



Arts Education

In Public Elementary and Secondary Schools
1999–2000 and 2009–10



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Introduction

Student access to arts education and the quality of such instruction in the nation's public schools continue to be of concern to policymakers, educators, and families.¹ Specifically, research has focused on questions such as: To what extent do students receive instruction in the arts? Under what conditions is this instruction provided? What is the profile of arts education instructors? (Ruppert and Nelson 2006). This study is the third of its kind to be conducted by the National Center for Education Statistics (NCES) in the Institute of Education Sciences (IES), U.S. Department of Education, to provide national data that inform these issues. The first study was conducted in the 1994–95 school year to provide baseline data on public schools' approaches to arts education. The second study was conducted during the 1999–2000 school year to provide broader coverage of arts education issues by collecting the first national data on educational backgrounds, professional development activities, teaching loads, and instructional practices of elementary school teachers—self-contained classroom teachers, music specialists, and visual arts specialists.²



To update the information from a decade ago, Congress requested that the U.S. Department of Education's Office of Innovation and Improvement (OII) and NCES conduct a new study that would borrow from and build on the previous studies. This study examines many of the issues from the previous studies, including the extent to which students received instruction in the arts; the facilities and resources available for arts education instruction; and the preparation, work environments, and instructional practices of music and

arts education activities outside of regular school hours and the presence of school-community partnerships in the arts. In addition, the current study provides broader coverage of arts education instructors by including two new surveys for secondary music and visual arts specialists.

Selected data from the current report were published in a First Look report that was intended to introduce the 2009–10 survey data and highlight a few summary statistics on the current

education and changes from a decade ago. This report is not intended to be an exhaustive description of data collected from the set of seven surveys. Rather, it is designed to describe key indicators of arts education in 2009–10 and comparisons with 1999–2000, where applicable. Detailed data from all of the surveys are provided in supplemental tables at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. At the elementary school level, indicators are based on data collected from school principals, music specialists, visual arts specialists, and classroom teachers. Indicators at the secondary level are based on data collected from school principals, music specialists, and visual arts specialists.

Selected indicators on arts education in public elementary and secondary schools are organized into four sections, one for each arts education subject area—music, visual arts, dance, and drama/theatre. The sections on music and visual arts

“To what extent do students receive instruction in the arts? Under what conditions is this instruction provided?...”

visual arts specialists and non-arts classroom teachers.³ This study also addresses emerging issues such as the availability of curriculum-based

status of arts education (Parsad and Spiegelman 2011).⁴ The purpose of this second report is to provide a broader description of the current status of arts

¹Arts education refers to the study of creative works in music, visual arts, dance, or drama/theatre and the process of producing such creative works.

²For results from the 1994–95 study, see *Arts Education in Public Elementary and Secondary Schools* (NCES 95–082) at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=95082>. For results from the 1999–2000 study, see *Arts Education in Public Elementary and Secondary Schools: 1999–2000* (NCES 2002–131) at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002131>.

³Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas in other subjects.

⁴See *A Snapshot of Arts Education in Public Elementary and Secondary Schools: 2009–10* (NCES 2011–078) at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011078>.

education each draw on both school- and teacher-level survey data to cover the following topics on arts education:

- the availability and characteristics of music and visual arts programs, including the frequency of instruction, the primary space used for instruction, the availability of district curriculum guides, and the types of arts instructors employed to provide arts education instruction;
- school or district provision of professional development for teachers in music and visual arts;
- teacher participation in various professional development activities and the perceived impact of such participation on teaching;
- the teaching load of music and visual arts specialists, including the number of classes taught and number of hours spent per week teaching those classes, class size, the number of schools in which they taught, the number of hours of planning or preparation time when students are in attendance, whether the teachers taught classes

on a block schedule, and whether they taught curriculum-based classes outside of regular school hours;

- the ways in which teachers of self-contained classrooms included arts education into their classroom instructional program;
- the ways in which music and visual arts specialists integrated music and visual arts and other subject areas through collaborative activities and their arts education curricula; and
- teachers' use of formal methods of assessment of students' progress and achievement in the arts.

The sections on dance and drama/theatre focus primarily on findings from the school surveys because the study did not include surveys of dance and drama/theatre specialists.⁵ Topics covered in these sections include the availability and characteristics of dance and drama/theatre, the integration of dance and drama/theatre with other subjects, and school or district provision of professional development in dance and drama/theatre.

Using its Fast Response Survey System (FRSS), NCES conducted the surveys during the 2009–10 school year, with the two school surveys and the collection of sampling lists for the teacher surveys starting in fall 2009. FRSS is a survey system designed to collect small amounts of issue-oriented data from a nationally representative sample of districts, schools, or teachers with minimal burden on respondents and within a relatively short period of time.

Most of the survey items collected information for the 2009–10 school year, including data on the space used for arts instruction, the use of curriculum guides, and teaching load. However, some of the data were collected for the previous school year. In particular, while the elementary school survey asked about arts offerings and arts instructors for the current school year, the secondary school survey collected this type of information for the previous school year. The surveys were mailed in early fall 2009 when some secondary schools might not have been able to provide this information for the current school year.

School surveys and requests for teacher lists were mailed in fall 2009 to public elementary and secondary schools in the 50 states and the District of Columbia. Of the 1,802 sampled elementary schools, 1,201 were selected to respond to the school survey and provide lists of their classroom teachers, music specialists, and visual arts specialists. The remaining 601 schools were only asked to provide lists of music and visual arts specialists. Based on teacher list collections from the sampled elementary schools, teacher questionnaires were mailed to 1,366 music specialists, 1,095 visual arts specialists, and 966 self-contained classroom teachers. The initial weighted response rates were 85 percent for the school survey, 87 percent for the



⁵The number of schools employing dance and drama/theatre specialists was too small to allow for the selection of adequate samples based on the teacher list collection from schools.

music specialist survey, 88 percent for the visual arts specialist survey, and 82 percent for the classroom teacher survey.

Of the 1,602 sampled secondary schools, 1,202 were selected to respond to the school survey and provide lists of their music and visual arts specialists, while the remaining 400 schools were asked to provide lists of music and visual arts specialists. Teacher questionnaires were mailed to 1,354 music specialists and 1,302 visual arts specialists. At the secondary school level, the initial weighted response rates were 89 percent for the school survey, 82 percent for the music specialist survey, and 85 percent



for the visual arts specialist survey. The survey weights were adjusted for questionnaire nonresponse and the data were then weighted to yield national estimates that represent all regular public elementary and secondary schools and teachers in the United States. The results of a nonresponse bias analysis conducted for the survey to inform the nonresponse weight adjustments, along with additional details about the survey methodology, response rates, data reliability, and definitions of terms are presented in Appendix A: Technical Notes.

The findings in this report have been chosen to demonstrate the range of information available from the

FRSS study rather than to discuss all of the observed differences; they are not meant to emphasize any particular issue. The findings are based on self-reported data from public school principals and teachers. Where relevant, national findings are broken out by the poverty concentration at the school, measured as the percent of students eligible for free or reduced-price lunch. The supplemental tables at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014> present breakouts by the following school characteristics: school enrollment size; community type; geographic region; percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students; and percent of students eligible for free or reduced-price lunch. In the presentation of teacher-level data, these breakouts reflect the characteristics of the schools that were sampled for the study.⁶

All specific statements of comparisons made in this report have been tested for statistical significance at the .05 level using Student's *t*-statistics from two-tailed tests to ensure that the differences are larger than those that might be expected due to sampling variation. Adjustments for multiple comparisons were not included. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored. Detailed information about the survey methodology and definitions of terms used in this report are provided in appendix A. Standard error tables for text tables and figures are provided in appendix B. The questionnaires for the 2009–10 study and selected items from the 1999–2000 study can be found in the First Look report at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011078>.



⁶In cases where arts specialists taught at multiple schools, the teacher-level data were broken out by the characteristics of the school that was sampled for the study.



Arts Education at a Glance

This section provides a brief overview of selected indicators of student access to arts education, the conditions under which arts instruction was provided, and the staff providing such instruction. More detailed information on the indicators is presented in the four sections that follow on music, visual arts, dance, and drama/theatre education.

Elementary Schools and Teachers

Based on data collected from elementary schools and teachers, core indicators of arts education instruction and resources presented in this section include the availability of arts instruction, selected program characteristics, curriculum-guided arts instructional activities outside of regular school hours, the presence of school-community partnerships in the arts, and the teaching responsibilities of arts instructors.



Availability of arts education

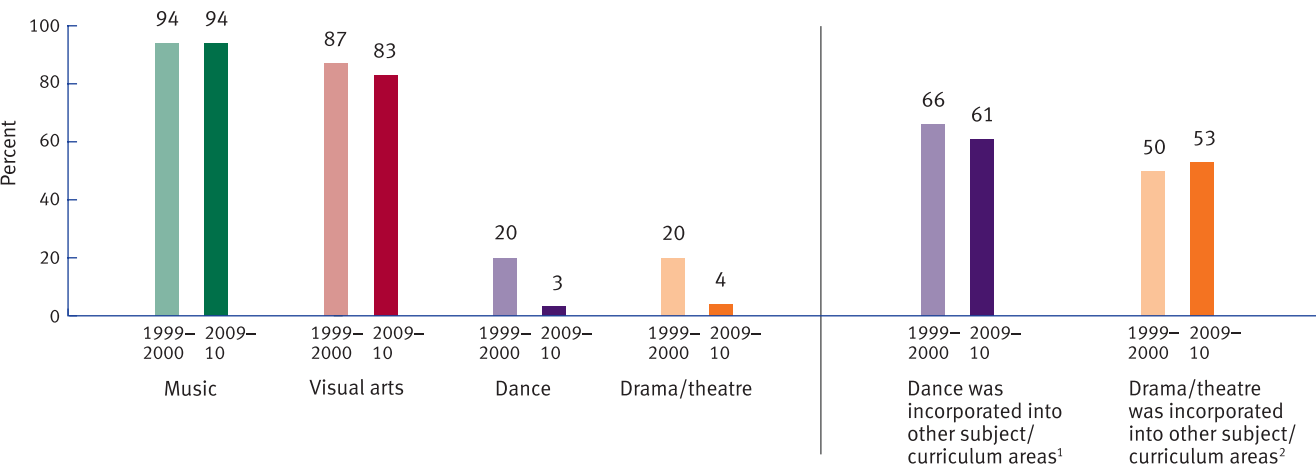
In the 2009–10 school year, music education was almost universally available in the nation’s public elementary schools, with 94 percent of schools offering instruction that was designated specifically for music

(figure 1). Visual arts instruction was available in most elementary schools (83 percent). In comparison, dance and drama were less commonly taught in elementary schools; 3 percent of elementary schools offered dance

instruction and 4 percent offered drama/theatre instruction in 2009–10. Both of these percentages represent a decrease from 20 percent in 1999–2000.

Figure 1

Percent of public elementary schools reporting instruction designated specifically for various arts subjects and percent incorporating dance and drama/theatre into other subject or curriculum areas: School years 1999–2000 and 2009–10



¹Includes dance that is taught as part of physical education programs, dance taught as part of music curricula, and dance activities and instruction that are integrated into other curriculum areas. Respondents could report more than one method of incorporating dance in their program of study.

²Includes drama/theatre that is taught as part of English/language arts curricula and drama/theatre activities and instruction that are integrated into other curriculum areas. Respondents could report more than one method of incorporating drama/theatre in their program of study.

NOTE: More detailed data are provided in supplemental tables 1, 12, 128, and 139 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. The 1999–2000 data presented in this figure may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10; and “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.



Students could receive dance and drama/theatre instruction in the context of other subject areas. In 2009–10, dance was incorporated into other subjects or curriculum areas in 61 percent of public elementary schools, and drama/theatre was incorporated into other subjects or curriculum areas in 53 percent of schools.

Characteristics of arts education programs

Arts specialists were employed to teach music and visual arts in most of the schools that offered the subjects in 2009–10. Ninety-one percent of elementary schools offering music instruction and 84 percent of the schools offering visual arts instruction employed arts specialists to teach the subjects (figure 2). In comparison, arts specialists were employed to teach dance in 57 percent of the schools that offered the subject, and arts specialists were employed to teach drama/theatre in 42 percent of the schools that offered the subject.

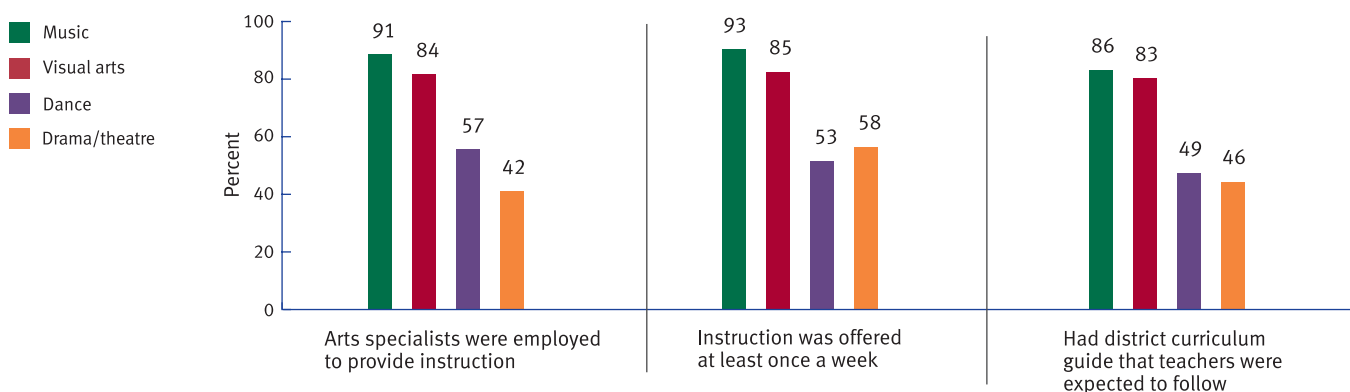
In 2009–10, most elementary schools that offered music and visual arts reported that they provided instruction at least once a week in these subjects. Weekly music instruction was reported in 93 percent of elementary schools

that offered the subject, and weekly visual arts instruction was reported in 85 percent of the schools that offered the subject. In comparison, 53 percent of the schools offering dance reported weekly instruction, and 58 percent of the schools offering drama/theatre reported weekly instruction in the subject.

Among elementary schools that offered music instruction in 2009–10, most (86 percent) reported that their district had a written curriculum guide in music that teachers were expected to follow. Most elementary schools (83 percent) that offered visual arts instruction also had district curriculum guides for the subject, while district curriculum guides were available in 49 percent of elementary schools offering dance and in 46 percent of the schools offering drama/theatre.

Figure 2

Among public elementary schools that offered instruction in various arts subjects, percent reporting the availability of arts specialists, the frequency of arts instruction, and the availability of district curriculum guides for arts subject areas: School year 2009–10

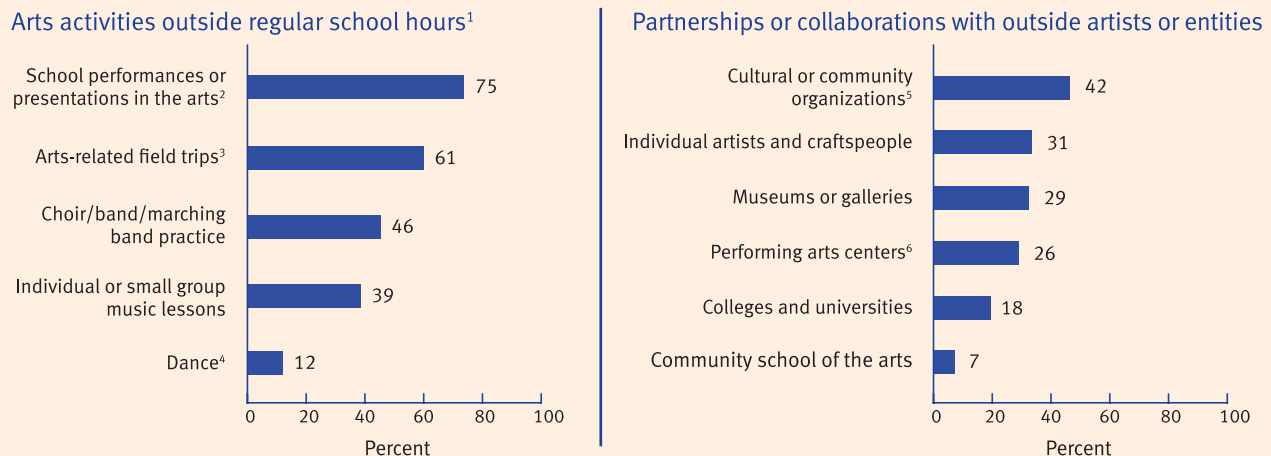


NOTE: Percents for each subject are based on the percentage of public elementary schools that reported instruction designated specifically for music (94 percent), visual arts (83 percent), dance (3 percent), and drama/theatre (4 percent) during regular school hours in the 2009–10 school year. More detailed data are provided in supplemental table 2 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10.

