

FINE ARTS EDUCATION IN PUBLIC MIDDLE AND HIGH SCHOOLS

SURVEY REPORT

- Survey directed to principals of New Mexico public middle and high schools
- June 2017

SPONSOR

New Mexico Arts,
a division of the Department of Cultural Affairs

RESEARCHER

New Mexico First



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EXECUTIVE SUMMARY

In spring 2017, New Mexico Arts, a division of the New Mexico Department of Cultural Affairs contracted with New Mexico First to gather key information on arts education in the state. The New Mexico Fine Arts Education Act (FAEA) provides for arts education for elementary students; however, arts education for middle and high school grades are not statutorily regulated. New opportunities to expand arts education for secondary education thanks to newly revised federal law was one of the key factors driving this quest for information.

In 2015, the federal Elementary and Secondary Education Act was reauthorized by the U.S. Congress and was given a new name: *The Every Student Succeeds Act*.¹ New Mexico was one of the first states to receive approval for its ESSA plan in the summer of 2017. New resources and potential opportunities for students exist through ESSA and other avenues, calling for the review and expansion of arts education in New Mexico.

The benefits of fine arts education for middle and high school students are proven and far-ranging, including improved academic success,² students' academic and civic engagement,³ as well as retention of students.⁴ For some students, it is the fine arts classes that engage them and keep them in school.⁵

This report summarizes results from the first phase of the research project: a survey of public middle and high schools to ascertain the status of their fine arts programs. The survey gathered information on:

- Which fine arts fields were offered at each school, including level and instructional hours
- The number and support of fine arts teachers, including their professional development
- Types of assessment currently in use
- High school graduation requirements, if any, in fine arts
- Outside funding
- Presence of a parent advisory committee
- Barriers to and innovations for providing high quality fine arts

The survey results make it clear that many New Mexico schools are committed to providing students with a well-rounded education that includes fine arts. Schools use innovative ways to solve budgetary, instructional, scheduling and other barriers to keep fine arts instruction flourishing.

¹ (Congress, 2015-2016)

² (Catterall, 2009)

³ (Bond, 2007)

⁴ (Bellisario, 2012)

⁵ (Barry, 1990)

A combined total of 129 public middle and high schools from 28 of New Mexico's 33 counties took the survey. Of the five fine arts categories (visual arts, music, dance, theater and media arts), visual arts and music are taught most widely, and dance the least. Schools that provide fine arts classes generally offer coursework at many levels, and most often on a daily basis.

Instructional hours in the fine arts remained the same in the last five years for most schools, while almost 27 percent reported an upward trend and 13 percent decreased fine arts instructional hours. Similarly, while a little over half of the schools reported no change in the number of fine arts teachers, 25 percent reported an increase and 22 percent saw a downward trend.

Across the board, the estimated average number of fine arts teachers per school is 2.5. Teacher support takes diverse forms at New Mexico's middle and high schools, including administrative recognition, time for collaboration and planning, and professional development.

When schools encounter barriers to providing high quality fine arts classes, they have often found ways to overcome them. Schools have developed solutions through collaboration, creative scheduling, after-school programs, visiting artists, fine arts teachers, fundraising and budget support. Arts education funding was repeatedly cited as a barrier to providing quality fine arts education. About a quarter of schools reported receiving outside funding, through a variety of federal and state sources.

FOREWORD

Purpose of the Report

This report summarizes results from a statewide survey of public middle and high schools in New Mexico. It gathered information regarding fine arts education and is part of a larger project on expanding opportunities for fine arts programs in New Mexico's ESSA plan. The next step is to convene a small focus group to discuss the findings.

Sponsor

Created in 1978, the **New Mexico Department of Cultural Affairs** represents New Mexico's dedication to preserving and celebrating the cultural integrity and diversity of our state. The department oversees a broad range of New Mexico's arts and cultural heritage agencies that support the unique cultural, historic and artistic heritage of the state as well as operations of the department.

Among its primary functions is the management of the largest state sponsored museum system in the country. New Mexico's historic sites and state-run museums are located across the state and include:

- New Mexico Historic Sites, Statewide
- New Mexico History Museum/Palace of the Governors, Santa Fe
- New Mexico Museum of Art, Santa Fe
- Museum of International Folk Art, Santa Fe
- Museum of Indian Arts and Culture, Santa Fe
- New Mexico Museum of Space History, Alamogordo
- New Mexico Museum of Natural History and Science, Albuquerque
- New Mexico Farm & Ranch Heritage Museum, Las Cruces
- National Hispanic Cultural Center, Albuquerque

The Department's museums welcome nearly a million visitors each year. More than three million New Mexico residents and their out-of-state guests are served yearly by the department's programs and services.

New Mexico Arts, a division of the New Mexico Department of Cultural Affairs provides financial support for arts services and programs to non-profit organizations statewide and administers the public art program for the state. One of New Mexico Arts' primary functions is to provide financial support for arts services and programs to non-profit organizations statewide. Arts Education funding is provided in the Arts Learning in Schools and Arts Learning in Community categories.

Researcher

New Mexico First engages people in important issues facing their state or community. Established in 1986, the public policy organization offers unique town halls and forums that

bring together people to develop their best ideas for policymakers and the public. New Mexico First also produces nonpartisan public policy reports on education, economy, healthcare, natural resources and effective government. These resources are available at nmfirst.org.

Our state's two U.S. Senators – Tom Udall and Martin Heinrich – serve as New Mexico First's honorary co-chairs. The organization was co-founded in 1986 by U.S. Senators Jeff Bingaman and Pete Domenici (retired).

Report Authors

This New Mexico First report was prepared by Sharon Berman. Reviewers included:

- Phyllis Kennedy, New Mexico Arts
- Pamela Blackwell, New Mexico First
- Heather Balas, New Mexico First

Special thanks go to the reviewers for sharing their time and expertise.

SURVEY GOAL AND METHODOLOGY

In spring 2017, New Mexico Arts, a division of the New Mexico Department of Cultural Affairs, contracted with New Mexico First to gather key information on arts education in the state. The first phase of the project involved disseminating a survey to all public middle and high schools in the state to ascertain the status of fine arts curriculum in New Mexico. School principals or designated representatives familiar with fine arts education in their schools were asked to complete the survey.

Principals were first notified by email that the arts in education survey would soon arrive in their inboxes. They then received an email invitation from the online survey tool, SurveyMonkey. New Mexico First followed up on the SurveyMonkey invitation with an email including a link to the survey to counter several email bounce-backs during the online campaign. This second method had the best results in terms of number of completed surveys. Finally, New Mexico Arts sent an email reminder to the principals noting the submission deadline, bringing in 25 more surveys. Ultimately, 44 percent of schools from throughout the state responded to the survey (129 of 292). The survey is included in Appendix A and the survey result appear in Appendix B. This report is an analysis of the survey results. The release of the survey was timed so that school administrators would be able to report on the state of their fine arts curriculum for the 2016-17 school year, as well as consider new developments or opportunities afforded them through the federal K-12 education law, the *Every Student Succeeds Act (ESSA)*.

The survey results will inform the second phase of the project, in which New Mexico Arts will host a small focus group comprised of arts education leaders that will review the survey results, and identify gaps and opportunities to support arts education in public middle and high schools through the ESSA. The focus group will also prioritize topics for a potential third phase of the project. Under this third phase New Mexico Arts hopes to lead a task force to develop a platform of recommendations for supporting fine arts in public schools and ensuring the arts are part of a robust curriculum that benefits all students.

The survey gathered information on:

- Which fine arts fields were offered at each school, including level and instructional hours
- The number and support of fine arts teachers, including their professional development
- Types of assessment currently in use
- High school graduation requirements, if any, in fine arts
- Outside funding
- Presence of a parent advisory committee
- Barriers to and innovations for providing high quality fine arts

The survey complements the work New Mexico First performed in 2016 with the NM Public Education Department (PED) that included a listening tour to gather stakeholder feedback on

how to design the state's ESSA plan. ESSA enjoyed great focus throughout the state in 2016 and 2017 due to several extensive outreach efforts to the educational community and the general public by the PED. The law opens funding possibilities on a number of levels and improves accessibility of fine arts education for more students. For instance, accountability requirements may now provide that fine arts can support measures of success such as student achievement, school climate and culture, and student engagement.⁶

SURVEY RESULTS

The survey asked a range of questions about fine arts curriculum, fine arts teachers, and support, barriers and innovations related to offering fine arts in New Mexico public middle and high schools. Each topic area is analyzed and discussed below. The survey is included in Appendix A.



