
Community or professional dance company	<input type="checkbox"/>	<input type="checkbox"/>
Local arts council	<input type="checkbox"/>	<input type="checkbox"/>
Arts/cultural center	<input type="checkbox"/>	<input type="checkbox"/>
Art or craft museum or gallery	<input type="checkbox"/>	<input type="checkbox"/>
Theatre for the performing arts	<input type="checkbox"/>	<input type="checkbox"/>
Traditional music opportunities	<input type="checkbox"/>	<input type="checkbox"/>
Traditional folk arts opportunities	<input type="checkbox"/>	<input type="checkbox"/>
Local artists and craftspeople	<input type="checkbox"/>	<input type="checkbox"/>
University/College	<input type="checkbox"/>	<input type="checkbox"/>
Libraries	<input type="checkbox"/>	<input type="checkbox"/>
Parks and Recreation Department	<input type="checkbox"/>	<input type="checkbox"/>
PTO/PTA	<input type="checkbox"/>	<input type="checkbox"/>
County extension agency	<input type="checkbox"/>	<input type="checkbox"/>

55. Which of the following state resources does your district use for personal, technical and/or financial assistance for Arts Education (Visual Arts, Music, Dance, Drama/Theatre)? (You may choose more than one.)

- Kentucky Alliance for Arts Education
- Kentucky Arts Council
- Kentucky Center
- Kentucky Department of Education
- Kentucky Educational Television
- Kentucky arts education professional associations.

56. Please indicate the extent of parental involvement in the arts program in your school district.

	High degree of parent involvement	Moderate parent involvement	Very little parent involvement	No parent involvement	Does not apply
Sponsoring fund raising activities for the arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sponsoring art exhibitions or visiting artists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteering in arts programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending school arts events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

57. Which of the following are used by arts teachers and students? (You may choose more than one.)

- Computers and software
- Multi-media
- Internet
- MIDI (Musical Instrument Digital Interface)
- CAD (Computer Aided Design)
- DVD (Digital Versatile Disc)
- Theatre technology (lighting boards, sound mixers, etc.)
- Video production and editing
- Video streaming services
- ITV (Instructional Television)

58. Compared with other academic subjects, how important do you think most of your teachers see each of the following?

	More important than other academic subjects	As important as other academic subjects	Not as important as other academic subjects	Not important at all
Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drama/Theatre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

59. Does your school district supplement the District Report Card by providing the community with information about arts education?

- | | |
|--------------------------|--------------------------|
| Yes | No |
| <input type="checkbox"/> | <input type="checkbox"/> |

60. Please list and, if possible, briefly describe any exemplary arts programs in your district not included in this survey. _____

61. Please write any additional comments you may have regarding arts education programs in your district. _____

62. Have any schools in your district utilized or sponsored any of the following programs or services available through the Kentucky Arts Council? (You may choose more than one.)

- Resources for Teachers
- Responding to the Arts (KAC publication)
- Artist Residencies
- Artist Roster
- School/Community Arts and Parent Partnership grant program
- Professional Development programs
- Folk Arts Programs

63. Have any schools in your district utilized the Teaching Tools on the Kentucky Department of Education website?

- | | | |
|--------------------------|--------------------------|--------------------------|
| Yes | No | Not Sure |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

64. Have any schools in your district utilized or sponsored any of the following programs or services available through Kentucky Educational Television? (You may choose more than one.)

- Art Toolkits
- Instructional Television (e.g., DanceSense)
- Distance Learning classes (e.g., High School Arts and Humanities classes)
- Professional development in the arts

65. Have any schools in your district utilized or sponsored any of the following programs or services available through the Kentucky Center? (You may choose more than one.)

- Arts Education Showcases
- Summer Arts Academies
- Kentucky Institute for Arts in Education
- Governor's School for the Arts
- Kentucky Center Express Bus Subsidy

66. Have any schools in your district utilized the annual, two-day professional development conference in all four arts areas available through the Kentucky Alliance for Arts Education?

- | | | |
|--------------------------|--------------------------|--------------------------|
| Yes | No | Not Sure |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Thank You!

Thank you again for completing this survey. Your input will greatly assist in providing a snapshot of the current status of arts education in Kentucky public schools and enable state- and local-level planning to better meet the needs of schools. When you click "done" below you will be redirected to a Results Summary page showing up-to-date survey results.

The state-level partner organizations who designed this survey are committed to helping you increase learning in the arts for all your students. Let us know if we can help.

Kentucky Arts Council: www.kyarts.org

Kentucky Department of Education: www.education.ky.gov

Kentucky Educational Television: www.ket.org

Kentucky Center: www.kentuckycenter.org

Kentucky Alliance for Arts Education: www.kyartsed.org

Collaborative for Teaching and Learning: www.ctlonline.org

Arts Kentucky: www.artsky.org

The state partners wish to acknowledge and thank the Ohio Alliance for Arts Education for sharing its 2001 "Status of Arts Education in Ohio's School Districts" report, upon which much of this Kentucky survey was based.