Figure 3

Percent of public elementary schools reporting that they provided or sponsored curriculum-guided activities in the arts outside of regular school hours in 2009–10 and percent reporting partnerships or collaborations with various outside artists or entities in 2008–09



¹Respondents were asked to consider activities held before or after school, on weekends, or during the summer only if the activities were guided by a curriculum. Extracurricular activities such as drama clubs were excluded.

²The questionnaire wording was "School performances or presentations in the arts (e.g., concerts, plays, art shows)."

³The questionnaire wording was "Arts-related field trips (e.g., school trips to concerts, plays, museums)."

⁴The questionnaire wording was "Dance (e.g., lessons, team)."

⁵The questionnaire wording was "Cultural or community organizations (e.g., community theatre, art councils)."

⁶The questionnaire wording was "Performing arts centers (e.g., concert halls)."

NOTE: More detailed data are provided in supplemental tables 15 and 23 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 2009," FRSS 100, 2009–10.

Arts education activities outside of regular school hours and school-community partnerships

In 2009–10, public elementary schools indicated whether they provided or sponsored each of five types of curriculum-guided arts instructional activities outside of regular school hours.⁷ The most commonly cited curriculum-based activities outside of regular school hours were school performances or presentations in the arts (75 percent) and arts-related field trips (61 percent) (figure 3). Smaller percentages of schools reported activities for choir/band/marching band practice (46 percent), individual or small group music lessons (39 percent), and dance activities such as lessons or team dance (12 percent).

Public elementary schools were asked whether they had partnerships or collaborations with various types of

artists or other entities to help meet the school's arts education goals in 2008–09. Forty-two percent of schools indicated that they had partnerships with cultural or community organizations. The percentage of schools that reported other types of partnerships or collaborations ranged from 31 percent for individual artists and craftspeople to 7 percent for the community school of the arts.

Teaching load

Elementary school music and visual arts specialists provided a wide range of information about their teaching responsibilities. The data on teaching schedules for arts education classes and student enrollment in those classes were used to calculate the average number of hours per week that music and visual arts specialists spent teaching arts classes, the average number of different classes taught (i.e., different groups of students),⁸ and the average number of students per class.

In the 2009–10 school year, most music specialists in public elementary schools taught the arts subject full time (88 percent), and most visual arts specialists taught the arts subject full time (83 percent) (table 1). On average, full-time music specialists spent 22 hours per week teaching 25 different classes with about 18 students per class. Full-time visual arts specialists in public elementary schools had similar teaching loads as their music counterparts, with full-time visual arts specialists spending an average of 22 hours per week teaching 24 different classes with about 22 students per class.

⁷Schools were asked to consider activities held before or after school, on weekends, or during the summer only if those activities were guided by a curriculum; thus, extracurricular activities such as drama clubs were not considered.

⁸Respondents were asked to report the total number of different groups or sections taught during their most recent full week of teaching. For example, if a music teacher taught chorus to three different groups or sections of first-graders and two groups or sections of second-graders, the teacher was instructed to report five sections or classes of chorus. If the teacher taught chorus to the same group of students multiple times a week, he or she was asked to count this class only once.

Elementary school music and visual arts specialists reported other information about their teaching responsibilities, including the number of schools at which they taught, the number of hours of planning or preparation time when students are in attendance, whether they taught classes on a block schedule, and whether they taught curriculum-based classes outside of regular school hours.

Of the full-time music and visual arts specialists, a higher percentage of music specialists than visual arts specialists taught at more than one school in 2009–10 (54 percent versus 43 percent). In addition, 42 percent of full-time music specialists and 46 percent of full-time visual arts specialists had more than 4 hours of planning time. Nine percent of full-time music specialists

and 7 percent of full-time visual arts specialists taught classes on a block schedule. Twenty-three percent of full-time music specialists taught curriculum-based music classes outside of regular school hours.

Table 1

Percent of public elementary school music and visual arts specialists who taught the arts subject full time, and of those teachers, percent reporting various indicators of teaching load: School year 2009–10

Teaching load indicator	Music specialists	Visual arts specialists
Percent of specialists who taught the arts subject full time	88	83
Of the specialists who taught the subject full time, percent reporting that they:		
Taught at more than one school	54	43
Taught on a block schedule ¹	9	7
Had more than 4 hours of planning time	42	46
Taught classes outside of regular school hours	23	—
Average number reported for:		
Hours spent per week teaching classes	22	22
Classes taught per week ²	25	24
Class size ³	18	22

— Not available. Data were not collected in the visual arts specialist survey.

¹Block schedule refers to a type of academic scheduling in which each student has fewer classes per day for a longer period of time; for example, block scheduling allows for class periods of an hour or more so that teachers can accomplish more in a class session.

²Respondents were asked to report the total number of different groups or sections taught during their most recent full week of teaching. For example, if a music specialist taught chorus to 3 different groups or sections of first-graders and 2 groups or sections of second-graders, the teacher was instructed to report 5 sections or classes of chorus. If the teacher taught chorus to the same group of students multiple times a week, he/she was asked to count this class only once.

³Respondents were asked to report the total number of students in the different classes taught. For example, if a music specialist taught 5 different groups or sections of chorus, each with 20 students enrolled, the teacher was instructed to report a total enrollment of 100 for chorus. Class size was computed by summing the weighted student enrollment in all classes taught by the arts specialists (including classes taught at the sampled school and other schools at which they taught) and dividing by the weighted number of classes taught.

NOTE: Averages were computed across all records in the survey and based on data that were weighted to national estimates. For example, the average number of classes taught by music teachers was computed by summing the weighted number of classes taught by all music teachers and dividing by the weighted number of music teachers in the study. More detailed data are provided in supplemental tables 25, 41, and 42 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; and “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10.

Table 2

Average class size for classes taught by public elementary school classroom teachers, percent of the teachers reporting that they included arts instruction in their classroom program, and of those teachers, percent reporting various ways of teaching arts subjects: School year 2009–10

Average class size	21
Percent of classroom teachers who:	
Included any arts instruction in classroom program	88
Taught music as a separate subject ¹	6
Taught visual arts as a separate subject ¹	14
Taught dance as a separate subject ¹	3
Taught drama/theatre as a separate subject ¹	8
Incorporated music in other subject areas ¹	92
Incorporated visual arts in other subject areas ¹	97
Incorporated dance in other subject areas ¹	53
Incorporated drama/theatre in other subject areas ¹	87

¹Based on the 88 percent of classroom teachers who included any arts instruction in their classroom program.

NOTE: More detailed data are provided in supplemental tables 47, 55, and 56 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Arts Survey of Elementary School Classroom Teachers,” FRSS 102C, 2009–10.

Teachers of self-contained classrooms were asked about the number of students enrolled in their self-contained classes and the various ways in which they taught or integrated arts subjects in their instructional program. In the 2009–10 school year, teachers of self-contained classrooms reported an average class size of 21 students (table 2). Most classroom teachers (88 percent) reported that they included

arts instruction in their classroom programs, which could mean teaching arts subjects as separate subjects or incorporating arts instruction into other subjects such as social studies or English language. Of the classroom teachers who included arts instruction in their instructional programs, 6 percent taught music as a separate subject, 14 percent taught visual arts as a separate subject, 3 percent taught dance as a

separate subject, and 8 percent taught drama/theatre as a separate subject. In addition, 92 percent of the classroom teachers reported that they incorporated music instruction in other subject areas, 97 percent incorporated visual arts instruction in other subject areas, 53 percent incorporated dance instruction in other subject areas, and 87 percent incorporated drama/theatre instruction in other subject areas.

Secondary Schools and Teachers

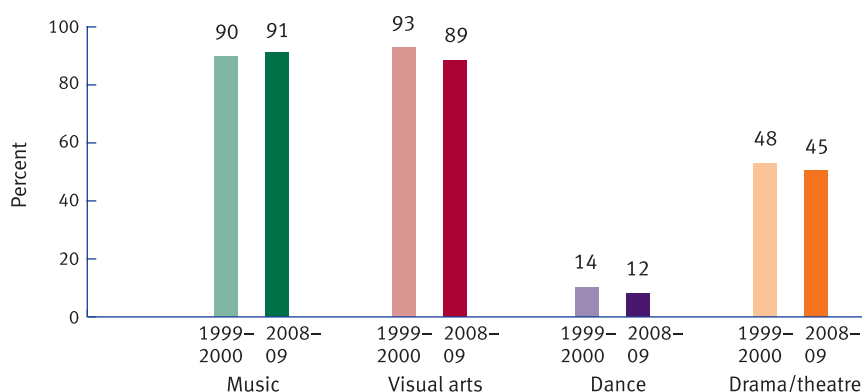
Indicators of arts education instruction and resources at the secondary school level are similar, but not identical, to those presented for elementary schools and teachers. These indicators include the availability of arts instruction, selected program characteristics, the number and types of staff members who provided arts instruction, the role of arts education in graduation requirements and the calculation of students' grade point averages, curriculum-based arts instructional activities outside of regular school hours, school-community partnerships, and the teaching responsibilities of arts specialists.

Availability of arts education

Most public secondary schools (91 percent) offered instruction in music in the 2008–09 school year (figure 4).⁹ Most public secondary schools (89 percent) also offered visual arts instruction, while dance was offered in 12 percent of the schools and drama/theatre was offered in 45 percent of public secondary schools in 2008–09. In the 1999–2000 school year, 90 percent of public secondary schools offered music, 93 percent offered visual arts, 14 percent offered dance, and 48 percent offered drama/theatre.

Figure 4

Percent of public secondary schools reporting whether various arts subjects were taught at the school: School years 1999–2000 and 2008–09



NOTE: The 2009–10 survey asked whether various arts subjects were taught in the previous school year, while the 1999–2000 survey asked whether various arts subjects were taught in the current school year. More detailed data are provided in supplemental tables 70 and 154 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. The 1999–2000 data presented in this figure may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10; and “Secondary School Arts Education Survey: Fall 1999,” FRSS 67S, 1999–2000.

⁹The secondary school survey asked about arts course offerings and arts instructors for the previous school year since the survey was mailed in early fall 2009, when some schools might not have been able to provide this information for the current school year.

Characteristics of arts education programs

Secondary school principals reported the number of courses that were offered during the 2008–09 school year. As with elementary schools, secondary schools were asked whether their district provided curriculum guides for arts instructors to follow and the primary space used for instruction in the various arts subjects during the 2009–10 school year.

Overall, 46 percent of the public secondary schools that provided music instruction and 40 percent of the schools that provided visual arts instruction reported that they offered five or more different courses in the subject in 2008–09 (figure 5). In comparison, 13 percent of public secondary schools that offered dance and 11 percent of the schools that



offered drama/theatre reported that they offered five or more different courses in these subjects.

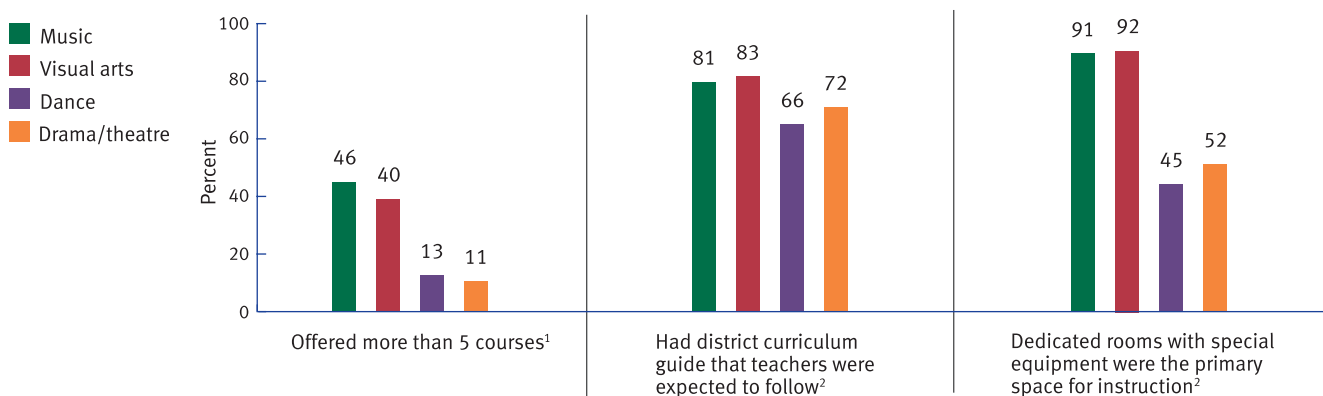
Most public secondary schools reported that their district had curriculum guides that teachers were expected to follow in 2009–10. Eighty-one percent of the schools that offered music and 83 percent of the schools that offered

visual arts reported the availability of district curriculum guides. District curriculum guides were also available for two-thirds (66 percent) of the schools that offered dance, and they were available for 72 percent of the schools that offered drama/theatre.

Dedicated rooms with special equipment were the primary space used for music instruction in 91 percent of public secondary schools that offered the subject, and they were the primary space for visual arts instruction in 92 percent of the schools that offered the subject in 2009–10. In comparison, 45 percent of the schools that offered dance and 52 percent of the schools that offered drama/theatre reported the use of dedicated rooms with special equipment as the primary space for instruction.

Figure 5

Among public secondary schools that offered instruction in various arts subjects, percent offering five or more different courses in 2008–09 and percent reporting district curriculum guides and dedicated rooms for instruction in 2009–10, by arts subject



¹Percents for each subject area are based on the percentage of public secondary schools that offered music (91 percent), visual arts (89 percent), dance (12 percent), and drama/theatre (45 percent) during regular school hours in the 2008–09 school year. The 2009–10 survey asked about course offerings in the previous school year and schools were instructed to count different sections of the same course as one course.

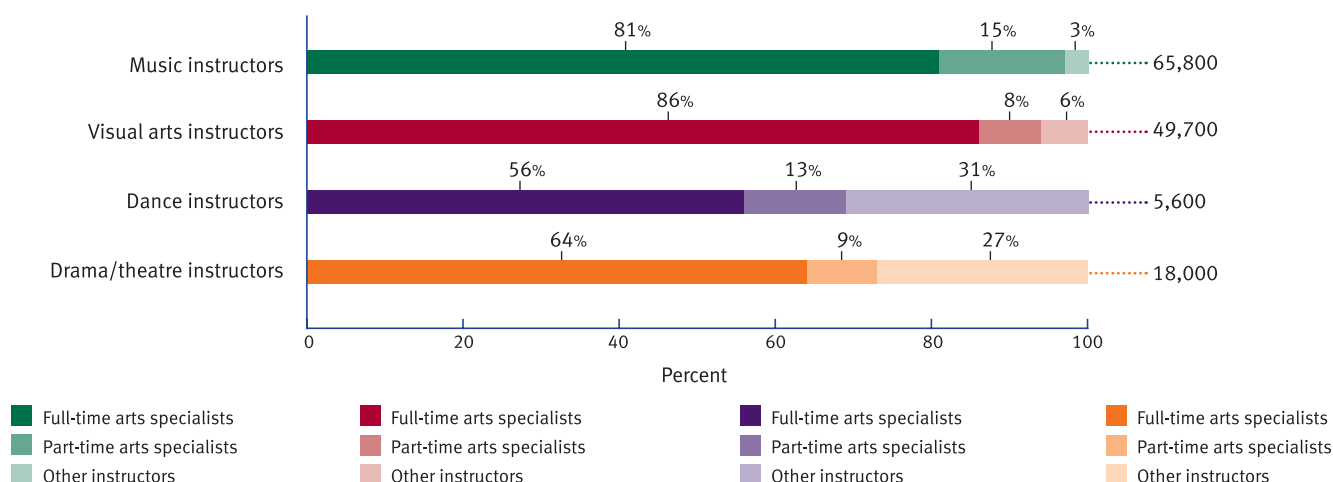
²Percents for each subject area are based on the percentage of public secondary schools that offered music (90 percent), visual arts (91 percent), dance (16 percent), and drama/theatre (46 percent) during regular school hours in the 2009–10 school year. The 2009–10 survey asked about curriculum guides and the primary space used for arts instruction in the current school year.