Sculptures by Max Wijngaard, 4th grade public school student.

School and Survey-Taker Information

Of the 129 individuals who completed the survey, 122 were school principals and three were assistant or vice principals. The remaining four were a visual and theater arts teacher, a 21st Century Learning Center community coordinator, a testing coordinator and an individual identified as support staff.

Nearly all NM counties were represented in the survey results, with 28 of 33 counties participating. Bernalillo and Doña Ana county, the state's two largest school districts, had the

⁶ (Americans for the Arts, 2016)

most contributions, as illustrated in the figure below.^{7,8} However, a significant number of responses were from a wide range of locations throughout the state.

The range of grades taught at a given school varied, with 6-8 and 9-12 the dominant grade range. However, several other schools encompassing grades 6-12, K-8 and K-12 also contributed, with a sprinkling of less-common grade spans, such as 6, 7-8, 7-12, 9, and 10-12.

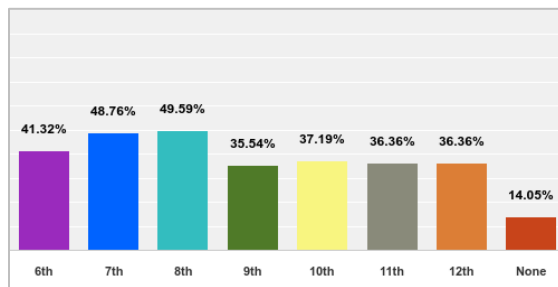
When asked if there were parent advisory committees at their schools, 76 percent indicated that their school had one, and the remaining did not.

Grades Receiving Fine Arts Education and Level of Instruction

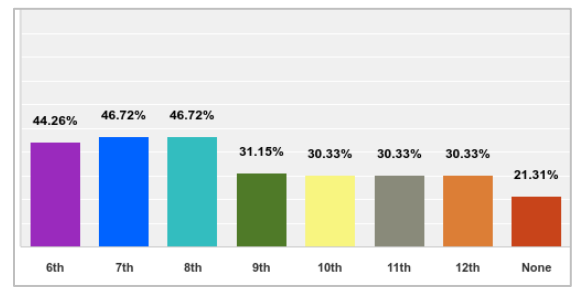
According to the respondents, visual arts and music are most widely taught. Visual arts and music are available to each grade in very similar proportions and both are available at more schools in the sixth grade (nearly 50 percent) and the least in ninth grade (around 30 percent). Visual arts classes are not offered in 14 percent of the responding schools, and music is not available in 20 percent.

Among survey contributors, theater and media arts occur in similar amounts, with an average of 49 percent offering theater and 59 percent offering media arts courses. While media arts are almost equally available across the grades, theater is emphasized slightly more in high school. By contrast, dance is the least taught of all the fine arts, and is only available in under seven percent of respondent schools.

The figures below offer a quick glimpse of the state of fine arts offerings in the surveyed schools.



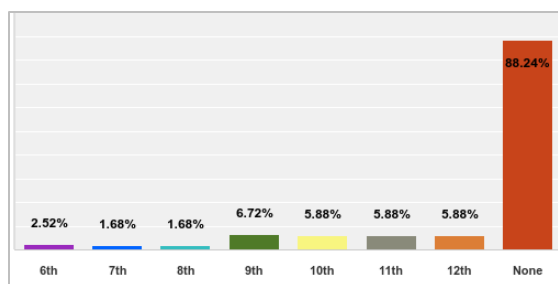
Visual arts offerings



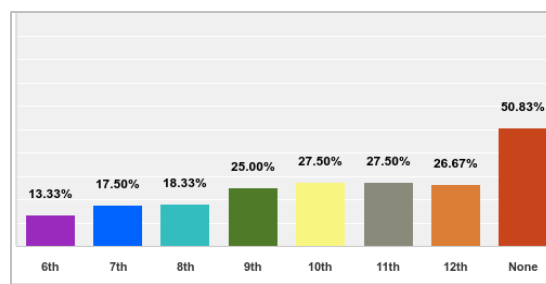
Music education offerings

⁷ (Albuquerque Public Schools, 2017)

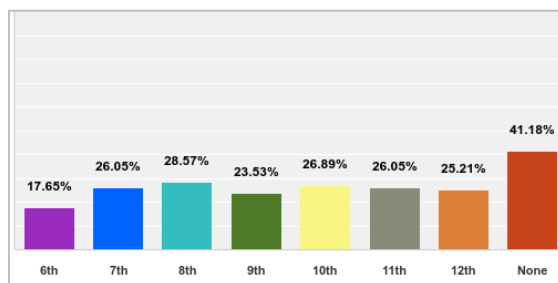
⁸ (Las Cruces Public Schools, 2017)



Dance education offerings



Theater arts offerings



Media arts offerings

Where fine arts are taught, many levels of classes are offered, from beginning to vocational or professional in some cases. Music and theater were not offered at the vocational/professional level by the respondent schools. The chart below illustrates the level of courses taught, measured by percentage of responses for each fine arts subject. It should be noted that, excepting the first two survey questions (information about the survey takers and grades offered at their schools), the online tool allowed respondents to skip questions.

Levels of Fine Arts Subjects Taught at Respondent Schools

Fine Arts Subject	Beg.	Int.	Adv.	Vocational/ Prof.	Not Offered	Other	# of responses
Visual arts	82%	65%	39%	6%	14%	8%	122
Music	74%	72%	56%	0%	20%	7%	123
Theater	49%	32%	21%	0%	46%	7%	118
Dance	10%	8%	5%	1%	83%	6%	111
Media Arts	56%	35%	17%	3%	39%	4%	120

Respondents were asked to comment when they had chosen the “other” box. Survey takers indicated that some of their visual arts classes were at the AP level. Film was included in one school’s visual arts offerings. Another had not offered visual arts in 2016-17, but would be reinstituting the program at the secondary level. Art survey and music survey courses took place at one school. Several schools classified drill and dance team as dance, and one school indicated

that dance was only offered as a New Mexico Activities Association sport, for which students must audition.

Reinstating a theater curriculum was in process at two schools, and another school offered theater courses to mixed grades at the beginning level. In addition, one school offers a “Survey of Theater” class, and another has a drama club. Overall media is considered an elective in most schools.

Class Frequency and Length

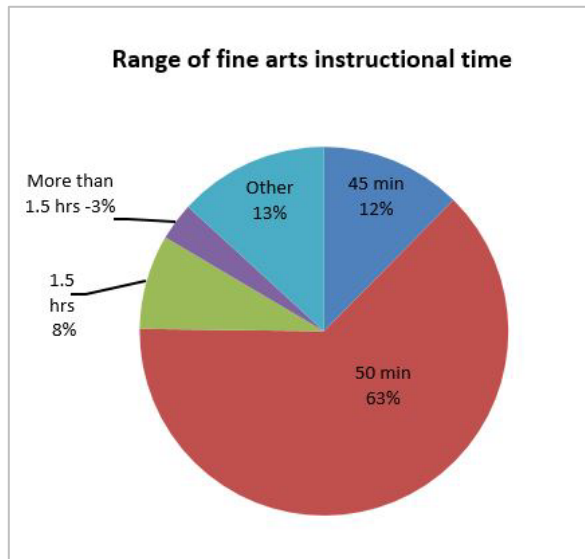
When fine arts classes are offered, they are usually offered on a daily basis. A few schools hold their fine arts classes once per week, twice per week, or even less. The majority (79 percent) of schools offering visual arts and music provide them daily. When available, media arts, theater and dance classes take place daily by 57, 46 and 10 percent of respondent schools, respectively.

In the below table, percentages are in terms of percentage of respondent schools per discipline (each discipline was treated in a separate question that schools could answer voluntarily).

For instance, 106 schools replied to the survey question concerning frequency of media arts classes taught. Of those 106 schools, 64 offered media arts classes, 57 of which offered them daily (54 percent of the 106 schools); and 42 schools, or 40 percent, did not offer media arts classes.