NOTE: More detailed data are provided in supplemental tables 71 and 74 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. The percentage of schools offering the arts subject in 2009–10 school year was inferred from the “not applicable” response to questions about curriculum guides and space used for instruction in the current school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Figure 6

Among public secondary schools that offered instruction in various arts subjects, number and percentage distribution of teachers on staff reported as arts instructors who taught various arts subjects, by teaching status: School year 2008–09



NOTE: Percents for each subject area are based on the percentage of public secondary schools that offered music (91 percent), visual arts (89 percent), dance (12 percent), and drama/theatre (45 percent) during regular school hours in the 2008–09 school year. The 2009–10 survey asked about arts instructors in the previous school year. More detailed data are provided in supplemental table 73 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. Detail may not sum to totals because of rounding. The percentage of schools offering the arts subject in 2009–10 school year was inferred from the “not applicable” response to questions about curriculum guides and space used for instruction in the current school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Arts education instructors

Public secondary schools provided counts of their 2008–09 staff who taught courses in the various arts subjects, including counts for full- and part-time arts specialists.¹⁰ Public secondary schools reported an estimated 65,800 staff members who provided music instruction in 2008–09 (figure 6). Of these instructors, 97 percent were reported as arts specialists; 81 percent taught the subject full time and 15 percent taught it part time.

Of the estimated 49,700 visual arts instructors reported, 94 percent were arts specialists (86 percent full time and 8 percent part time). In comparison, 69 percent of the 5,600 dance instructors reported by secondary schools were arts specialists (56 percent full time and 13 percent part time), and 73 percent of the 18,000 drama/theatre instructors were arts specialists (64 percent full time and 9 percent part time).

Graduation requirements and the calculation of grade point averages

Secondary schools were asked whether coursework in the arts was a specific requirement for graduation in 1999–2000 and 2009–10. Fifty-seven percent of public secondary schools indicated that coursework in the arts was a specific requirement for graduation in the 2009–10 school year, and 52 percent reported this coursework requirement in 1999–2000. Of the secondary schools that reported arts coursework requirement for graduation in the 2009–10 school year, 70 percent indicated that exactly one arts course credit was required for graduation (table 3).

In both school years, secondary schools were also asked if students’ grades in arts classes were included in the calculation of grade point averages (GPAs). Students’ grades in arts classes were used by most secondary schools in the calculation of GPAs in 1999–2000 and 2009–10 (91 percent and 89 percent, respectively).



Among secondary schools that used students’ grades in arts classes to calculate their GPAs, 94 percent of the schools in 1999–2000 and 96 percent of the schools in 2009–10 reported that students’ grades in arts education classes received the same weight as grades in other academic subjects.

¹⁰The numbers of teachers for the various arts subjects are based on data provided by schools and weighted to national estimates. Secondary school principals were asked to report the number of teachers on the 2008–09 staff who taught the arts subjects on a full- or part-time basis and the number of instructors who were arts specialists.

Table 3

Percent of public secondary schools reporting arts coursework requirements for graduation and the inclusion of grades in arts classes in the calculation of grade point averages: School years 1999–2000 and 2009–10

Graduation requirements and grade point averages (GPAs)	1999–2000	2009–10
Coursework in arts was a specific requirement for graduation	52	57
Number of credits required¹		
1 credit	69	70
2 credits	16	15
More than 2 credits	15	15
Grades in arts classes were included in the calculation of students' GPA	91	89
Grades received the same weight as grades in other academic subjects²	94	96

¹Percents are based on the percentage of public secondary schools indicating that coursework in arts was a specific requirement for graduation (52 percent in 1999–2000 and 57 percent in 2009–10).

²Percents are based on the percentage of public secondary schools indicating that grades in arts classes were included in the calculation of students' GPAs (91 percent in 1999–2000 and 89 percent in 2009–10).

NOTE: More detailed data are provided in supplemental tables 85 and 165 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 2009," FRSS 101, 2009–10; and "Secondary School Arts Education Survey: Fall 1999," FRSS 675, 1999–2000.

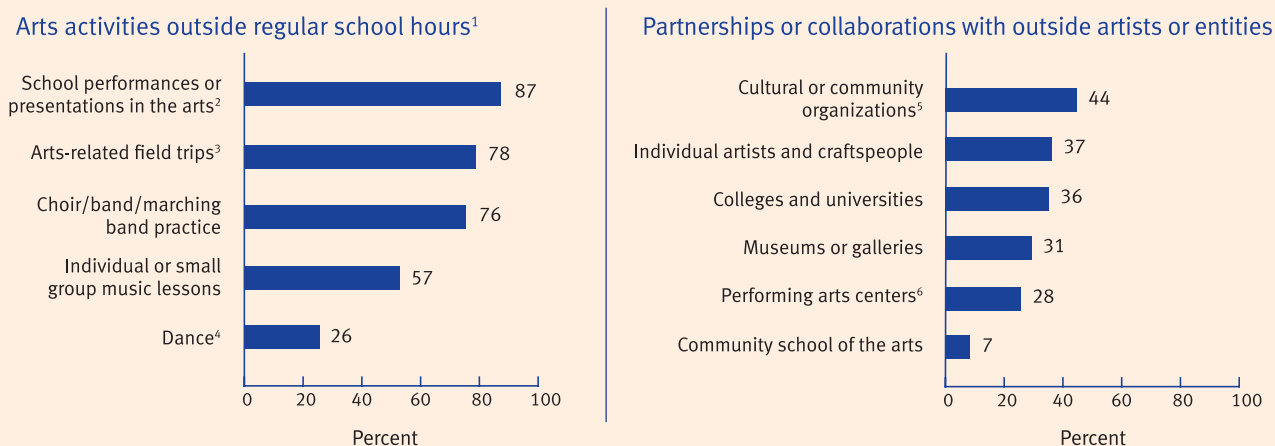
Arts education activities outside of regular school hours and school-community partnerships

As with public elementary schools, secondary schools reported various types of curriculum-guided arts instructional activities outside of regular school hours in 2009–10 (figure 7). The most commonly cited activities outside of regular school hours were school performances or presentations in the arts (87 percent), arts-related field trips (78 percent), and choir/band/ marching band practice (76 percent).

Public secondary schools also reported various partnerships or collaborations with outside artists or entities in 2008–09 to help meet the school's arts education goals. The percentage of secondary schools that reported such partnerships or collaborations ranged from 44 percent for cultural or community organizations to 7 percent for the community school of the arts.

Figure 7

Percent of public secondary schools reporting that they provided or sponsored curriculum-guided instructional activities in the arts outside of regular school hours in 2009–10 and percent reporting partnerships or collaborations with various outside artists or entities in 2008–09



¹Respondents were asked to consider activities held before or after school, on weekends, or during the summer only if the activities were guided by a curriculum. Extracurricular activities such as drama clubs were excluded.

²The questionnaire wording was "School performances or presentations in the arts (e.g., concerts, plays, art shows)."

³The questionnaire wording was "Arts-related field trips (e.g., school trips to concerts, plays, museums)."

⁴The questionnaire wording was "Dance (e.g., lessons, team)."

⁵The questionnaire wording was "Cultural or community organizations (e.g., community theatre, art councils)."

⁶The questionnaire wording was "Performing arts centers (e.g., concert halls)."

NOTE: More detailed data are provided in supplemental tables 81 and 90 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 2009," FRSS 101, 2009–10.

Teaching load

Secondary school music and visual arts specialists were asked similar questions as their elementary school counterparts about teaching responsibilities, including whether they taught the arts subject full time or part time, the number of hours taught per week, and the number of different classes (or groups of students) taught per week.

In 2009–10, most music and visual arts specialists in public secondary schools reported that they taught the arts subject full time (93 percent and 89 percent, respectively) (table 4). On average, full-time music specialists spent 22 hours per week teaching 8 different classes with about 24 students per class. Full-time visual arts specialists spent 23 hours per week teaching 7 different classes with about 22 students per class.

Secondary school music and visual arts specialists reported other teaching responsibilities, including the number of hours of planning or preparation time, the number of schools at which they taught, whether they taught classes on a block schedule, and whether they taught curriculum-based classes outside of regular school hours. In 2009–10, a higher percentage of full-time music specialists than full-time visual arts specialists reported that they taught at more than one school (46 percent versus 12 percent). In addition, 36 percent of full-time music specialists compared with 4 percent of full-time visual arts specialists taught classes outside of regular school hours. These classes do not include extracurricular activities such as music or art clubs.



Table 4

Percent of public secondary school music and visual arts specialists who taught the arts subject full time, and of those teachers, percent reporting various indicators of teaching load: School year 2009–10

Teaching load indicator	Music specialists	Visual arts specialists
Percent of teachers who taught the arts subject full time	93	89
Of the teachers who taught the subject full time, percent reporting that they:		
Taught at more than one school	46	12
Taught on a block schedule ¹	26	29
Had more than 4 hours of planning time	62	64
Taught classes outside of regular school hours	36	4
Average number reported for:		
Hours spent per week teaching classes	22	23
Classes taught per week ²	8	7
Class size ³	24	22

¹Block schedule refers to a type of academic scheduling in which each student has fewer classes per day for a longer period of time; for example, block scheduling allows for class periods of an hour or more so that teachers can accomplish more in a class session.

²Respondents were asked to report the total number of different groups or sections taught during their most recent full week of teaching. For example, if a music specialist taught chorus to 3 different groups of students, the teacher was instructed to report a total of 3 sections of chorus. If the teacher taught chorus to the same group of students multiple times a week, he/she was asked to count this class only once.

³Respondents were asked to report the total number of students in the different classes taught. For example, if a music specialist taught 3 different groups or sections of chorus, each with 20 students enrolled, the teacher was instructed to report a total enrollment of 60 for chorus. Class size was computed by summing the weighted student enrollment in all classes taught by the arts specialists (including classes taught at the sampled school and other schools at which they taught) and dividing by the weighted number of classes taught.

NOTE: Averages were computed across all records in the survey and based on data that were weighted to national estimates. For example, the average number of classes taught by music teachers was computed by summing the weighted number of classes taught by all music teachers and dividing by the weighted number of music teachers in the study. More detailed data are provided in supplemental tables 92, 105, and 106 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

A Closer Look at Music Education

The indicators of music education in this section of the report are based on data collected from school principals and music specialists at the elementary and secondary school levels.

Elementary Schools and Teachers

In the 2009–10 and 1999–2000 school years, elementary school principals were asked a wide range of questions on the prevalence and characteristics of music education programs. Principals in the 2009–10 study were also asked whether the school or district provided teacher professional development activities in

music during the 12 months preceding the study. In both years, elementary school music specialists were asked about their professional development activities, teaching responsibilities, the integration of music and other subject areas, and the use of formal assessments of students' progress and achievements.

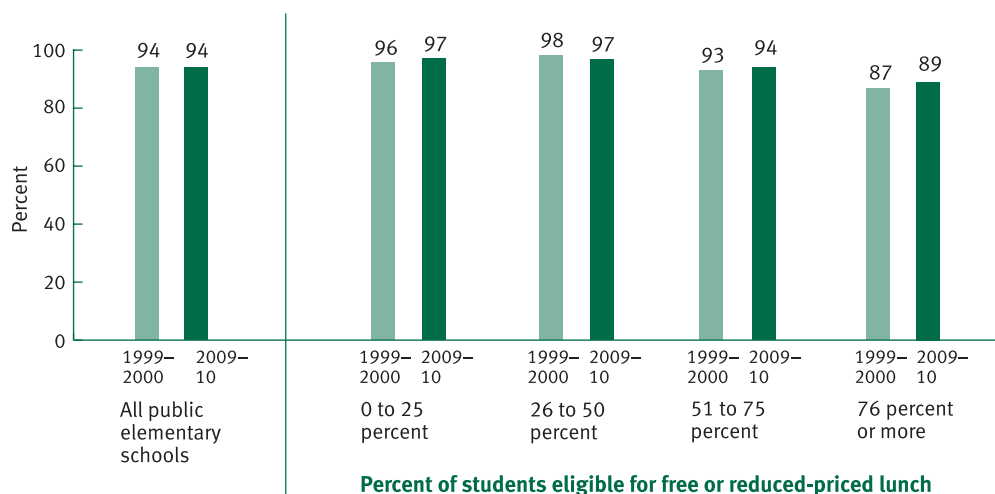
Indicator 1: Availability of Music Education

Music was almost universally available in the nation's public elementary schools (figure 8). In both the 1999–2000 and 2009–10 school years, 94 percent of elementary schools offered instruction that was designated specifically for music during regular school hours. In both years, whether a school offered music instruction varied

by its concentration of poverty, measured by the percentage of students eligible for free or reduced-price lunch. For example, in 2009–10, music instruction was offered in 89 percent of elementary schools with the highest poverty concentration compared with 97 percent for schools with the two lowest categories of poverty concentration.

Figure 8

Percent of public elementary schools reporting instruction designated specifically for music, by percent of students eligible for free or reduced-price lunch: School years 1999–2000 and 2009–10



NOTE: More detailed data are provided in supplemental tables 1 and 128 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. The 1999–2000 data presented in this figure may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 2009," FRSS 100, 2009–10; and "Elementary School Arts Education Survey: Fall 1999," FRSS 67E, 1999–2000.

Indicator 2: Characteristics of Music Education Programs

Schools that offered music instruction also reported on several program characteristics, including the frequency of instruction, the space used for instruction, types of arts instructors employed to teach music, and the availability of district curriculum guides.

In 2009–10, almost all public elementary schools offered music instruction on a weekly basis and throughout the entire school year. Of the schools that offered music, 93 percent reported that a typical student received instruction in the subject at least once a week, and 93 percent offered the subject the entire school year (table 5). The percentage of schools that offered music throughout the entire 2009–10 school year differed by

poverty concentration at the school. Among schools that offered music, 89 percent of schools with the highest poverty concentration offered music during the entire school year compared with 93 to 96 percent of schools with the lower concentrations of poverty.

Among public elementary schools offering music in 2009–10, about three-fourths (77 percent) indicated that dedicated rooms with special equipment were the primary space for instruction. This represented an increase from 1999–2000, when 67 percent of the schools offering music reported the use of dedicated rooms with special equipment for instruction.

In 1999–2000 and 2009–10, the percentage of schools that provided music instruction in dedicated rooms with special equipment differed by poverty concentration at the school. For example, of the schools that offered music in 2009–10, dedicated rooms with special equipment were reported by 65 percent of the schools with the highest poverty concentration and 76 to 84 percent of schools with lower concentrations of poverty.

Table 5

Among public elementary schools that offered instruction in music, percent reporting selected program characteristics for music, by percent of students eligible for free or reduced-price lunch: School years 1999–2000 and 2009–10

School characteristic	Instruction was available at least once a week		Instruction was offered throughout the entire school year		Dedicated rooms with special equipment were the primary space for instruction		Arts specialists were available to teach music		Had district curriculum guide that teachers were expected to follow	
	1999–2000 ¹	2009–10 ²	1999–2000 ¹	2009–10 ²	1999–2000 ¹	2009–10 ²	1999–2000 ¹	2009–10 ²	1999–2000 ¹	2009–10 ²
All public elementary schools	93	93	93	93	67	77	89	91	81	86
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	93	95	94	96	72	82	89	98	87	89
26 to 50 percent	95	96	95	93	69	84	92	93	84	89
51 to 75 percent	92	88	91	95	69	76	82	90	76	82
76 percent or more	89	93	89	89	50	65	89	85	73	86

¹Percents are based on the 94 percent of public elementary schools that reported instruction designated specifically for music during regular school hours in the 1999–2000 school year.

²Percents are based on the 94 percent of public elementary schools that reported instruction designated specifically for music during regular school hours in the 2009–10 school year.

NOTE: More detailed data are provided in supplemental tables 3, 4, 5, 6, 7, 130, 131, 132, 133, and 134 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. The 1999–2000 data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10; and “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

Among elementary schools that offered music, 91 percent employed arts specialists to teach the subject in 2009–10, and 89 percent employed arts specialists to teach the subject in 1999–2000. Among schools that offered music in 2009–10, arts specialists were employed to teach the subject in 85 percent of the schools with the highest poverty concentration compared with 93 percent and 98 percent of schools that had the two lowest categories of poverty concentration. In 2009–10 and 1999–2000, most public elementary schools that offered music reported that their district had a written curriculum guide for music that teachers were expected to follow (86 percent and 81 percent, respectively).

Indicator 3: Music Professional Development for Teachers

In the 2009–10 study, elementary school principals indicated whether their school or district offered professional development in music through workshops and in-school or off-site seminars during the 12 months preceding the study. Overall, 61 percent of schools reported that the school or district offered at least one type of music professional development program (figure 9). The percentage of schools reporting specific types of music professional development that were offered by the school or district ranged from 25 percent for in-school seminars or conferences to 47 percent for off-site seminars or conferences.

In both the 1999–2000 and 2009–10 surveys, elementary school music specialists were asked about their participation in professional development activities designated for music specialists during the 12 months preceding the study. Teachers who participated in professional development activities also reported the perceived impact of participation on their teaching.



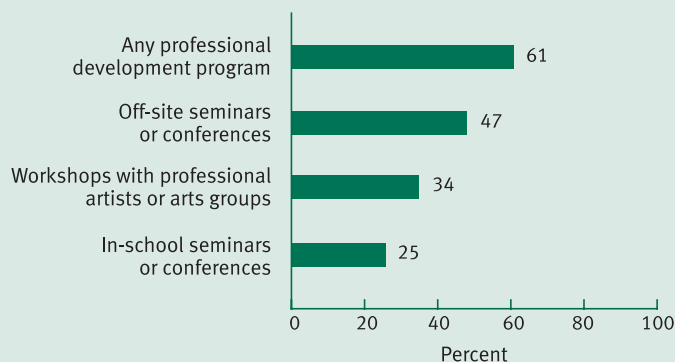
In 2009–10, the two most frequently attended professional development sessions for music specialists focused on connecting music learning with other subject areas and integrating educational technologies into music instruction; 64 percent of elementary music specialists reported that they participated in professional development in each of these content areas (table 6). The percentage of music specialists who participated in professional development in other music areas ranged from 32 percent for applied study in improvising, arranging, or composing music to 48 percent for developing knowledge about music.

In 1999–2000, the areas of professional development with the highest rates of participation were connecting music learning with other subject areas (72 percent), integrating educational technologies into music instruction (65 percent), and developing knowledge about music (61 percent).

For each content area in which music specialists had professional development in 2009–10, a majority of the participants reported that the activity improved their teaching to a moderate or great extent. For example, the percentage of music specialists who believed that participation improved their teaching to a moderate or great extent ranged from 66 percent each for training on integrating educational technologies into music instruction and research on arts and student learning to 75 percent for training on applied study in performing music.

Figure 9

Percent of public elementary schools reporting that the school or district offered music professional development programs for teachers: School year 2009–10



NOTE: More detailed data are provided in supplemental table 24 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 2009," FRSS 100, 2009–10.

Table 6

Percent of public elementary school music specialists reporting that they participated in various professional development activities, and of those teachers, percent reporting that participation improved their teaching to a moderate or great extent: School years 1999–2000 and 2009–10

Professional development activity	Participated in activity		Participation improved teaching to a moderate or great extent ¹	
	1999–2000	2009–10	1999–2000	2009–10
Applied study in performing music	49	43	74	75
Applied study in improvising, arranging, or composing music	31	32	64	70
Developing knowledge about music (e.g., historical, cultural, analytical)	61	48	72	69
Connecting music learning with other subject areas	72	64	68	67
Integrating educational technologies into music instruction	65	64	55	66
Research on arts and student learning (e.g., arts and cognition)	—	43	—	66

—Not available. Data were not collected in 1999–2000 study.

¹Percents are based on the percentage of teachers who participated in each professional development activity.

NOTE: More detailed data are provided in supplemental tables 31, 38, and 147 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. The 1999–2000 data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; and “Survey of Elementary School Music Specialists,” FRSS 77M, 1999–2000.

Indicator 4: Teaching Load for Music Specialists

Elementary music specialists provided information about their teaching responsibilities, including whether they taught music full time or part time, the number of hours taught per week, and the number of different classes (or groups of students) taught per week. This information was used to calculate the average number of hours spent per week teaching music classes, the average number of different classes taught (i.e., different groups of students), and the average number of students per class. On average, full-time music specialists spent 22 hours per week teaching 25 different classes with about 18 students per class (table 7).

Music specialists also reported other areas of teaching responsibilities. About half (54 percent) of full-time music specialists taught at more than one school in 2009–10. Whether full-time music specialists taught at multiple schools differed by poverty concentration at the school. The

percentage of full-time music specialists in schools with the highest poverty concentration who reported teaching at more than one school was 47 percent compared to 61 percent of full-time music specialists in schools with the lowest poverty concentration.

Forty-two percent of music specialists had more than 4 hours of planning or preparation time while students were in attendance, and 9 percent of the teachers indicated that they taught music on a block schedule in 2009–10. About one-fourth (23 percent) of full-time music specialists reported that they regularly taught curriculum-based music classes outside of regular school hours. These classes did not include extracurricular activities such as drama or music clubs.



Table 7

Percent of public elementary school music specialists who taught music full time, and of those teachers, percent reporting various indicators of teaching load, by percent of students eligible for free or reduced-price lunch: School year 2009–10

School characteristic	Taught music full time	Among specialists who taught music full time, percent reporting that they:				Among specialists who taught music full time, average number reported for:		
		Taught at more than one school	Taught on a block schedule ¹	Had more than 4 hours of planning time	Taught classes outside of school hours	Hours per week spent teaching classes	Classes taught per week ²	Class size ³
All public elementary school music specialists	88	54	9	42	23	22	25	18
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	85	61	8	43	24	22	27	16
26 to 50 percent	88	54	10	44	20	21	23	19
51 to 75 percent	90	51	12	40	25	22	24	20
76 percent or more	93	47	7	40	25	22	25	18

¹Block schedule refers to a type of academic scheduling in which each student has fewer classes per day for a longer period of time; for example, block scheduling allows for class periods of an hour or more so that teachers can accomplish more in a class session.

²Respondents were asked to report the total number of different groups or sections taught during their most recent full week of teaching. For example, if a music specialist taught chorus to 3 different groups or sections of first-graders and 2 groups or sections of second-graders, the teacher was instructed to report 5 sections or classes of chorus. If the teacher taught chorus to the same group of students multiple times a week, he/she was asked to count this class only once.

³Respondents were asked to report the total number of students in the different classes taught. For example, if a music specialist taught 5 different groups or sections of chorus, each with 20 students enrolled, the teacher was instructed to report a total enrollment of 100 for chorus. Class size was computed by summing the weighted student enrollment in all classes taught by the arts specialists (including classes taught at the sampled school and other schools at which they taught) and dividing by the weighted number of classes taught.

NOTE: Averages were computed across all records in the survey and based on data that were weighted to national estimates. For example, the average number of classes taught by music teachers was computed by summing the weighted number of classes taught by all music teachers and dividing by the weighted number of music teachers in the study. More detailed data are provided in supplemental tables 25, 41, 43, 44, 45, and 46 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10.

Indicator 5: Integration of Music and Other Subject Areas

Music specialists were asked about activities that focused on the integration of music and other subject areas, including ways in which they collaborated with colleagues during the 12 months preceding the study. Sixty-two percent of music specialists reported that they consulted with other teachers to integrate another subject into a music lesson or unit of study taught by music specialists, and 52 percent consulted with classroom teachers for integrating music into a lesson or unit of study that was taught by the

classroom teacher (table 8). Smaller percentages collaborated with other teachers on designing and teaching an interdisciplinary lesson or unit of study that includes music (36 percent) or had a common planning period with regular classroom teachers (26 percent).

The percentage of music specialists who consulted with classroom teachers for integrating music into a lesson or unit of study that the classroom teacher teaches differed by poverty concentration at the school. This type of collaboration

was reported by 59 percent of music specialists in schools with the highest level of poverty concentration compared with 45 percent and 48 percent of music specialists in schools with the two lowest concentrations of poverty.

Elementary music specialists were also asked whether their music instructional program was integrated with other subject areas. In 2009–10, about half (49 percent) of the music specialists indicated that their instructional program was integrated with other

Table 8

Percent of public elementary school music specialists reporting that they participated in various activities that focused on the integration of music with other subjects, by percent of students eligible for free or reduced-price lunch: School year 2009–10

School characteristic	Common planning period with regular classroom teachers	Consulting with classroom teachers to help them integrate music into a lesson or unit of study taught by the classroom teacher	Consulting with other teachers to integrate another subject into a music lesson or unit of study taught by the music specialist	Collaborating with other teachers on designing and teaching an interdisciplinary lesson or unit of study that includes music	Integrated music instructional program with other arts subjects	Integrated music instructional program with other academic subjects
All public elementary school music specialists	26	52	62	36	49	54
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	27	45	60	37	46	49
26 to 50 percent	23	48	59	36	42	46
51 to 75 percent	25	56	65	34	52	62
76 percent or more	30	59	65	37	60	62

NOTE: More detailed data are provided in supplemental tables 52 and 60 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10.

arts subjects, and 54 percent reported that their instructional program was integrated with other academic subjects. The percentage of music specialists who reported integrated curricula differed by poverty concentration at the school. For example, 60 percent of music specialists in schools with the highest level of poverty concentration indicated that their music instructional program was integrated with other arts subjects, while 46 percent and 42 percent of music specialists in schools with the two lowest concentrations of poverty reported this type of curriculum.



Indicator 6: Student Assessment in Music

In response to the question of whether they conducted any formal assessment of their students’ progress and achievements, 95 percent of music specialists indicated that they used formal assessments in 2009–10 and 91 percent reported the use of formal assessments in 1999–2000 (not shown in tables or figures).

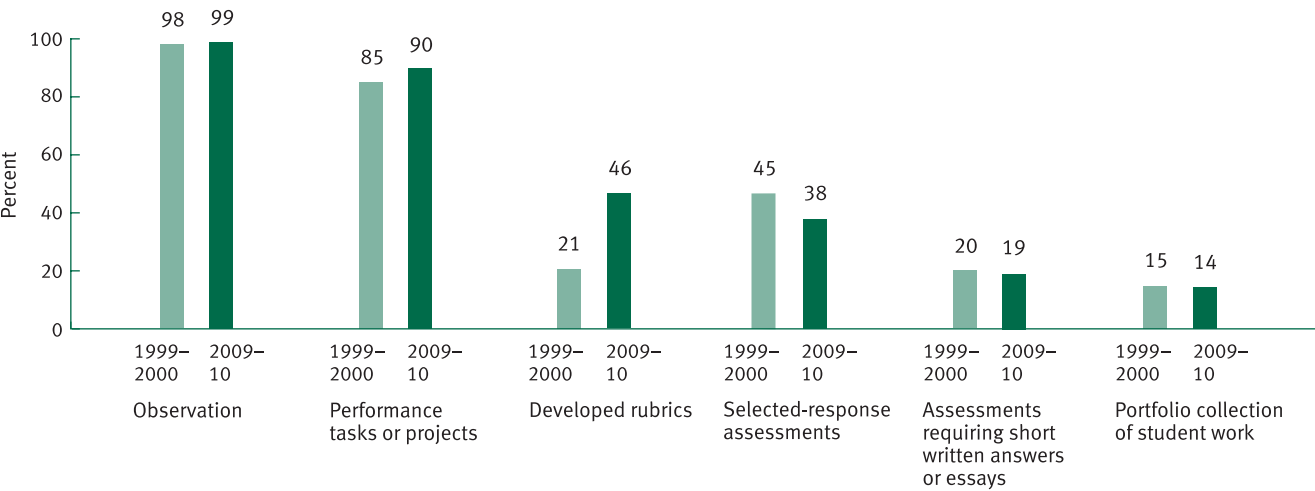
Music specialists who used any formal assessment reported whether they used each of six types of assessments. In 1999–2000 and 2009–10, the two most frequently cited types of assessment were observation and performance



tasks or projects. For example, in 2009–10 among music specialists that used any type of formal assessment, almost all (99 percent) reported the use of observation to a moderate or great extent, and 90 percent used performance tasks or projects to a moderate or great extent (figure 10). The percentage of music specialists that used developed rubrics to a moderate or great extent was higher in 2009–10 than 1999–2000 (46 versus 21 percent), while the percentage that used selected-response assessments was lower in 2009–10 than 1999–2000 (38 versus 45 percent).

Figure 10

Among public elementary school music specialists who used any formal assessment to determine student progress and achievement in the arts, percent reporting that they used various types of assessment to a moderate or great extent: School years 1999–2000 and 2009–10



NOTE: Percents are based on the percentage of music specialists who used any formal assessment in 1999–2000 (91 percent) and 2009–10 (95 percent). More detailed data are provided in supplemental tables 65 and 152 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. The 1999–2000 data presented in this figure may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; and “Survey of Elementary School Music Specialists,” FRSS 77M, 1999–2000.

Secondary Schools and Teachers

Secondary schools were asked about the prevalence of music instruction in the 2008–09 school year (i.e., the year prior to the study) and the number and types of 2008–09 staff members who provided such instruction.¹¹ Secondary schools were also asked about other characteristics of their music programs in the 2009–10 school year, and whether the school or district provided professional development in music during the 12 months preceding the study.

Secondary school music specialists were asked the same kinds of questions as their elementary counterparts, including items related to professional development activities in various content areas, teaching responsibilities, the integration of music and other subject areas, and the use of formal assessments of students' progress and achievements.



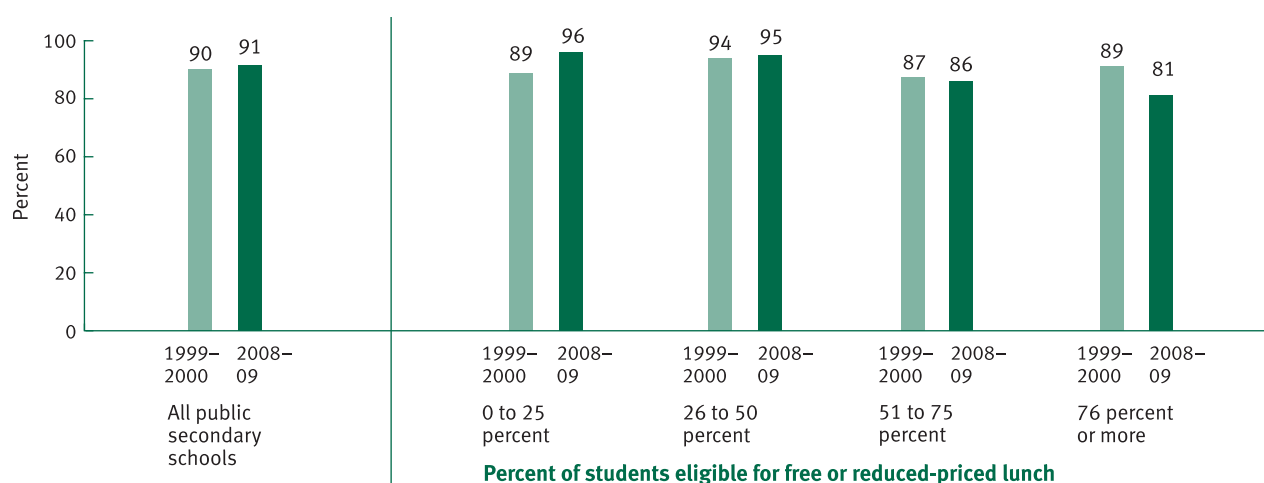
Indicator 7: Availability of Music Education

Music instruction was available in almost all public secondary schools. Ninety-one percent of the schools reported that music was offered in 2008–09, and 90 percent reported that the subject was offered in 1999–2000 (figure 11). The percentage of

secondary public schools that offered music differed by the school's poverty concentration; 81 percent of the schools with the highest level of poverty concentration offered the subject compared with 95 percent and 96 percent of schools with the two lowest categories of poverty concentration.