Frequency of Fine Arts Classes offered at Respondent Schools							
Fine Arts Discipline	No. of respondent schools per discipline	No. of schools offering fine arts classes	No. of schools offering classes daily	No. of schools offering classes once a week	No. of schools offering classes twice per week	No. of schools offering classes less than once per week	No. of schools not offering classes
Visual Arts	116	102	92 (79%)	3	6	1	14 (12%)
Music	113	96	89 (79%)	3	4	0	17 (15%)
Dance	104	15	10 (9.6%)	0	2	3	89 (86%)
Theater	107	55	46 (43%)	2	3	4	52 (49%)
Media Arts	106	64	57 (54%)	1	4	2	42 (40%)

Instructional Hours in Fine Arts



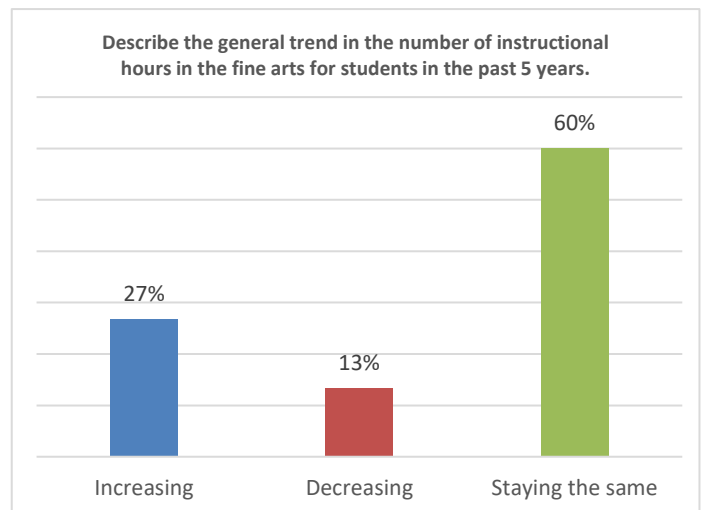
Fine arts instructional time ranged from 45 minutes to more than one and a half hours among the respondent schools. The most common class time was 50 minutes (63 percent of schools); only a few schools (3.3 percent) reported holding classes for more than one and a half hours.

According to respondents, the number of instructional hours in the fine arts remained the same over the past five years for 60 percent of schools. Amount of instruction had increased for 27 percent and decreased for 13 percent of schools in the past 5 years.

Many respondents included outside the classroom hours in their total number of instructional hours, for example, counting the school dance team practice hours after school as instructional hours.

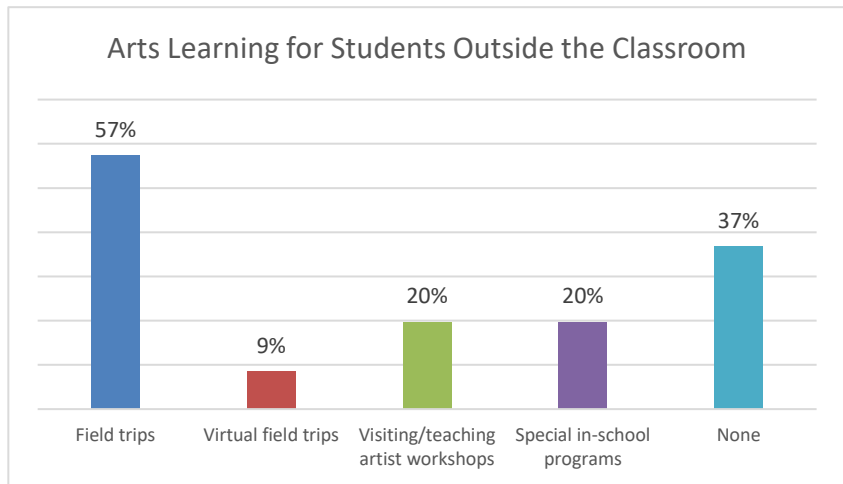
In schools where the number of instructional hours in fine arts decreased, the main causes cited were lack of funding and lack of budgetary support. Other reasons included scheduling changes and difficulties and class time needed for credit recovery or intervention, such as in the case of one school, that credited the decrease of instructional hours in the arts to changes “in the daily schedule and the introduction of intervention classes in math and language arts.” In schools that saw increased fine arts instructional time over the last five years, reasons given included:

- expanding curriculum
- student interest
- teacher popularity
- reinstituting former arts programs
- instituting new arts programs
- school engagement and school growth



Survey participants from schools where the number of instructional hours in the fine arts remained the same cited trading one music subject for another, dual credit courses, and having increased options in fine arts while keeping the same amount of class time.

Almost 60 percent of the respondents used field trips to provide outside learning in the arts. Visiting and teaching artists were invited to 20 percent of schools, and an equal number offered special in-school programs. Over one-third did not provide outside



learning to their students. Some examples of outside fine arts learning included after-school clubs, one of which was covered by municipal funds, trips to the symphony, honor band trips, and after-school programs.

Number of Fine Arts Teachers

According to survey responses, the average number of full-time equivalency (FTE) arts teachers is 2.5 FTEs per school. However, there is a wide range in the actual number of FTE fine arts teachers at each school.

A little over half of the schools reported no change in the number of fine arts teachers, 25 percent reported an increase and 22 percent saw a downward trend in the past five years.

Reasons for an increase in number of fine arts FTEs included:

- Adding fine arts to the middle school curriculum;
- Student demand and community support resulting in increased budget allocation
- Teacher popularity
- Teachers becoming certified
- Reinstating programs

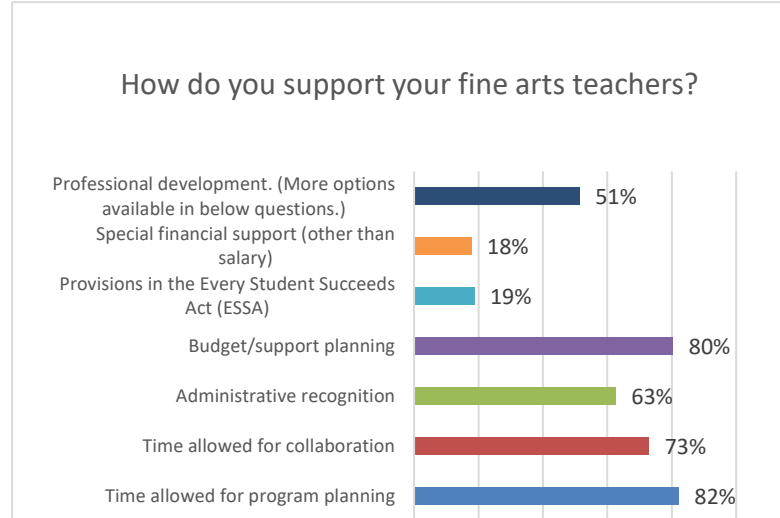
Reasons for diminishing numbers of fine arts teachers included the following:

- lack of funding and budget cuts
- decline in student interest
- student retention affecting schedule offerings
- decreased enrollment
- teacher loss (e.g. teachers have retired, left the teaching profession, no longer available to teach)

One respondent explained that FTEs in fine arts have remained the same because the school did not have any fine arts teachers, and in prior years had contracted with a musician to teach music.

Teacher Support

The survey posed several questions regarding teacher support, from general types of support to specific details about professional development. Time for program planning took place in 82 percent of schools, and budget and support planning in 80 percent. Time allowed for collaboration occurred at 73 percent of the schools, and teacher support in the form of administrative recognition took place at 63 percent of schools.



Just over 50 of the respondents indicated that professional development took place at their schools. ESSA provisions were being used by 20 schools to support teachers, while one respondent reported that ESSA had not yet been specifically defined for their school district. Weekly Title 1 Parent Involvement Committee meetings took place at one school.

When asked to describe the contexts in which professional development, training and/or technical assistance in the arts took place at their schools, local professional workshop settings topped the list at 51 percent.

Teachers participated in state professional workshops settings at 42 percent of schools, followed by ongoing, on-site training (38 percent) and regional professional workshops at (36 percent).

Schools reported employing resourceful solutions where they could to support teachers requesting professional development. These solutions may include utilizing current staff as professional development trainers. For example, one school received training from a band director who leads workshops statewide and nationally, and another school benefited from an art teacher who had received professional development from the district and in turn provided training to others.

When asked whether arts teachers and administrators pay out of pocket for professional development, 43 respondents said professional development in fine arts is provided at no cost off-site, and 29 schools stated that teachers and administrators receive on-site professional

development at no cost. Overall, only eight percent of respondents said teachers and administrators pay partial or full cost for training at their schools. However, 21 percent do pay partially or in full for off-site training.⁹

When travel is required for professional development, 73 percent of respondents said that paid leave was provided for their teachers. Some teachers were able to receive paid leave for only in-state travel. The allowance of paid leave is reportedly decided by the district, not the school, for other non-fine arts teachers. Some teachers were provided paid leave but were not reimbursed for transportation costs.