Figure 11

Percent of public secondary schools reporting instruction in music, by percent of students eligible for free or reduced-price lunch: School years 1999–2000 and 2008–09



NOTE: The 2009–10 survey asked whether music was taught during regular school hours in the previous school year while the 1999–2000 survey asked whether music was taught during regular school hours in the current school year. More detailed data are provided in supplemental tables 70 and 154 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. The 1999–2000 data presented in this figure may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10; and “Secondary School Arts Education Survey: Fall 1999,” FRSS 67S, 1999–2000.

¹¹The secondary school survey asked about arts course offerings and arts instructors for the previous school year since the survey was mailed in early fall 2009, when some schools might not have been able to provide this information for the current school year.

Indicator 8: Characteristics of Music Education



Public secondary schools that offered music were asked about the number of courses offered and the number of staff members, including the number of arts specialists, who were available to teach those courses in 2008–09. Secondary schools reported an estimated 65,800 members of staff who provided music instruction in 2008–09 (table 9). Arts specialists accounted for almost all of these instructors (97 percent). The 3 percent of other music instructors could range from classroom teachers to artists-in-residence and volunteers.

Of the secondary schools that offered music in the 2008–09 school year, 46 percent reported that they offered five or more music courses. The percentage of schools offering five or more music courses differed by poverty concentration at the school. In secondary schools that offered music, 35 percent of schools with the highest poverty concentration offered five or more music courses compared with 62 percent of schools with the lowest poverty concentration.

Secondary schools were also asked about other characteristics of their music program. Among the schools that offered music in the 2009–10 school year, most (81 percent) reported that their district had a written curriculum guide for music that teachers were expected to follow. The availability of a written curriculum guide for music differed by poverty concentration at

the school. In secondary schools that offered music, 74 percent of schools with the highest poverty concentration had a music curriculum guide compared with 86 percent of schools with the lowest poverty concentration.

Of the schools that provided music instruction during the 2009–10 year, most (91 percent) reported that the subject was primarily taught in dedicated rooms with special equipment. The use of dedicated rooms with special equipment for music instruction differed by poverty concentration at the school. In secondary schools that offered music, 86 percent of schools with the highest poverty concentration reported the use of dedicated rooms with special equipment compared with 94 percent of schools with the lowest poverty concentration.

Table 9

Among public secondary schools that offered music instruction, number of music instructors reported by schools and percent that were arts specialists in 2008–09, percent of schools reporting the number of courses offered in 2008–09, and percent reporting district curriculum guides and dedicated rooms for instruction in 2009–10, by percent of students eligible for free or reduced-price lunch

School characteristic	Number and percent of music instructors reported by schools ¹		Percent of secondary schools reporting selected characteristics of music program		
	Number of music instructors	Percent of music instructors who were arts specialists	Schools offered 5 or more courses ¹	Had district curriculum guide that teachers were expected to follow ²	Dedicated rooms with special equipment were the primary space for instruction ²
All public secondary schools	65,800	97	46	81	91
Percent of students eligible for free or reduced-price lunch					
0 to 25 percent	21,500	96	62	86	94
26 to 50 percent	23,200	98	43	83	90
51 to 75 percent	14,500	97	41	78	89
76 percent or more	6,600	96	35	74	86

¹Percents are based on the 91 percent of public secondary schools that offered music during regular school hours in 2008–09 because the 2009–10 survey asked about course offerings and music instructors in the previous school year. Schools were instructed to count different sections of the same course as one course.

²Percents are based on the 90 percent of public secondary schools that offered music during regular school hours in 2009–10 because the 2009–10 survey asked about curriculum guides and the primary space used for music instruction in the current school year.

NOTE: More detailed data are provided in supplemental tables 71, 73, 75, and 76 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. The percent of schools offering the arts subject in 2009–10 school year was inferred from the “not applicable” response to questions about curriculum guides and space used for instruction in the current school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Indicator 9: Music Professional Development for Teachers

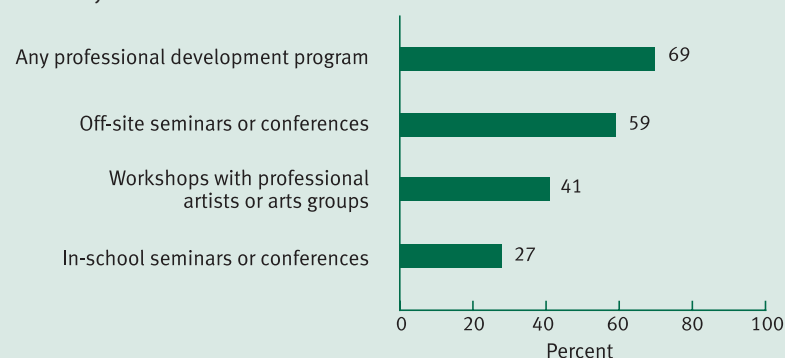
In 2009–10, a majority of secondary schools (69 percent) reported that music professional development was available to their teachers during the 12 months preceding the study (figure 12). This training was offered through off-site seminars or conferences (59 percent), workshops with professional artists or arts groups (41 percent), and in-school seminars or conferences (27 percent).

In 2009–10, music specialists in secondary schools were asked about their participation in various professional development activities that were designated for music specialists during the 12 months preceding the study. As with elementary music specialists, secondary school music specialists cited integrating education technologies into music instruction and connecting music learning with other subject areas as the two most frequently attended professional development sessions for music specialists in the 12 months preceding the study (64 percent and 57 percent, respectively) (table 10).

Music specialists who participated in professional development in a content area were asked about the perceived impact of such participation on their teaching. The content area for which participants attributed the most improvement was applied study in performing music, with 82 percent of secondary music specialists reporting that participation in this area of professional development improved their teaching to a moderate or great extent. For each of the other content areas in which secondary music specialists reported professional development in 2009–10, a majority of the participants reported that the activity improved their teaching to a moderate or great extent, ranging from 58 percent to 69 percent.

Figure 12

Percent of public secondary schools reporting that the school or district offered music professional development programs for teachers: School year 2009–10



NOTE: More detailed data are provided in supplemental table 91 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 2009," FRSS 101, 2009–10.

Table 10

Percent of public secondary school music specialists reporting that they participated in various professional development activities, and of those teachers, percent reporting that participation improved their teaching to a moderate or great extent: School year 2009–10

Area of professional development	Received professional development	Participation improved teaching to a moderate or great extent ¹
Applied study in performing music	48	82
Applied study in improvising, arranging, or composing music	28	61
Developing knowledge about music (e.g., historical, cultural, analytical)	49	69
Connecting music learning with other subject areas	57	58
Integrating educational technologies into music instruction	64	65
Research on arts and student learning (e.g., arts and cognition)	44	64

¹Percents are based on the percentage of teachers who participated in each professional development activity.

NOTE: More detailed data are provided in supplemental tables 98 and 103 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Secondary School Music Specialists," FRSS 103M, 2009–10.

Indicator 10: Teaching Load for Music Specialists

Secondary music specialists provided the same types of information about teaching responsibilities as their elementary school counterparts. In addition to indicating whether they taught music full time or part time, the teachers reported the number of hours taught per week and the number of different classes (or groups of students) taught per week. This information was used to calculate the average number of hours spent per week teaching music classes, the average number of different classes taught (i.e., different groups of students), and the average number of students per class. Full-time secondary school music specialists reported that they spent, on average, 22 hours per

week teaching 8 different classes with about 24 students per class (table 11).

Secondary school music specialists also reported other areas of teaching responsibilities. Of the full-time secondary school music specialists, 46 percent taught at more than one school and about one-fourth (26 percent) taught classes on a block schedule at their assigned school. In addition, 36 percent of the music specialists taught music classes outside of regular school hours.

A majority (62 percent) of full-time music specialists reported more than 4 hours per week of planning or

preparation time while students were in attendance. Whether the teachers had more than 4 hours per week of planning time differed by poverty concentration at the school. At secondary schools with the highest poverty concentration, 52 percent of full-time music specialists had more than 4 hours of dedicated planning time compared with 69 percent of full-time music specialists at schools with the lowest poverty concentration.

Table 11

Percent of public secondary school music specialists who taught music full time, and of those teachers, percent reporting various indicators of teaching load, by percent of students eligible for free or reduced-price lunch: School year 2009–10

School characteristic	Taught music full time	Among specialists who taught music full time, percent reporting that they:				Among specialists who taught music full time, average number reported for:		
		Taught at more than one school	Taught on a block schedule ¹	Had more than 4 hours of planning time	Taught classes outside of school hours	Hours per week spent teaching classes	Classes taught per week ²	Class size ³
All public secondary school music specialists	93	46	26	62	36	22	8	24
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	93	40	25	69	41	22	9	25
26 to 50 percent	93	52	24	61	33	22	8	23
51 to 75 percent	91	51	27	58	29	23	7	24
76 percent or more	96	31	32	52	40	23	7	23

¹Block schedule refers to a type of academic scheduling in which each student has fewer classes per day for a longer period of time; for example, block scheduling allows for class periods of an hour or more so that teachers can accomplish more in a class session.

²Respondents were asked to report the total number of different groups or sections taught during their most recent full week of teaching. For example, if a music specialist taught chorus to 3 different groups of students, the teacher was instructed to report 3 sections of chorus. If the teacher taught chorus to the same group of students multiple times a week, he/she was asked to count this class only once.

³Respondents were asked to report the total number of students in the different classes taught. For example, if a music specialist taught 3 different groups or sections of chorus, each with 20 students enrolled, the teacher was instructed to report a total enrollment of 60 for chorus. Class size was computed by summing the weighted student enrollment in all classes taught by the arts specialists (including classes taught at the sampled school and other schools at which they taught) and dividing by the weighted number of classes taught.

NOTE: Averages were computed across all records in the survey and based on data that were weighted to national estimates. For example, the average number of classes taught by music teachers was computed by summing the weighted number of classes taught by all music teachers and dividing by the weighted number of music teachers in the study. More detailed data are provided in supplemental tables 92, 105, 107, 108, 109, and 110 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10.

Indicator 11: Integration of Music and Other Subject Areas



Secondary music specialists reported how frequently they collaborated with colleagues to integrate music and other subject areas during the 12 months

preceding the study. In 2009–10, about half (48 percent) of secondary school music specialists reported that they consulted with other teachers to incorporate units of study from other subject areas into the music curriculum (table 12). Additionally, 39 percent of music specialists reported that they consulted with other teachers to help them integrate music into one of the other teachers' lessons or units of study. Secondary music specialists also described whether their instructional program was integrated with other subject areas. In 2009–10, the teachers reported that their instructional program was integrated with other arts subjects (34 percent) or other academic subjects (30 percent).

The percentage of music specialists who consulted with other teachers to incorporate units of study from other subject areas into the music curriculum was larger at secondary schools with the highest poverty concentration (58 percent) than schools with the two lowest concentrations of poverty (47 and 44 percent). This difference was also observed for music specialists who integrated their instructional program with other academic subjects. In addition, at secondary schools with the highest poverty concentration, 50 percent of music specialists integrated their music instructional program with other arts subjects compared with 32 to 34 percent of music specialists at schools with lower concentrations of poverty.

Table 12

Percent of public secondary school music specialists reporting that they participated in various activities that focused on the integration of music with other subjects, by percent of students eligible for free or reduced-price lunch: School year 2009–10

School characteristic	Consulting with other teachers to help them integrate music into a lesson or unit of study that they teach	Consulting with other teachers to incorporate units of study from other subject areas into the music curriculum	Integrated music instructional program with other arts subjects	Integrated music instructional program with other academic subjects
All public secondary school music specialists	39	48	34	30
Percent of students eligible for free or reduced-price lunch				
0 to 25 percent	40	44	32	27
26 to 50 percent	35	47	33	28
51 to 75 percent	40	52	34	33
76 percent or more	48	58	50	44

NOTE: More detailed data are provided in supplemental tables 115 and 119 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10.

Indicator 12: Student Assessment in Music

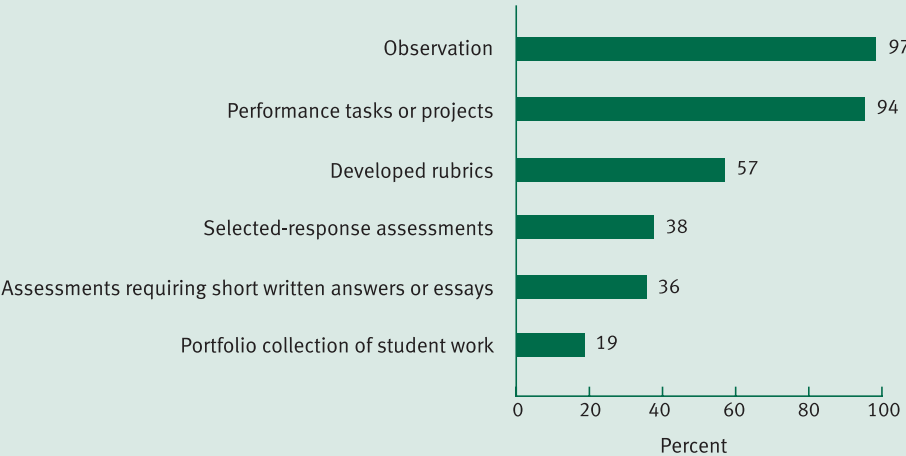
In 2009–10, 98 percent secondary school music specialists reported that they conducted at least one type of formal assessment in music to determine students’ progress and achievements (not shown in tables or figures).

These teachers were asked whether they conducted each of six different types of assessments.



Nearly all secondary music specialists who formally evaluated their students used observation (97 percent) or performance tasks or projects (94 percent) to a moderate or great extent (figure 13). Less commonly reported methods included using developed rubrics (57 percent), selected-response assessments (38 percent), assessments requiring short written answers or essays (36 percent), and a portfolio collection of student work (19 percent).

Figure 13
Among public secondary school music specialists who used any formal assessment to determine student progress and achievement in the arts, percent reporting that they used various types of assessment to a moderate or great extent: School year 2009–10



NOTE: Percents are based on the 98 percent of music specialists who used any formal assessment. More detailed data are provided in supplemental table 124 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10.



A Closer Look at Visual Arts Education

This section presents findings that are based on data collected from school principals and visual arts specialists in elementary and secondary schools.

Elementary Schools and Teachers

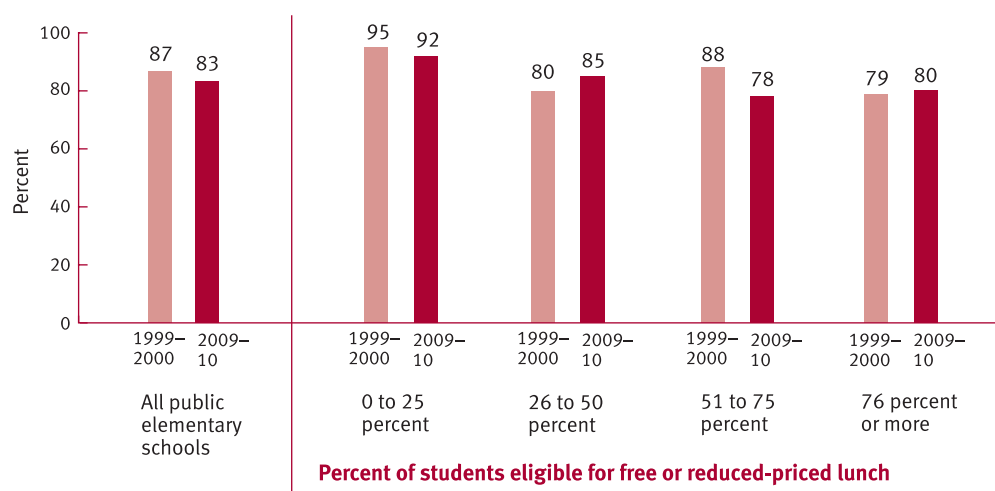
In 2009–10 and 1999–2000, elementary school principals reported on the prevalence and characteristics of visual arts education programs. School principals in the 2009–10 study were also asked whether the school or district provided opportunities for professional development activities in visual arts during the 12 months preceding the study. Both studies collected information from elementary visual arts specialists about their professional development activities, teaching responsibilities, the integration of visual arts and other subject areas, and the use of formal assessments of students' progress and achievements.