Arts Education Funding

Survey-takers answered two questions regarding outside funding for arts education: whether they received funding of this sort to supplement state allocations for the fine arts, and if so, what type. Approximately three-quarters of respondents did not receive outside funding.

The Elementary Fine Arts Education Act (FAEA) provided outside funds for 13 respondent schools. Three received 21st Century funds, while the Johnson-O'Malley (JOM) Program, Indian Education Division grants, STEM, Bridge and ESSA provided funds for one school each.

Assessments and Graduation Requirements

Among the 109 schools responding to the question regarding assessments, end-of-course exams and report card were used by 88 and 83 percent, respectively. The New Mexico content standards, benchmarks and performance standards for fine arts were applied in assessing student work in 63 percent of schools. Student self-assessment took place in over 40 percent of schools. Student portfolio assessment and surveys were used by 27 and 15 percent of respondent schools, respectively.

Which assessments are you using to measure students' learning in the arts? Select all that apply.		
Answer Options	Response Percent	Response Count
EoC (end of course) exams	88.1%	96
Report card grades	82.6%	90
Student self-assessment	42.2%	46
NM Content Standards, Benchmarks and Performance Standards	63.3%	69
Portfolio assessment	26.6%	29
Surveys	14.7%	16
Other (please specify)		9
answered question		109
skipped question		20

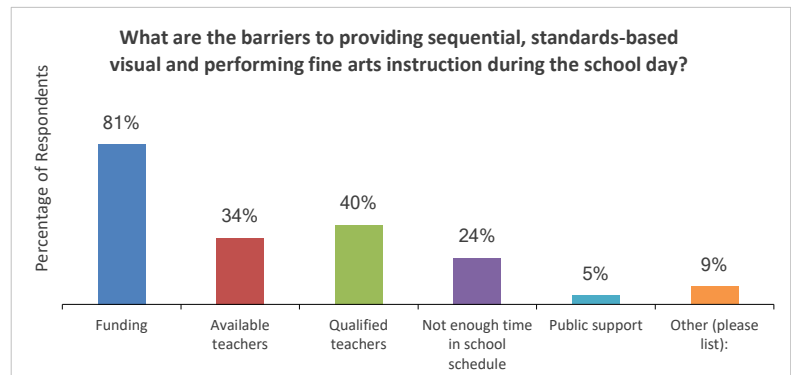
⁹ The survey did not ask participants to delineate whether there was a difference between general professional development and professional development in the fine arts. Participant schools may differ in the way each offers such training, such as collaborating with area schools or allowing teachers to receive training not only off-site, but outside their districts or even out of state.

In their comments, three individuals mentioned that public and school performances (e.g., state band contests, community music programs, and public performances) figured significantly in assessing student knowledge.

Three-quarters of schools did not require fine arts coursework to graduate high school. Over 60 percent of those schools were not in favor of adding such a requirement.

Barriers and Solutions

When asked to identify any barriers to providing sequential, standards-based fine arts instruction at their schools, 81 percent of survey takers cited funding. Qualified and/or available teachers were mentioned by over 70 percent of schools. In addition to the six categories provided in the survey (see chart at right), schools cited other barriers as well. Small school size was



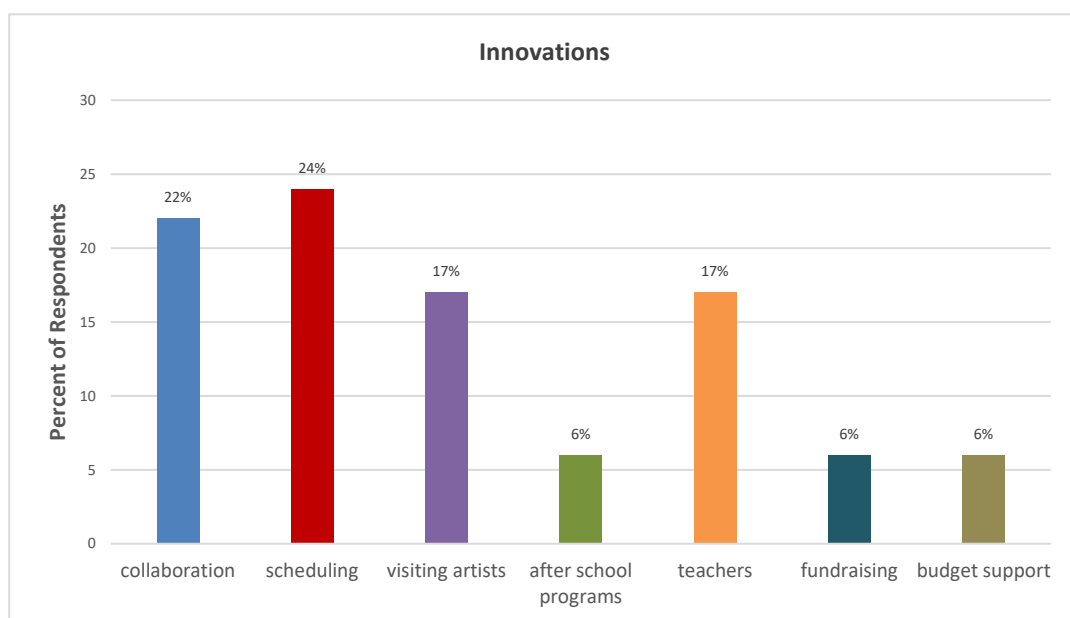
considered a barrier by three schools, one of which had the additional challenge of being in a remote location. Scheduling conflicts were mentioned by four schools, and active student interest by two schools.

Schools have developed innovative ways to overcome the barriers to offering arts education, and 63 respondents shared their solutions. Their answers fell into seven overarching categories:

- Collaboration - with other schools and community colleges, including teacher sharing, planning, shared professional development, etc.
- Scheduling – including shortening periods to increase number of classes, full inclusion classes, adding a period, dual credit, etc.
- Visiting artists – artists-in-residence, community artists, contractors, volunteers, etc.
- Teachers – focusing on new hires, training and licensing and/or endorsing existing teachers, professional development, re-allocating teachers to more subjects, etc.
- After school programs - after school enrichment, after school and booster clubs, workshops, fine arts assemblies, etc. fundraising - includes partnering with other agencies for grants
- Budget support - reallocating existing budget creatively, strong admin and district support of fine arts

In the chart below, good thinking about scheduling and collaboration is credited with helping 24 and 22 percent of respondents, respectively. Focusing on teachers – whether training existing teachers or reallocating them to arts topics, new hires and endorsements – was mentioned by 17 percent of schools. Bringing in artists took place at 17 percent of schools. Fundraising, after

school programs and budget support were used by six percent of schools to boost their fine arts programs.



CONCLUSION

New Mexico public middle and high schools are committed to providing their students with a well-rounded education, which includes fine arts. Many schools use innovative ways to solve budgetary, instructional, scheduling and other barriers to keep fine arts instruction flourishing in their schools.

A combined total of 129 public middle and high schools from 28 of New Mexico's 33 counties took the survey. Of the five fine arts categories (visual arts, music, dance, theater and media arts), visual arts and music are taught most widely, and dance the least. Schools that provide fine arts classes generally offer coursework at many levels, and most often on a daily basis.

Instructional hours in the fine arts remained the same in the last five years for most schools, while almost 27 percent reported an upward trend, and 13 percent decreased fine arts instructional hours. Similarly, while a little over half of the schools reported no change in the number of fine arts teachers, 25 percent reported an increase and 22 percent saw a downward trend. Across the board, the estimated average number of fine arts teachers per school is 2.5. Teacher support takes diverse forms at New Mexico's middle and high schools, including administrative recognition, time for collaboration and planning, and professional development.

When schools encounter barriers to providing high quality fine arts classes, they often find ways to overcome them. Schools developed solutions through collaboration, creative scheduling, after-school programs, visiting artists, teachers, fundraising and budget support. Arts education funding was cited as the main barrier to providing quality fine arts education. About a quarter of schools reported receiving outside funding, through a variety of federal and state sources.

The survey gathered a wide range of data regarding fine arts education. It was not a short survey; and yet, when it came time to analyze data, several data points might have been useful that were absent, such as number of students enrolled in grades 6-12, size of school, and whether a given school self-identifies as urban, rural, tribal, frontier, or another type. The survey timing was useful in that principals could report on the newly-ended academic year; yet should there be any follow-up, questionnaires disseminated during the academic year might garner more responses.

Although many schools are providing high quality fine arts education to their students, many others cannot. This reality, along with opportunities under ESSA, leaves arts education stakeholders with ample space in which to seek ways to implement current innovative solutions and create new solutions as well for all New Mexico public middle and high schools.

APPENDIX A

Survey

Please note that some questions have been condensed in this report for the sake of conservation of resources (for instance, questions 4 and 5 below took up 5 questions each in the online survey). Therefore, question numbers will not match up perfectly with the answers included in Appendix B.

1. Which grades are taught at your school?

2. The person completing the survey on behalf of our school is:
 - ☐ The principal
 - ☐ The assistant principal
 - ☐ The arts coordinator
 - ☐ Other (please specify): _____

3. Contact information

4. Which grades receive education in each of the following fine arts?

<input type="checkbox"/> Fine arts	<input type="checkbox"/> Theater
<input type="checkbox"/> Music	<input type="checkbox"/> Media Arts
<input type="checkbox"/> Dance	

5. Which levels of each of the fine arts subjects are taught at your school? Select all that apply.

<input type="checkbox"/> Fine arts	<input type="checkbox"/> Theater
<input type="checkbox"/> Music	<input type="checkbox"/> Media Arts
<input type="checkbox"/> Dance	

6. How frequent are your fine arts classes? [Note: in the online survey, participants could indicate frequency of classes for each of the five fine arts topics]

<input type="checkbox"/> Once per week	<input type="checkbox"/> Not currently offered
<input type="checkbox"/> Twice per week	<input type="checkbox"/> Other (please specify): _____
<input type="checkbox"/> Every day	
<input type="checkbox"/> Less than once per week	

7. What is the average length of fine arts class time?

<input type="checkbox"/> 45 minutes	<input type="checkbox"/> More than 1.5 hours
<input type="checkbox"/> 50 mins	<input type="checkbox"/> Other _____
<input type="checkbox"/> 1.5 hours	

8. Describe the general trend in the number of instructional hours in the fine arts for students in the past 5 years.
- ☐ Increasing
 - ☐ Decreasing
 - ☐ Staying the same
 - ☐ If increasing or decreasing, to what do you attribute this change?

9. Do you provide arts learning to students outside the classroom such as field trips and/or after-school arts programs? Select all that apply.
- ☐ Field trips
 - ☐ Virtual field trips
 - ☐ Visiting/teaching artist workshops
 - ☐ Special in-school programs
 - ☐ Other (please specify) _____
10. How many full-time equivalent (FTE) arts teachers are employed at your school? Please indicate in numerical format (e.g. 0.5, 1.25, 2.0, etc.) _____
11. Has the number of fine arts FTEs changed in the past 5 years?
- ☐ Increased
 - ☐ Decreased
 - ☐ Stayed the same
 - ☐ If number of fine arts FTEs has increased or decreased, to what do you attribute this trend? _____
12. How does your school support its fine arts teachers? Select all that apply. (Note: click here¹⁰ for examples of ESSA provisions.)
- ☐ Time allowed for program planning.
 - ☐ Time allowed for collaboration
 - ☐ Administrative recognition
 - ☐ Budget/support planning
 - ☐ Provisions in the Every Student Succeeds Act (ESSA) (e.g., as noted in this link)
 - ☐ Special financial support (other than salary)
 - ☐ Professional development. (More options available in below questions.)
 - ☐ Comments: _____

¹⁰ The links in the survey directed the online survey taker to an Americans for the Arts web page describing ESSA accountability requirements.

- 13.** Please indicate the contexts in which professional development, training, and/or technical assistance in the arts take place at your school (select all that apply):
- ☐ Local professional workshop settings
 - ☐ Regional professional workshop settings
 - ☐ State professional workshop settings
 - ☐ National professional workshop settings
 - ☐ Ongoing, organic training that is informally devised and maintained by school staff
 - ☐ No workshops or school-created trainings are offered at my school
 - ☐ Other (please specify) _____
- 14.** For professional development (including training and/or technical assistance) in the arts that your teachers receive, please indicate in which context PD may occur, and whether arts teachers and administrators pay out of pocket for PD. (Select all that apply.)
- ☐ Arts PD on-site is provided at no cost
 - ☐ Teachers and administrators pay partial or full cost for arts PD on-site
 - ☐ There is no professional development in the arts on-site
 - ☐ Arts PD off-site is provided at no cost
 - ☐ Teachers and administrators pay partial or full cost for arts PD off-site
 - ☐ Comments: _____
- 15.** Is paid leave is provided for PD that requires travel?
- ☐ Yes
 - ☐ No
 - ☐ Other (please describe): _____
- 16.** Which assessments are you using to measure students' learning in the arts? Select all that apply.
- ☐ EoC (end of course) exams
 - ☐ Report card grades
 - ☐ Student self-assessment
 - ☐ NM Content Standards, Benchmarks and Performance Standards
 - ☐ Portfolio assessment
 - ☐ Surveys
 - ☐ Other (please specify) _____
- 17.** Do you require coursework in fine arts to graduate from high school? If not, would you be in favor of adding such a requirement?
- ☐ Yes, we require fine arts coursework to graduate from high school.
 - ☐ We do not require it, but I would be in favor of adding a fine arts course graduation requirement.
 - ☐ We do not require it, and I am not in favor of adding a fine arts course graduation requirement.

☐ Qualify your answer if you wish: _____

18. Does your school have a parent advisory committee?

☐ Yes

☐ No

☐ Other (please specify) _____

19. Do you receive outside funding to supplement state allocations for fine arts classes?

☐ Yes

☐ No

20. If you answered “yes” to the previous question, please specify grant or program funding (e.g., FAEA, ESSA, STEM/STEAM, 21st Century, etc.)

21. What are the barriers to providing sequential, standards-based visual and performing fine arts instruction during the school day? (Select all that apply)

☐ Funding

☐ Available teachers

☐ Qualified teachers

☐ Not enough time in school schedule

☐ Public support

☐ Other (please list): _____

22. What types of innovative options have you used to overcome these barriers? Please describe (e.g. examples of innovative scheduling; collaboration with neighboring schools or districts on professional development workshops; visiting artist, artist-in-residence, master classes, etc.): _____

END OF SURVEY

APPENDIX B

Survey Results

Below are the results of the survey, mainly as generated by the collection tool, SurveyMonkey, which provides data on the number of people who answered, as well as the number of those who skipped a given question. Where possible, individual responses appear below the charts. Some questions didn't lend themselves to illustration and required textual reporting of the results.