Indicator 13: Availability of Visual Arts Education

Most public elementary schools offered instruction that was designated specifically for visual arts; 83 percent offered visual arts instruction in 2009–10 and 87 percent offered the subject in 1999–2000 (figure 14). In both years, the percentage of elementary schools that offered visual arts instruction differed by poverty concentration. In 2009–10, for example, visual arts was offered by 80 percent of schools with the highest poverty concentration and 92 percent of schools with the lowest poverty concentration.

Figure 14

Percent of public elementary schools reporting instruction designated specifically for visual arts, by percent of students eligible for free or reduced-price lunch: School years 1999–2000 and 2009–10



NOTE: More detailed data are provided in supplemental tables 1 and 128 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. The 1999–2000 data presented in this figure may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10; and “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

Indicator 14: Characteristics of Visual Arts Education

Elementary schools that offered visual arts were also asked about the frequency of instruction, the primary space used for instruction, district curriculum guides, and the availability of arts instructors employed to teach visual arts.

Among public elementary schools that offered visual arts in 2009–10, most (85 percent) indicated that a typical student received instruction in the subject at least once a week, and most (87 percent) provided instruction in the subject throughout the entire year (table 13). The percentage of elementary schools that provided visual arts instruction throughout the entire school year differed by poverty concentration at the school in 2009–10, with 83 percent of schools with the highest poverty concentration reporting



year-long visual arts instruction compared with 92 percent of schools with the lowest poverty concentration.

About two-thirds (68 percent) of elementary schools that offered visual arts instruction used dedicated rooms with special equipment as the primary space to teach the subject in 2009–10. This represents an increase from 1999–2000, when 56 percent of the schools reported the use of dedicated rooms with special equipment. Whether the schools used dedicated rooms with special equipment for visual arts instruction differed by poverty concentration in both 1999–2000 and 2009–10. For example, among schools that offered visual arts in 2009–10, dedicated rooms with special equipment were used in 59 percent of schools with the highest poverty concentration compared with

Table 13

Among public elementary schools that offered instruction in visual arts, percent reporting selected program characteristics for visual arts, by percent of students eligible for free or reduced-price lunch: School years 1999–2000 and 2009–10

School characteristic	Instruction was available at least once a week		Instruction was offered throughout the entire school year		Dedicated rooms with special equipment were the primary space for instruction		Arts specialists were employed to teach visual arts		Had district curriculum guide that teachers were expected to follow	
	1999–2000 ¹	2009–10 ²	1999–2000 ¹	2009–10 ²	1999–2000 ¹	2009–10 ²	1999–2000 ¹	2009–10 ²	1999–2000 ¹	2009–10 ²
All public elementary schools	85	85	88	87	56	68	72	84	78	83
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	88	90	91	92	70	76	80	89	86	87
26 to 50 percent	85	88	85	87	53	75	71	87	79	82
51 to 75 percent	83	78	85	88	48	63	63	78	72	80
76 percent or more	81	84	88	83	41	59	67	81	70	83

¹Percents are based on the 87 percent of public elementary schools that reported instruction designated specifically for visual arts during regular school hours in the 1999–2000 school year.

²Percents are based on the 83 percent of public elementary schools that reported instruction designated specifically for visual arts during regular school hours in the 2009–10 school year.

NOTE: More detailed data are provided in supplemental tables 3, 4, 5, 6, 7, 130, 131, 132, 133, and 134 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. The 1999–2000 data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10; and “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

75 percent and 76 percent for schools with the two lowest categories of poverty concentration.

Of the elementary schools that offered visual arts in 2009–10, about 84 percent employed arts specialists to teach the subject, up from 72 percent in 1999–2000. In both years, the percentage of elementary schools that employed arts

specialists to teach visual arts differed by poverty concentration at the school. For example, among schools that offered visual arts in the 2009–10 school year, 81 percent of the schools with the highest poverty concentration and 89 percent of the schools with the lowest poverty concentration reported that they employed arts specialists to teach the subject.

Eighty-three percent of public elementary schools that offered visual arts 2009–10 reported that their district had a visual arts curriculum guide that teachers were expected to follow, and 78 percent reported a district curriculum guide in 1999–2000.

Indicator 15: Visual Arts Professional Development for Teachers

In 2009–10, elementary school principals were asked whether their school or district offered professional development in visual arts through workshops and in-school or off-site seminars during the 12 months preceding the study. Overall, 59 percent of elementary schools reported that their school or district offered at least one type of visual arts professional development program (figure 15). More specifically, elementary schools offered visual arts-based professional development through off-site seminars or conferences (43 percent), workshops with professional artists or arts groups (33 percent), and in-school seminars or conferences (23 percent).



The 1999–2000 and 2009–10 studies collected information from visual arts specialists about their participation in professional development in various

Figure 15

Percent of public elementary schools reporting that the school or district offered visual arts professional development programs for teachers:
School year 2009–10



NOTE: More detailed data are provided in supplemental table 24 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 2009," FRSS 100, 2009–10.

content areas designated for visual arts specialists during the 12 months preceding the study. In 2009–10, the percentage of visual arts specialists reporting participation in professional development activities on visual arts topics ranged from 46 percent for research on arts and student learning to 62 percent for integrating education technologies into visual arts instruction and 69 percent for connecting visual arts learning with other subject areas (table 14).

The percentage of visual arts specialists who participated in professional development on connecting visual arts

with other subject areas was lower in 2009–10 than 1999–2000 (69 versus 79 percent) (table 14). In addition, the percentage of visual arts specialists who participated in professional development on developing knowledge about visual arts decreased from 73 percent in 1999–2000 to 56 percent in 2009–10.

Visual arts specialists who participated in professional development in a content area also reported the extent to which they believed participation had improved their teaching. In both 1999–2000 and 2009–10, a majority of visual arts specialists

Table 14

Percent of public elementary school visual arts specialists reporting that they participated in various professional development activities, and of those teachers, percent reporting that participation improved their teaching to a moderate or great extent: School years 1999–2000 and 2009–10

Professional development activity	Participated in activity		Participation improved teaching to a moderate or great extent ¹	
	1999–2000	2009–10	1999–2000	2009–10
Applied study in art studio (e.g., painting, photography)	56	52	73	75
Developing knowledge about visual arts (e.g., historical, cultural, analytical)	73	56	75	77
Connecting visual arts learning with other subject areas	79	69	75	72
Integrating educational technologies into visual arts instruction	63	62	62	68
Research on arts and student learning (e.g., arts and cognition)	—	46	—	70

—Not available. Data were not collected in the 1999–2000 study.

¹Percents are based on the percentage of teachers who participated in each professional development activity.

NOTE: More detailed data are provided in supplemental tables 31, 39, and 147 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. The 1999–2000 data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10; and “Survey of Elementary School Visual Arts Specialists,” FRSS 77VA, 1999–2000.



who participated in professional development activities on the various visual arts content areas reported that participation improved their teaching to a moderate or great extent. For example, in 2009–10, the percentage of visual arts specialists who believed that participation improved their teaching to a moderate or great extent ranged from 68 percent for training on integrating educational technologies into visual arts instruction to 77 percent for training on developing knowledge about visual arts.

Indicator 16: Teaching Load for Visual Arts Specialists

Elementary visual arts specialists were asked about their teaching responsibilities, including whether they taught visual arts full time or part time, the number of hours taught per week, and the number of different classes (or groups of students) taught per week. This information was used to calculate the average number of hours spent per week teaching visual arts classes, the average number of different classes taught (i.e., different groups of students), and the average number of students per class. On average, full-time visual arts specialists spent 22 hours per week teaching 24 different classes and had an average class size of 22 students (table 15).

In reporting other areas of teaching responsibilities, 43 percent of full-time visual arts specialists reported that they taught at more than one school in 2009–10. In addition, 7 percent taught classes on a block schedule, and 46 percent had more than 4 hours per week designated for planning time when students were in attendance.

Table 15

Percent of public elementary school visual arts specialists who taught visual arts full time, and of those teachers, percent reporting various indicators of teaching load, by percent of students eligible for free or reduced-price lunch: School year 2009–10

School characteristic	Taught visual arts full time	Among specialists who taught visual arts full time, percent reporting that they:			Among specialists who taught visual arts full time, average number reported for:		
		Taught at more than one school	Taught on a block schedule ¹	Had more than 4 hours of planning time	Hours per week spent teaching classes	Classes taught per week ²	Class size ³
All public elementary school visual arts specialists	83	43	7	46	22	24	22
Percent of students eligible for free or reduced-price lunch							
0 to 25 percent	81	43	5	50	21	24	22
26 to 50 percent	82	47	5 ¹	45	22	23	22
51 to 75 percent	83	49	8 ¹	46	22	25	22
76 percent or more	90	35	9	42	22	23	21

¹Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

²Block schedule refers to a type of academic scheduling in which each student has fewer classes per day for a longer period of time; for example, block scheduling allows for class periods of an hour or more so that teachers can accomplish more in a class session.

³Respondents were asked to report the total number of students in the different classes taught during their most recent full week of teaching. For example, if a visual arts specialist taught general art to 3 different groups or sections of first-graders and 2 groups or sections of second-graders, the teacher was instructed to report 5 sections or classes of general art. If the teacher taught general art to the same group of students multiple times a week, he/she was asked to count this class only once.

⁴Respondents were asked to report the total number of students in the different classes taught. For example, if a visual arts specialist taught 5 different groups or sections of general art, each with 20 students enrolled, the teacher was instructed to report a total enrollment of 100 for general art. Class size was computed by summing the weighted student enrollment in all classes taught by the arts specialists (including classes taught at the sampled school and other schools at which they taught) and dividing by the weighted number of classes taught.

NOTE: Averages were computed across all records in the survey and based on data that were weighted to national estimates. For example, the average number of classes taught by visual arts teachers was computed by summing the weighted number of classes taught by all visual arts teachers and dividing by the weighted number of visual arts teachers in the study. More detailed data are provided in supplemental tables 25, 41, 43, 44, and 45 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Visual Arts Specialists," FRSS 102VA, 2009–10.

Indicator 17: Integration of Visual Arts and Other Subject Areas

Visual arts specialists provided information about how they work with other teachers to integrate visual arts and other subject areas through activities such as common planning periods, consulting, and collaboration during the 12 months preceding the study. In 2009–10, the activities reported most frequently by visual arts specialists were consulting with other teachers to integrate another subject into a visual arts lesson or unit of study taught by visual arts specialists (76 percent) and consulting with classroom teachers to help them integrate visual arts into a lesson or unit of study taught by classroom teachers (69 percent) (table 16). Visual arts specialists also reported collaborating with other teachers on designing and teaching an interdisciplinary lesson or unit of study that includes visual arts (58 percent) and

having a common planning period with regular classroom teachers (35 percent). In response to the questions about whether their visual arts instructional program was integrated with other subject areas, two-thirds (66 percent) of visual arts specialists reported that their instructional program was integrated with other arts subjects in 2009–10, and three-fourths (75 percent) of the teachers reported their visual arts instructional program was integrated with other academic subjects.

Indicator 18: Student Assessment in Visual Arts

Visual arts specialists were asked whether they conducted any formal assessment of their students' progress and achievements. Ninety-three percent of teachers reported the use of formal

assessments in 2009–10 and 87 percent of teachers reported the use of formal assessments in 1999–2000 (not shown in tables or figures).

Visual arts specialists who conducted formal assessments of student progress and achievement were asked whether they used specific types of assessments. In 1999–2000 and 2009–10, the types of assessment reported most frequently by visual arts specialists were observation and performance tasks or projects (figure 16). For example, among visual arts specialists who used any type of formal assessment in the 2009–10 school year, 98 percent reported the use of observation to a moderate or great extent, and 92 percent used performance tasks or projects to a moderate or great extent.

Table 16

Percent of public elementary school visual arts specialists reporting that they participated in various activities that focused on the integration of visual arts with other subjects, by percent of students eligible for free or reduced-price lunch: School year 2009–10

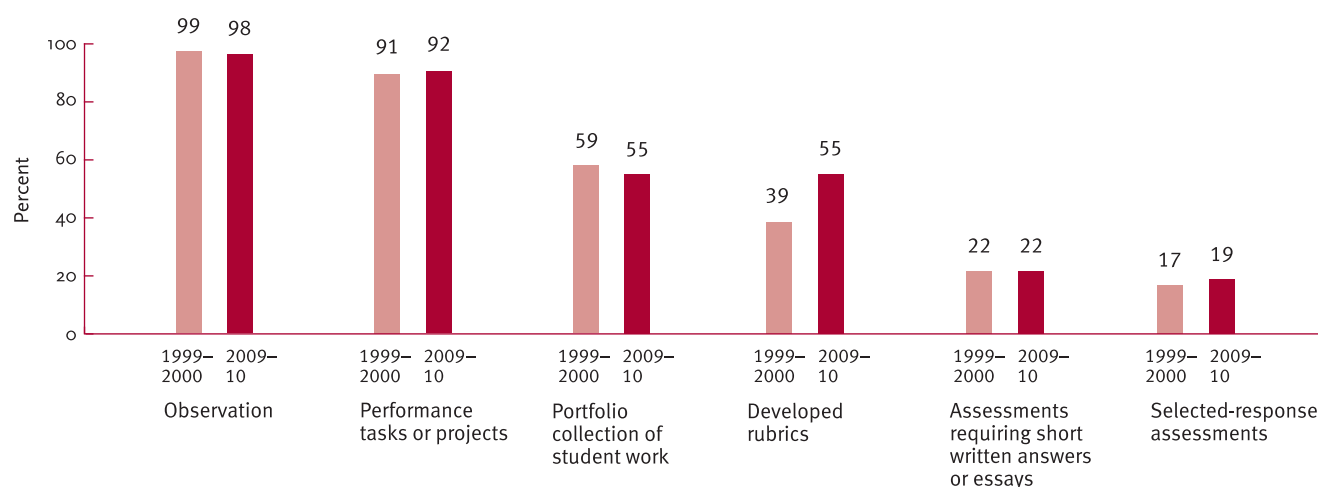
School characteristic	Common planning period with regular classroom teachers	Consulting with classroom teachers to help them integrate visual arts into a lesson or unit of study taught by the classroom teacher	Consulting with other teachers to integrate another subject into a visual arts lesson or unit of study taught by the visual arts specialist	Collaborating with other teachers on designing and teaching an interdisciplinary lesson or unit of study that includes visual arts	Integrated visual arts curriculum with other arts subjects	Integrated visual arts instructional program with other academic subjects
All public elementary school visual arts specialists	35	69	76	58	66	75
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	30	66	75	59	68	76
26 to 50 percent	36	67	75	54	68	73
51 to 75 percent	34	68	73	56	66	78
76 percent or more	41	77	82	62	62	74

NOTE: More detailed data are provided in supplemental tables 53 and 60 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10.

Figure 16

Among public elementary school visual arts specialists who used any formal assessment to determine student progress and achievement in the arts, percent reporting that they used various types of assessment to a moderate or great extent: School years 1999–2000 and 2009–10



NOTE: Percents are based on the percentage of visual arts specialists who used any formal assessment in 1999–2000 (87 percent) and 2009–10 (93 percent). More detailed data are provided in supplemental tables 65 and 152 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. The 1999–2000 data presented in this figure may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10; and “Survey of Elementary School Visual Arts Specialists,” FRSS 77VA, 1999–2000.

Secondary Schools and Teachers

Secondary schools were asked about the prevalence of visual arts instruction in the 2008–09 school year (i.e., the year prior to the study) and the number and types of 2008–09 staff members who provided instruction in the subject.¹² As with elementary schools, secondary schools were also asked about the characteristics of their visual arts programs in 2009–10 and whether the school or district provided professional development in visual arts during the 12 months preceding the study.