Fine Arts Education in Public Middle and High Schools

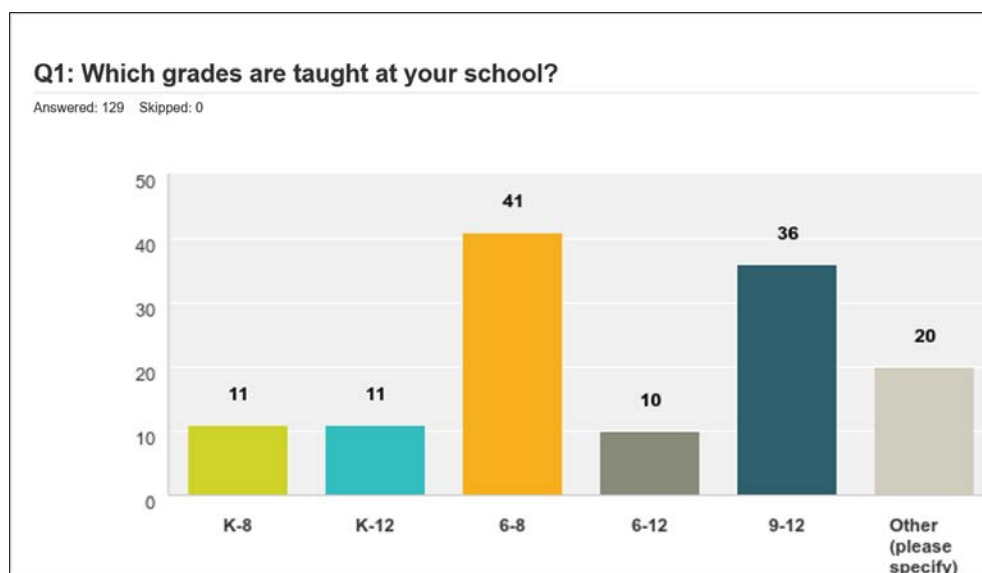
Monday, June 19, 2017

129

Total Responses

Date Created: Wednesday, May 31, 2017

Complete Responses: 117

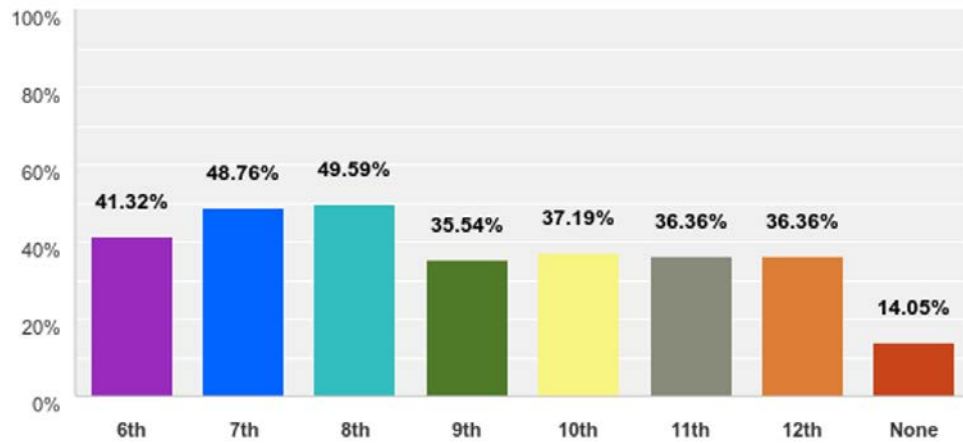


Q1. Grades offered by schools indicated in the "other" category following grades were offered at their schools:

- Grades K-6 - 2 schools
- Grades 5-8 - 1 school
- Grade 6 only - 1 school
- Grades 7-8 - 5 schools
- Grades 7-12 - 1 school
- Grade 9 only - 2 schools
- Grades 10-12 - 2 schools
- Grade 12 only - 1 school

Q4: Which grades receive visual arts education?

Answered: 121 Skipped: 8



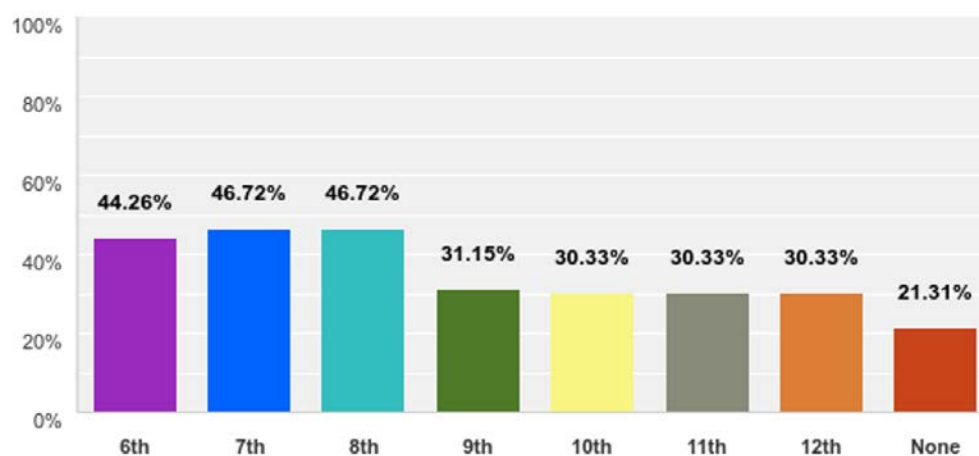
Q5: Which levels of visual arts are taught at your school? Select all that apply.

Answered: 122 Skipped: 7

Answer Choices	Responses	
Beginning	81.97%	100
Intermediate	64.75%	79
Advanced	38.52%	47
Vocational/Professional	5.74%	7
Not currently taught	13.93%	17
Other (please specify)	8.20%	10
Total Respondents: 122		

Q6: Which grades receive music education?

Answered: 122 Skipped: 7



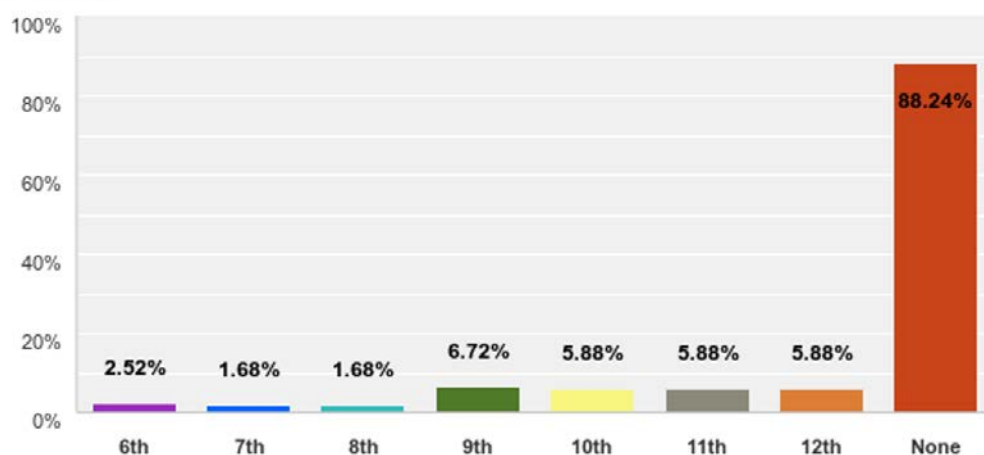
Q7: Which levels of music are taught at your school? Select all that apply.

Answered: 123 Skipped: 6

Answer Choices	Responses	
Beginning	73.98%	91
Intermediate	72.36%	89
Advanced	56.10%	69
Not currently taught	19.51%	24
Other (please specify)	6.50%	8
Total Respondents: 123		

Q8: Which grades receive dance education?

Answered: 119 Skipped: 10



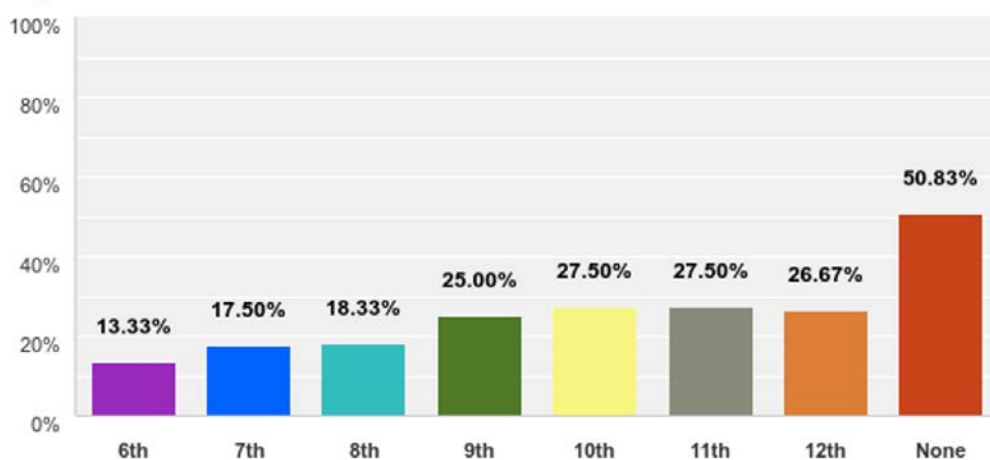
Q9: Which levels of dance are taught at your school? Select all that apply.

Answered: 111 Skipped: 18

Answer Choices	Responses
Beginning	9.91% 11
Intermediate	8.11% 9
Advanced	5.41% 6
Vocational/Professional	0.90% 1
Not currently taught	83.78% 93
Other (please specify)	6.31% 7
Total Respondents: 111	

Q10: Which grades receive theater education?

Answered: 120 Skipped: 9



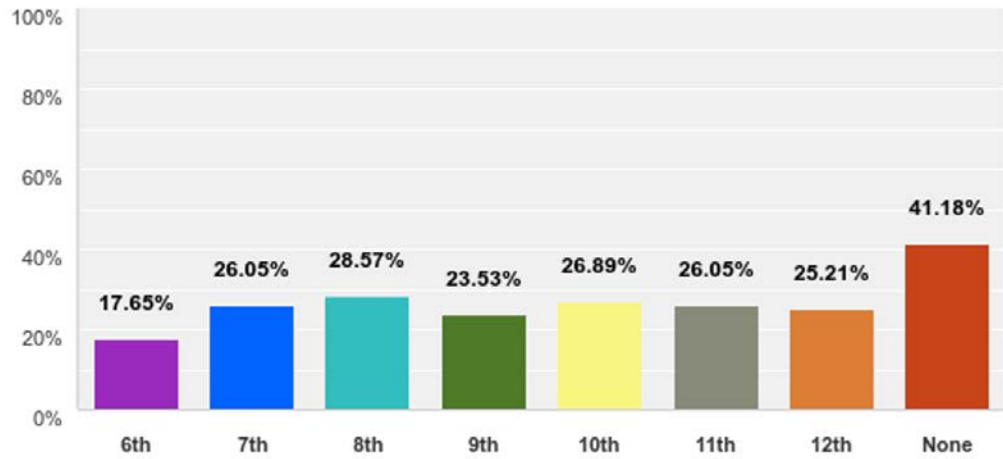
Q11: Which levels of theater are taught at your school? Select all that apply.

Answered: 118 Skipped: 11

Answer Choices	Responses	
Beginning	49.15%	58
Intermediate	32.20%	38
Advanced	21.19%	25
Not currently taught	45.76%	54
Other (please specify)	6.78%	8
Total Respondents: 118		

Q12: Which grades receive education in media arts?

Answered: 119 Skipped: 10



Q13: Which levels of media arts are taught at your school? Select all that apply.

Answered: 120 Skipped: 9

Answer Choices	Responses	
Beginning	55.83%	67
Intermediate	35.00%	42
Advanced	16.67%	20
Vocational/Professional	3.33%	4
Not currently taught	39.17%	47
Other (please specify)	4.17%	5
Total Respondents: 120		

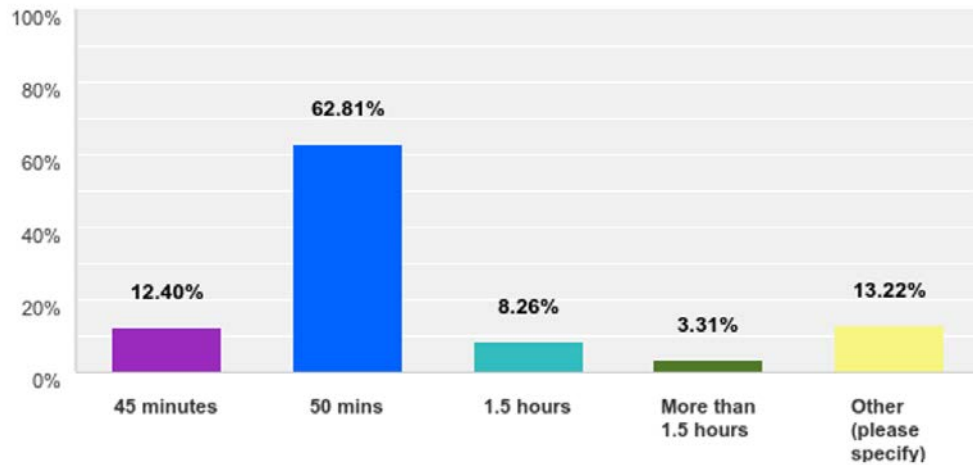
Q14: How frequent are your fine arts classes?

Answered: 120 Skipped: 9

Select from drop down menu						
	Once per week	Twice per week	Every day	Less than once per week	Not currently offered	Total
Visual arts	2.59% 3	5.17% 6	79.31% 92	0.86% 1	12.07% 14	116
Music	2.65% 3	3.54% 4	78.76% 89	0.00% 0	15.04% 17	113
Dance	0.00% 0	1.92% 2	9.62% 10	2.88% 3	85.58% 89	104
Theater	1.87% 2	2.80% 3	42.99% 46	3.74% 4	48.60% 52	107
Media arts	0.94% 1	3.77% 4	53.77% 57	1.89% 2	39.62% 42	106

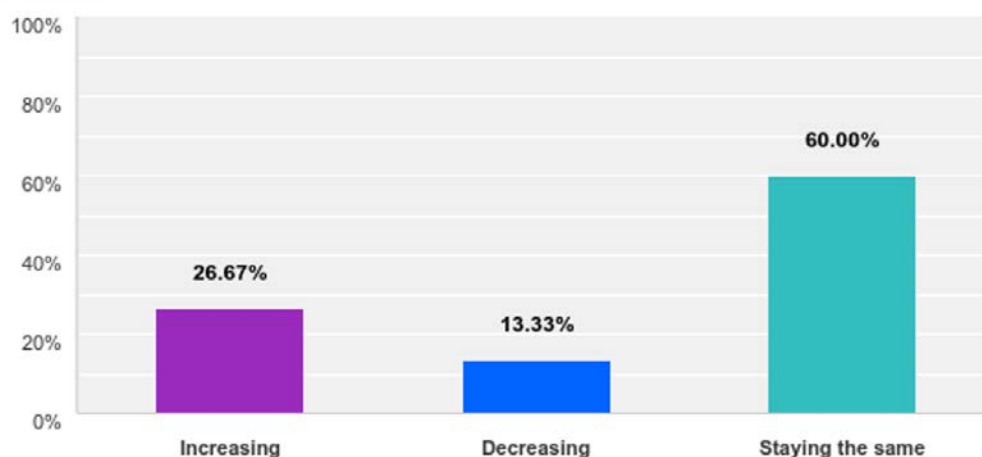
Q15: What is the average length of fine arts class time?

Answered: 121 Skipped: 8



Q16: Describe the general trend in the number of instructional hours in the fine arts for students in the past 5 years.

Answered: 120 Skipped: 9



Q17: Do you provide arts learning to students outside the classroom, such as field trips and/or after-school arts programs? Select all that apply.

Answered: 117 Skipped: 12

Answer Choices	Responses	
Field trips	57.26%	67
Virtual field trips	8.55%	10
Visiting/teaching artist workshops	19.66%	23
Special in-school programs	19.66%	23
None	36.75%	43
Total Respondents: 117		

Q19: Has the number of fine arts FTEs changed in the past 5 years?

Answered: 116 Skipped: 13

Answer Choices	Responses
Increased	25.00% 29
Decreased	22.41% 26
Remained the same	52.59% 61
Total	116

Q19 Comments Regarding FTEs Changing or Remaining the Same in the Past 5 Years:

DECREASED	INCREASED	STAYED THE SAME
School/district budgets/ Budget/ Budgets	We were able to find a teacher who is licensed to teach art.	There have never been any. We have contracted with a musician prior to this year.
Budget adjustments due to decreased enrollment.	We added fine arts to Middle School.	
Lack of funds/funding	High student demand as well as strong district and community support necessitated bringing two .5 FTE teachers full time to FHS.	
Teacher came into the school and was able to teach music.	added Visual Arts this year	
We used to have a full-time art teacher and her position was reduced	We found a way to add visual art back in the daily schedule.	
We had increased from a half time to a 1.5. However, we have lost both of those teachers and will be unable to replace them in the coming year.	Addition of Chorus.	
budget cuts	Two years ago, the Art teacher moved from part time to full time due to student interest in the art class. During the spring of the 16-17 school year students requested a Drama class, so a .2 FTE was added to support Drama.	
Student interest has declined/ Fewer course requests by student.	We added our Art Program 2015-16 school year	
Funding has caused the decrease/	teacher popularity	
Lack of funding for regular education programs.	Teacher is now certified	

Retention of students	We are currently reinstituting the program.	
Decreased in number due to decrease in student enrollment.	We are reinstituting the programs of art and drama.	
We lost a teacher and could not replace by the time school started		

Q20: How does your school support its fine arts teachers? Select all that apply.

Answered: 107 Skipped: 22

Answer Choices	Responses	
Time allowed for program planning	82.24%	88
Time allowed for collaboration	72.90%	78
Administrative recognition	62.62%	67
Budget/support planning	80.37%	86
Provisions in the Every Student Succeeds Act (ESSA)	18.69%	20
Special financial support (other than salary)	17.76%	19
Professional development. (More options available in below questions.)	51.40%	55
Total Respondents: 107		

Q21: Please indicate the contexts in which professional development, training, and/or technical assistance in the arts take place at your school. Select all that apply.