Secondary school visual arts specialists were asked to respond to similar questions as elementary school visual arts specialists, including items related to professional development activities in various content areas, teaching responsibilities, the integration of visual arts and other subject areas, and the use of formal assessments of students' progress and achievements.

Indicator 19: Availability of Visual Arts Education

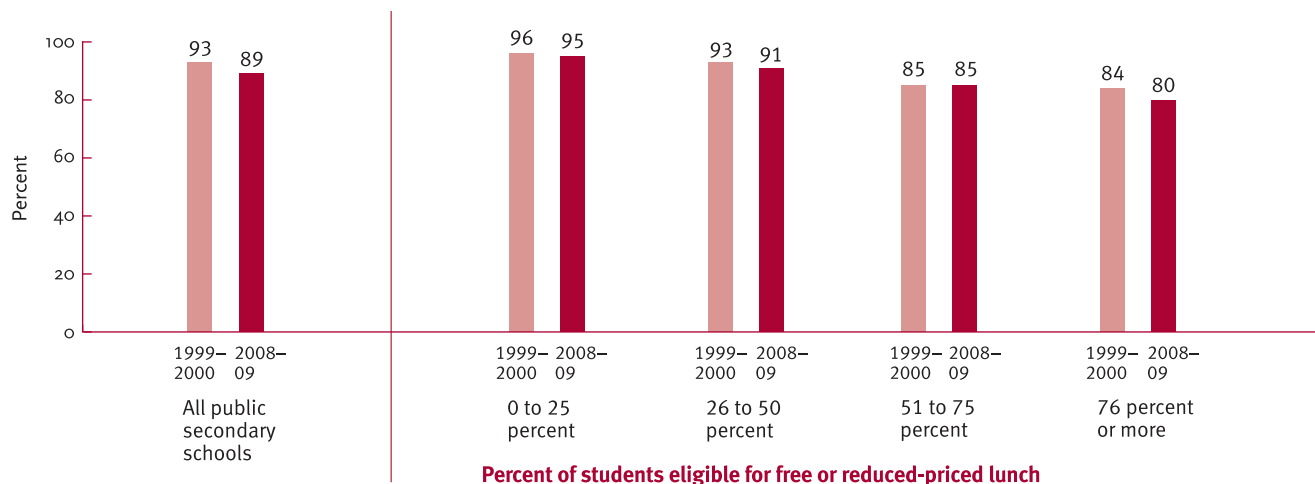
Most secondary school principals reported that visual arts education was available at their school; 89 percent of schools offered instruction in visual arts during the regular day in 2008–09, and 93 percent offered the subject in 1999–2000 (figure 17).

The percentage of secondary schools that offered visual arts in 2008–09 differed by poverty concentration at the school, with 80 percent of schools with the highest poverty concentration offering visual arts compared with 91 percent and 95 percent of schools with the two lowest categories of poverty concentration.



Figure 17

Percent of public secondary schools reporting instruction in visual arts, by percent of students eligible for free or reduced-price lunch: School years 1999–2000 and 2008–09



NOTE: The 2009–10 survey asked whether visual arts was taught during regular school hours in the previous school year while the 1999–2000 survey asked whether visual arts was taught during regular school hours in the current school year. More detailed data are provided in supplemental tables 70 and 154 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. The 1999–2000 data presented in this figure may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10; and “Secondary School Arts Education Survey: Fall 1999,” FRSS 675, 1999–2000.

¹²The secondary school survey asked about arts course offerings and arts instructors for the previous school year since the survey was mailed in early fall 2009, when some schools might not have been able to provide this information for the current school year.

Indicator 20: Characteristics of Visual Arts Education

Secondary schools that offered visual arts programs were asked about the characteristics of their visual arts programs and staff in 2008–09, such as the number of courses offered, the number of their 2008–09 staff who taught courses in the subject full time and part time, and the number of instructors who were arts specialists. Secondary schools reported an estimated 49,700 members of staff who provided visual arts instruction in 2008–09 (table 17). Arts specialists accounted for 94 percent of these instructors, while the remaining 6 percent could include, for example, technology specialists who taught graphic design.

In the 2008–09 school year, 40 percent of secondary schools that provided visual arts instruction reported that they offered five or more courses in visual arts. The percentage of schools offering five or more visual arts courses differed by poverty concentration at the school. In secondary schools that offered visual arts, the percentage that offered five or more visual arts courses was smaller for schools with the highest poverty concentration (22 percent) than for schools with lower concentrations of poverty (36 to 56 percent).

Schools also reported the primary space used for instruction and whether

their district had a written visual arts curriculum for teachers to follow in 2009–10. Among secondary schools that offered visual arts instruction, 83 percent reported that the district had a written curriculum guide in visual arts that teachers were expected to follow, and 92 percent indicated that visual arts was primarily taught in a dedicated room with special equipment. Dedicated rooms with special equipment were reported by 85 percent of the schools with the highest poverty concentration compared with 95 percent and 97 percent of schools with the two lowest categories of poverty concentration.

Table 17

Among public secondary schools that offered visual arts instruction, number of visual arts instructors reported by schools and percent that were arts specialists in 2008–09, percent of schools reporting the number of courses offered in 2008–09, and percent reporting district curriculum guides and dedicated rooms for instruction in 2009–10, by percent of students eligible for free or reduced-price lunch

School characteristic	Number and percent of visual arts instructors reported by schools ¹		Percent of secondary schools reporting selected characteristics of visual arts program		
	Number of visual arts instructors	Percent of visual arts instructors who were arts specialists	Schools offered 5 or more courses ¹	Had district curriculum guide that teachers were expected to follow ²	Dedicated rooms with special equipment were the primary space for instruction ²
All public secondary schools	49,700	94	40	83	92
Percent of students eligible for free or reduced-price lunch					
0 to 25 percent	17,400	94	56	87	97
26 to 50 percent	16,300	96	37	84	95
51 to 75 percent	11,200	92	36	79	89
76 percent or more	4,800	93	22	78	85

¹Percents are based on the 89 percent of public secondary schools that offered visual arts during regular school hours in 2008–09 because the 2009–10 survey asked about course offerings and visual arts instructors in the previous school year. Schools were instructed to count different sections of the same course as one course.

²Percents are based on the 97 percent of public secondary schools that offered visual arts during regular school hours in 2009–10 because the 2009–10 survey asked about curriculum guides and the primary space used for visual arts instruction in the current school year.

NOTE: More detailed data are provided in supplemental tables 71, 73, 75, and 76 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. The percent of schools offering the arts subject in 2009–10 school year was inferred from the “not applicable” response to questions about curriculum guides and space used for instruction in the current school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Indicator 21: Visual Arts Professional Development for Teachers

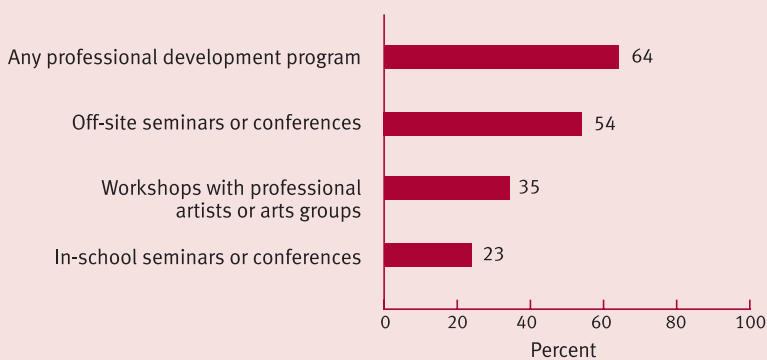
In the 2009–10 school year, 64 percent of secondary schools reported that the school or district offered teacher professional development on visual arts during the 12 months preceding the study (figure 18). This training was most often provided through off-site seminars or conferences (54 percent), followed by workshops with professional artists or arts groups (35 percent) and in-school seminars or conferences (23 percent).

In 2009–10, visual arts specialists indicated whether they participated in professional development activities designed for visual arts specialists in the 12 months preceding the study. The percentage of visual arts specialists who participated in professional development ranged from 43 percent for research on arts and student learning to 57 percent for connecting visual arts learning with other subject areas and 60 percent for integrating educational technologies into visual arts instruction (table 18).

Teachers who participated in professional development in a content area were asked about the perceived impact of such participation on their teaching. The percentage of visual arts specialists who believed professional development improved their teaching to a moderate or great extent ranged from 66 percent for connecting visual arts learning with other subject areas to 82 percent for applied study in art studio.

Figure 18

Percent of public secondary schools reporting that the school or district offered visual arts professional development programs for teachers: School year 2009–10



NOTE: More detailed data are provided in supplemental table 91 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 2009," FRSS 101, 2009–10.

Table 18

Percent of public secondary school visual arts specialists reporting that they participated in various professional development activities, and of those teachers, percent reporting that participation improved their teaching to a moderate or great extent: School year 2009–10

Area of professional development	Received professional development	Participation improved teaching to a moderate or great extent ¹
Applied study in art studio (e.g., painting, photography)	50	82
Developing knowledge about visual arts (e.g., historical, cultural, analytical)	51	77
Connecting visual arts learning with other subject areas	57	66
Integrating educational technologies into visual arts instruction	60	69
Research on arts and student learning (e.g., arts and cognition)	43	69

¹Percents are based on the percentage of teachers who participated in each professional development activity.

NOTE: More detailed data are provided in supplemental tables 98 and 104 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Secondary School Visual Arts Specialists," FRSS 103VA, 2009–10.

Indicator 22: Teaching Load for Visual Arts Specialists

Secondary school specialists were asked about their teaching responsibilities, including whether they taught visual arts full time and the different classes (or groups of students) taught per week. This information was used to calculate the average number of hours spent per week teaching visual arts classes, the average number of different classes taught (i.e., different groups of students), and the average number of students per class. On average, full-time secondary school visual arts specialists spent 23 hours per week teaching 7 different classes with about 22 students per class in 2009–10 (table 19).

In reporting other teaching responsibilities, 12 percent of full-time secondary school visual arts specialists taught at more than one school, and 29 percent taught classes on a block schedule at their assigned school in the 2009–10 school year. In addition, 64 percent of full-time secondary school visual arts specialists reported more than 4 hours per week of planning or preparation time while students were in attendance, and 4 percent taught visual arts classes outside of regular school hours. These classes did not include extracurricular activities such as art clubs but reflected the school's curriculum.

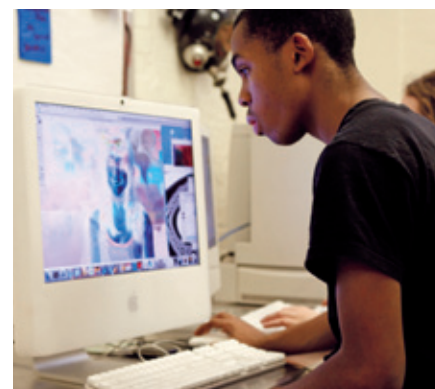


Table 19

Percent of public secondary school visual arts specialists who taught visual arts full time, and of those teachers, percent reporting various indicators of teaching load, by percent of students eligible for free or reduced-price lunch: School year 2009–10

School characteristic	Taught visual arts full time	Among specialists who taught visual arts full time, percent reporting that they:				Among specialists who taught visual arts full time, average number reported for:		
		Taught at more than one school	Taught on a block schedule ¹	Had more than 4 hours of planning time	Taught classes outside of school hours	Hours per week spent teaching classes	Classes taught per week ²	Class size ³
All public secondary school visual arts specialists	89	12	29	64	4	23	7	22
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	89	11	29	66	3!	23	8	22
26 to 50 percent	90	13	29	59	‡	23	7	23
51 to 75 percent	86	13	32	70	5!	24	7	23
76 percent or more	92	12	29	67	7!	21	8	21

!Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡Reporting standards not met.

¹Block schedule refers to a type of academic scheduling in which each student has fewer classes per day for a longer period of time; for example, block scheduling allows for class periods of an hour or more so that teachers can accomplish more in a class session.

²Respondents were asked to report the total number of different groups or sections taught during their most recent full week of teaching. For example, if a visual arts specialist taught graphic design as a separate course to 3 different sections or groups of students, the teacher was instructed to report 3 graphic design sections or classes. If the teacher taught graphic design to the same group of students multiple times a week, he/she was asked to count this class only once.

³Respondents were asked to report the total number of students in the different classes taught. For example, if a visual arts specialist taught 3 sections of graphic design, each with 20 students enrolled, the teacher was instructed to report a total enrollment of 60 for graphic design. Class size was computed by summing the weighted student enrollment in all classes taught by the arts specialists (including classes taught at the sampled school and other schools at which they taught) and dividing by the weighted number of classes taught.

NOTE: Averages were computed across all records in the survey and based on data that were weighted to national estimates. For example, the average number of classes taught by visual arts teachers was computed by summing the weighted number of classes taught by all visual arts teachers and dividing by the weighted number of visual arts teachers in the study. More detailed data are provided in supplemental tables 92, 105, 107, 108, 109, and 110 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Indicator 23: Integration of Visual Arts and Other Subject Areas

Secondary school visual arts specialists described their collaborations with colleagues regarding integrating visual arts and other subject areas in the 12 months preceding the 2009–10 study. About two-thirds (64 percent) of visual arts specialists reported consulting with other teachers to incorporate units of study from other subject areas into the visual arts curriculum, and 59 percent reported consulting with classroom teachers to help them integrate visual arts into a lesson or unit of study taught by the classroom teacher (table 20). The percentage of secondary school visual arts specialists who consulted

with other teachers to incorporate units of study from other subject areas into the visual arts curriculum was larger in schools with the highest poverty concentration (76 percent) than in schools with the two lowest categories of poverty concentration (59 percent and 62 percent).

Visual arts specialists also reported whether their instructional programs in visual arts were integrated with other subjects. Sixty-one percent of teachers indicated that their programs were integrated with other arts subjects, and 51 percent said their programs were integrated with other academic subjects.



Table 20

Percent of public secondary school visual arts specialists reporting that they participated in various activities that focused on the integration of visual arts with other subjects, by percent of students eligible for free or reduced-price lunch: School year 2009–10

School characteristic	Consulting with other teachers to help them integrate visual arts into a lesson or unit of study that they teach	Consulting with other teachers to incorporate units of study from other subject areas into the visual arts curriculum	Integrated visual arts instructional program with other arts subjects	Integrated visual arts instructional program with other academic subjects
All public secondary school visual arts specialists	59	64	61	51
Percent of students eligible for free or reduced-price lunch				
0 to 25 percent	56	59	67	50
26 to 50 percent	60	62	57	46
51 to 75 percent	62	70	57	61
76 percent or more	65	76	60	57

NOTE: More detailed data are provided in supplemental tables 116 and 119 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Indicator 24: Student Assessment in Visual Arts

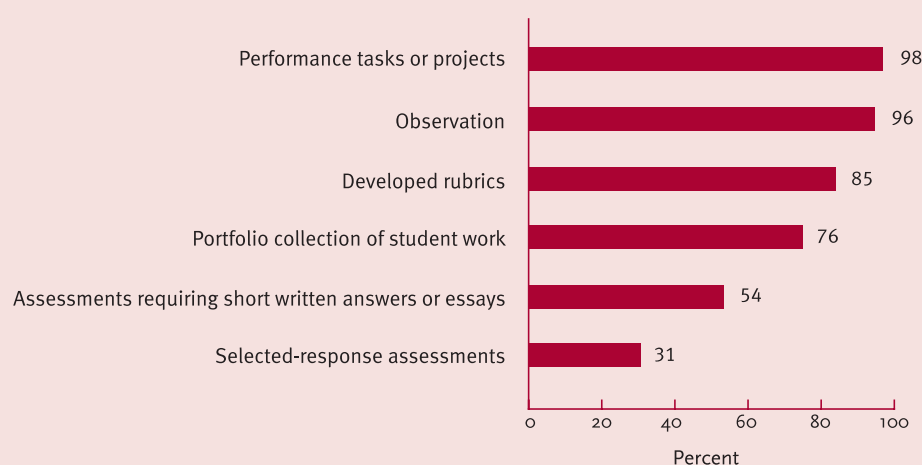
In the 2009–10 school year, 99 percent of secondary school visual arts specialists conducted at least one type of formal assessment to determine student progress and achievement in visual arts (not shown in tables or figures). These teachers were asked whether they used each of six specific types of assessment. Among the visual arts specialists who formally assessed their students, the most frequently cited tools were performance tasks or projects (98 percent) and

observation (96 percent) (figure 19). Teachers also assessed students through developed rubrics (85 percent), a review of a portfolio collection of student work (76 percent), a review of short written answers or essays (54 percent), and the use of selected-response assessments (31 percent).