Answered: 113 Skipped: 16

Answer Choices	Responses	
Local workshop settings	51.33%	58
Regional workshop settings	36.28%	41
State workshop settings	42.48%	48
National workshop settings	7.96%	9
Ongoing, organic training informally devised and maintained by school staff	38.05%	43
No workshops or school-created trainings are offered at my school	26.55%	30
Total Respondents: 113		

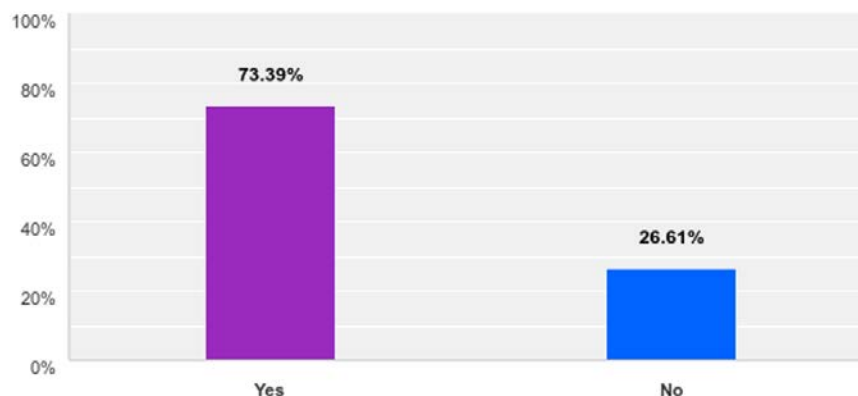
Q22: For professional development (including training and/or technical assistance) in the arts that your teachers receive, please indicate in which context PD may occur, and whether arts teachers and administrators pay out of pocket for PD. Select all that apply.

Answered: 109 Skipped: 20

Answer Choices	Responses	
Arts PD on-site is provided at no cost	26.61%	29
Teachers and administrators pay partial or full cost for arts PD on-site	8.26%	9
There is no professional development in the arts on-site	37.61%	41
Arts PD off-site provided at no cost	39.45%	43
Teachers and administrators pay partial or full cost for arts PD off-site	21.10%	23
Comments:	7.34%	8
Total Respondents: 109		

Q23: Is paid leave provided for arts PD that requires travel?

Answered: 109 Skipped: 20



Q24: Which assessments are you using to measure students' learning in the arts? Select all that apply.

Answered: 109 Skipped: 20

Answer Choices	Responses	
EoC (end of course) exams	88.07%	96
Report card grades	82.57%	90
Student self-assessment	42.20%	46
NM Content Standards, Benchmarks and Performance Standards	63.30%	69
Portfolio assessment	26.61%	29
Surveys	14.68%	16
Total Respondents: 109		

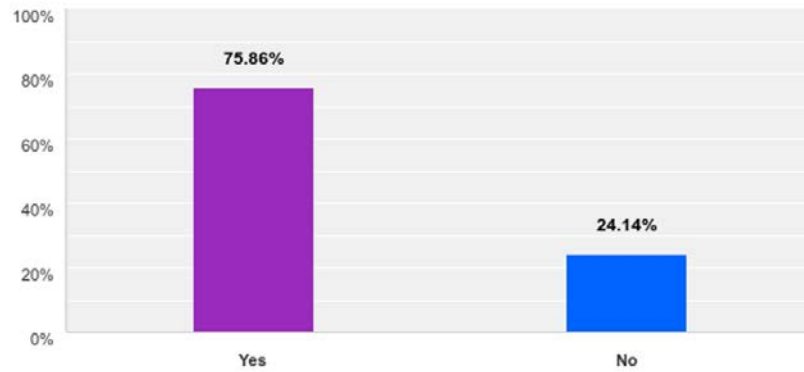
Q25: Do you require coursework in fine arts to graduate from high school? If not, would you be in favor of adding such a requirement?

Answered: 112 Skipped: 17

Answer Choices	Responses	
Yes, we require fine arts coursework to graduate.	13.39%	15
We do not require it, but I would be in favor of adding such a requirement.	15.18%	17
We do not require it, and I am not in favor of adding such a requirement.	24.11%	27
Ours is a middle school only, so not relevant.	47.32%	53
Total		112

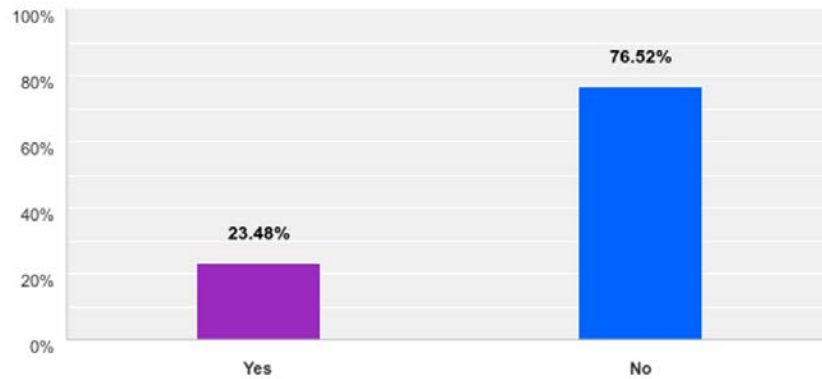
Q26: Does your school have a parent advisory committee?

Answered: 116 Skipped: 13



Q27: Do you receive outside funding to supplement state allocations for fine arts classes?

Answered: 115 Skipped: 14



Q28: If you answered "yes" to the previous question, please specify grant or program funding (e.g., FAEA, ESSA, STEM/STEAM, 21st Century, etc.)

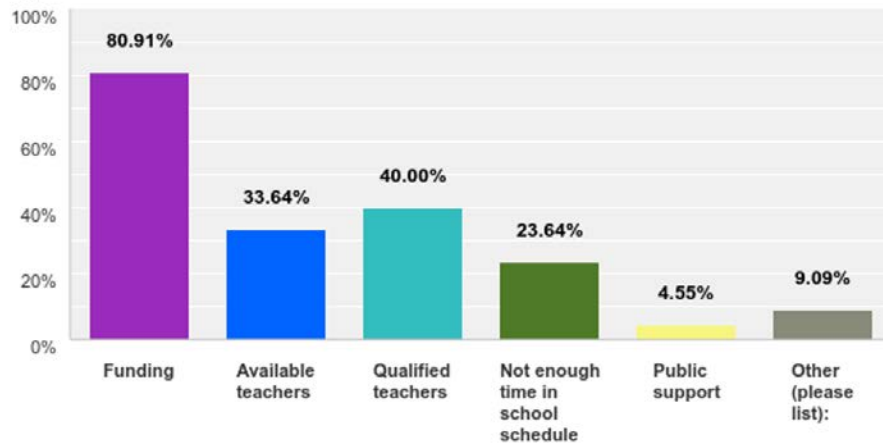
Answered: 28 Skipped 101

FAEA	21st Century	JOM	Indian Ed	STEM	Bridge	ESSA	Misc.*
13	3	1	1	1	1	1	6

*Misc. includes private grants, corporate grants, and federal funding for the arts.

Q29: What are the barriers to providing sequential, standards-based visual and performing fine arts instruction during the school day? (Select all that apply)

Answered: 110 Skipped: 19



Q30: What types of innovative options have you used to overcome these barriers? Please describe (e.g. examples of innovative scheduling; collaboration with neighboring schools or districts on professional development workshops; visiting artist, artist-in-residence, master classes, etc.):

Answered: 63 Skipped 66

Innovations	Number of respondents	Percent of respondents
Collaboration with other schools and community colleges, including teacher sharing, planning, PD, etc.	14	22
Scheduling, incl. shorter periods and more classes, full inclusion classes, adding a period, dual credit, etc.	15	24
Visiting artists, community artists, contractors, volunteers, etc.	11	17
After school enrichment, after school and booster clubs, workshops, fine arts assemblies, etc.	4	6
New hires, training and licensing/endorsing existing teachers, PD, re-allocating teachers to more subjects, etc.	11	17
Fundraising and partnerships for grants	4	6
Adding fine arts course requirements (middle and high school)	1	2
Outreach	1	2
Reallocating existing budget creatively, strong admin and district support of fine arts	4	6

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