Figure 19

Among public secondary school visual arts specialists who used any formal assessment to determine student progress and achievement in the arts, percent reporting that they used various types of assessment to a moderate or great extent: School year 2009–10



NOTE: Percents are based on the 99 percent of secondary school visual arts specialists who used any formal assessment. More detailed data are provided in supplemental table 124 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

A Closer Look at Dance Education

While school-level indicators of dance education are similar to the indicators for music and visual arts education, there are no teacher-level data to explore all of the issues examined in the previous sections. Separate surveys of dance specialists were not included in the study because the percentage of schools with these specialists on staff was relatively small. Thus, the findings in this section are based only on data provided by elementary and secondary school principals.

A new and important indicator at the elementary school level is the extent to which dance education is incorporated into other subject areas. In comparison to secondary schools where arts education subjects are likely to be offered as electives, elementary schools emphasize the integration of the arts into other subject areas.

Elementary Schools

Elementary school principals provided information on the prevalence of dance instruction, the integration of dance with other subjects, the characteristics of dance programs, and the provision of dance professional development activities for teachers.

Indicator 25: Availability of Dance Education

In the 2009–10 school year, 3 percent of elementary schools offered instruction that was designated specifically for dance during regular school hours (table 21). This percentage represents a decrease from 1999–2000, when 20 percent of the schools reported instruction that was designed specifically for dance.

Dance could also be taught in the context of other subject areas such as physical education or music, or it could be integrated into other areas of the elementary school curriculum. Thus, schools could report more than one method of incorporating dance in their program of study. Forty-four percent of elementary schools in 2009–10 and 48 percent of the schools in 1999–2000 offered dance as part of the school's physical education program. The percentage of schools that offered dance as part of the physical education program differed by poverty concentration in 2009–10. Smaller percentages of schools with the two highest poverty concentrations (38 percent and 36 percent) reported the integration of dance and physical education than did schools



with the lowest concentration of poverty (56 percent).

Dance was taught as part of the music curriculum in 37 percent of public elementary schools in 2009–10, representing a decrease from 48 percent in 1999–2000. In both years, the percentage of schools that offered dance as part of the music curriculum differed by poverty concentration; for example, 31 percent of schools with the highest poverty concentration and 49 percent of schools with the lowest poverty concentration offered dance as part of the music curriculum in 2009–10.

Table 21

Percent of public elementary schools reporting instruction designated specifically for dance, and percent reporting the incorporation of dance into other subject or curriculum areas, by percent of students eligible for free or reduced-price lunch: School years 1999–2000 and 2009–10

School characteristic	Offered instruction specifically for dance		Dance was taught as part of the physical education program		Dance was taught as part of the music curriculum		Dance activities and instruction were integrated into other curriculum areas	
	1999–2000	2009–10	1999–2000	2009–10	1999–2000	2009–10	1999–2000	2009–10
All public elementary schools	21	3	48	44	48	37	28	29
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	21	3!	55	56	57	49	29	34
26 to 50 percent	15	‡	47	47	51	34	28	30
51 to 75 percent	26	4!	47	36	40	33	25	24
76 percent or more	19	5	42	38	39	31	33	30

!Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡Reporting standards not met.

NOTE: Respondents could report more than one method of incorporating dance in their program of study. More detailed data are provided in supplemental tables 1, 12, 128, and 139 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. The 1999–2000 data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10; and “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

Indicator 26: Characteristics of Dance Education

Core characteristics of dance education examined in the study include the frequency of instruction, the primary space used for instruction, the availability of arts specialists to teach the subject, and whether there were district curriculum guides.

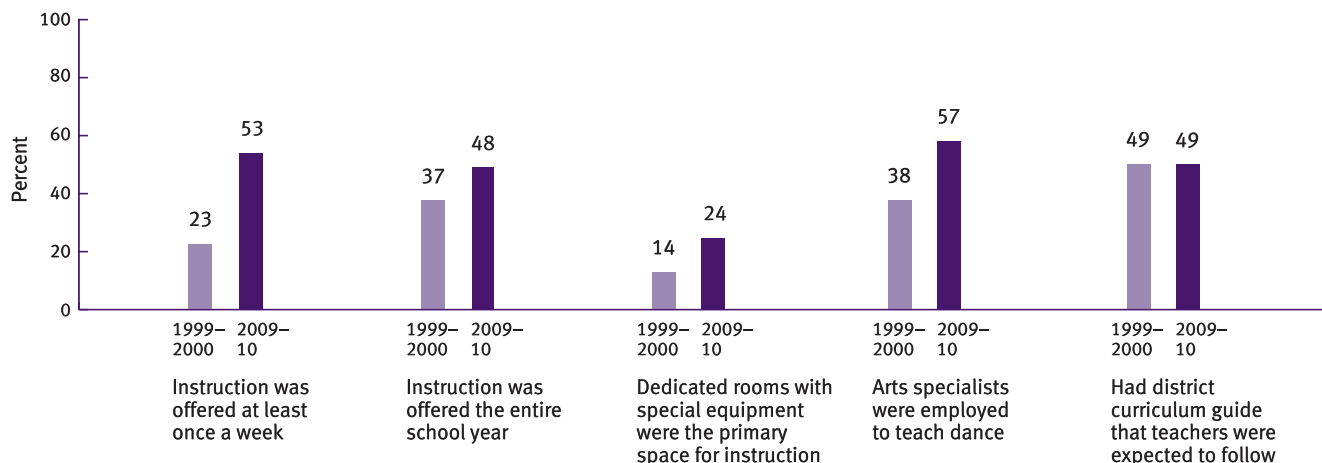
In the 3 percent of public elementary schools where dance was offered in the 2009–10 school year, 53 percent indicated that a typical student received instruction in the subject at least once a week, up from 23 percent in 1999–2000 (figure 20). About half (48 percent) provided instruction in the subject throughout the entire school year.

Dedicated rooms with special equipment were the primary space used to teach dance in 24 percent of elementary schools that offered the subject in 2009–10. Dance instructors could be full- and part-time specialists, classroom teachers, artists-in-residence, and other faculty or volunteers. In elementary schools where dance was offered in the 2009–10 school year, 57 percent employed arts specialists to teach the subject, up from 38 percent in 1999–2000. In both years, 49 percent of elementary schools that offered dance indicated that there was a district curriculum guide in dance that teachers were expected to follow.



Figure 20

Among public elementary schools that offered instruction in dance, percent reporting selected program characteristics for that subject: School years 1999–2000 and 2009–10



NOTE: Percents are based on the percentage of elementary schools that reported instruction designated specifically for dance during regular school hours (20 percent in 1999–2000 and 3 percent in 2009–10). More detailed data are provided in supplemental tables 2 and 129 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. The 1999–2000 data presented in this figure may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10; and “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

Indicator 27: Dance Professional Development for Teachers

Elementary school principals provided information on whether the school or district offered various professional development activities in dance in the 12 months preceding the 2009–10 study. The findings show that 15 percent of elementary schools reported that the school or district offered at least one program that focused on professional development for dance teachers (figure 21). Elementary schools reported that dance professional development programs were offered through off-site seminars or conferences (10 percent), workshops with professional artists or arts groups (9 percent), and in-school seminars or conferences (5 percent).

Figure 21

Percent of public elementary schools reporting that the school or district offered dance professional development programs for teachers: School year 2009–10



NOTE: More detailed data are provided in supplemental table 24 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10.



Secondary Schools

Public secondary schools reported the frequency of dance instruction in the 2008–09 school year and the number and types of 2008–09 staff members who provided dance instruction.¹³ Secondary schools

also reported other characteristics of their dance programs in 2009–10 school year and whether the school or district sponsored dance professional development activities during the 12 months preceding the study.

Indicator 28: Availability and Characteristics of Dance Instruction

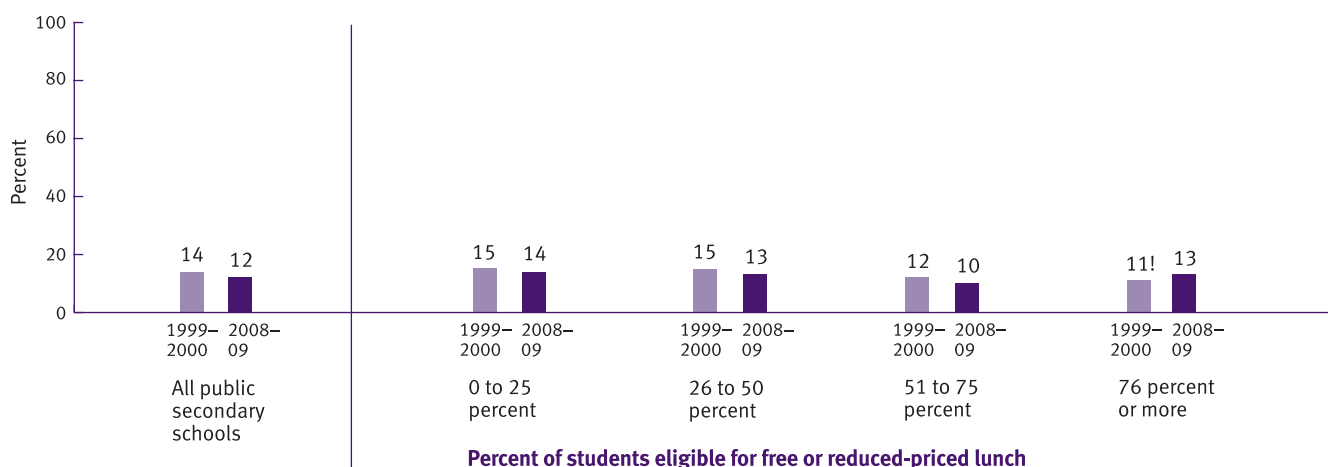
Twelve percent of public secondary schools reported that they offered dance instruction in the 2008–09 school year, and 14 percent of the schools indicated that they offered dance instruction in the 1999–2000 school year (figure 22).

Public secondary schools that offered dance instruction in 2008–09 were asked to provide counts for their

full- and part-time staff members who provided dance instruction. Public secondary schools reported an estimated 5,600 staff members who provided dance instruction in 2008–09 (table 22). Arts specialists accounted for 69 percent of the dance instructors—56 percent were full-time arts specialists and 13 percent were part-time arts specialists.

Figure 22

Percent of public secondary schools offering instruction in dance, by percent of students eligible for free or reduced-price lunch: School years 1999–2000 and 2008–09



¹³Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

NOTE: The 2009–10 survey asked whether dance was taught during regular school hours in the previous school year while the 1999–2000 survey asked whether dance was taught during regular school hours in the current school year. More detailed data are provided in supplemental tables 70 and 154 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. The 1999–2000 data presented in this figure may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10; and “Secondary School Arts Education Survey: Fall 1999,” FRSS 67S, 1999–2000.

¹³The secondary school survey asked about arts course offerings and arts instructors for the previous school year since the survey was mailed in early fall 2009, when some schools might not have been able to provide this information for the current school year.

Public secondary schools that offered dance instruction were also asked to report the number of dance courses offered. Of the schools that provided dance instruction in the 2008–09 school year, 57 percent offered one or two courses, 30 percent offered three or four courses, and 13 percent offered five or more courses (table 22).

The 2009–10 study also asked public secondary schools about the primary space that was used for dance instruction and whether the district had a dance curriculum guide that teachers were expected to follow. Among secondary schools that provided dance instruction in the 2009–10 school year, 45 percent reported dedicated rooms with special equipment as the primary space for dance instruction, 39 percent reported gymnasiums, and 14 percent reported dedicated rooms with no special equipment. Two-thirds (66 percent) of public secondary schools that offered dance instruction reported that the district had a curriculum guide that teachers were expected to follow in 2009–10.



Table 22

Among public secondary schools that offered dance instruction, number of dance instructors reported by schools and percent that were arts specialists in 2008–09, percentage distribution of schools reporting the number of courses offered in 2008–09, and percentage distribution reporting the primary space used and curriculum guides for instruction in 2009–10

Number of dance instructors on the 2008–09 staff	5,600
Percent of dance instructors who were: ¹	
Arts specialists	69
Full-time arts specialists	56
Part-time arts specialists	13
All other dance instructors	31
Percent of schools offering: ¹	
1 or 2 courses	57
3 or 4 courses	30
5 or more courses	13
Primary space used for instruction ²	
Dedicated rooms with special equipment	45
Dedicated rooms with no special equipment	14
Gymnasium, auditorium, or cafeteria	39
Other space	31
Had district curriculum guide that teachers were expected to follow ²	
Yes	66
No	44

¹Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹Percents are based on the 12 percent of secondary schools that offered dance during regular school hours in 2008–09 because the 2009–10 survey asked about course offerings and dance instructors in the previous school year. Schools were instructed to count different sections of the same course as one course.

²Data are based on the 16 percent of secondary schools that offered dance during regular school hours in 2009–10 because the 2009–10 survey asked about curriculum guides and the primary space used for dance instruction in the current school year.

NOTE: More detailed data are provided in supplemental tables 71, 73, and 74 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. Detail may not sum to totals because of rounding. The percentage of schools offering the arts subject in 2009–10 school year was inferred from the “not applicable” response to questions about curriculum guides and space used for instruction in the current school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Indicator 29: Dance Professional Development for Teachers

In 2009–10, public secondary schools were asked whether the school or district provided opportunities for various professional development activities in dance during the 12 months preceding the study. Fourteen percent of secondary schools indicated that the school or district offered at least one program that focused on professional development for dance teachers (figure 23). Specifically, dance professional development programs were offered through off-site seminars or conferences (10 percent), workshops with professional artists or arts groups (7 percent), and in-school seminars or conferences (6 percent).

Figure 23

Percent of public secondary schools reporting that the school or district offered dance professional development programs for teachers: School year 2009–10



NOTE: More detailed data are provided in supplemental table 91 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 2009," FRSS 101, 2009–10.



A Closer Look at Drama/Theatre Education

The indicators in this section address issues of student access to drama/theatre education and the core characteristics of such programs in elementary and secondary schools. As with the previous section on dance education, there are no teacher-level data from drama specialists to explore all of the issues examined for music and visual arts education. Separate surveys of drama/theatre specialists were not included in the study because the percentage of schools with these specialists on staff was relatively small.

Elementary Schools

Public elementary school principals were asked about the prevalence of drama/theatre instruction, the incorporation of drama/theatre into other curriculum areas, core characteristics of drama/theatre programs, and the provision of teacher professional development activities in the subject area.

Indicator 30: Availability of Drama/Theatre Education

In the 2009–10 school year, 4 percent of public elementary schools offered instruction that was designated specifically for drama/theatre during regular school hours. This percentage represents a decrease from 1999–2000, when 20 percent of elementary schools offered the subject during regular school hours (table 23).

Elementary schools also provided information on the ways in which drama/theatre was incorporated into other subject areas. Schools could report more than one method of incorporating drama/theatre into their program of study. In the 2009–10 school year, 29 percent of elementary schools

taught drama/theatre as part of their English or language arts curriculum, and 30 percent reported this approach to teaching drama/theatre in 1999–2000. In addition, 46 percent of elementary schools indicated that drama/theatre activities were integrated into other curriculum areas in 2009–10. The percentage of elementary schools that integrated drama/theatre activities into other curriculum areas differed by poverty concentration, with 39 percent of schools with the highest poverty concentration reporting this approach to teaching the subject compared with 50 percent and 59 percent of schools with the two lowest poverty concentrations.

Indicator 31: Characteristics of Drama / Theatre Programs

Elementary school principals reported on the frequency of drama/theatre instruction, the space used for instruction, the types of instructors available to teach the subject, and the availability of district curriculum guides.

Of the public elementary schools that offered drama/theatre instruction in the 2009–10 school year, 58 percent reported that a typical student received instruction in the subject at least once a week and 46 percent offered the subject throughout the entire school year (figure 24). The percentage of elementary schools offering weekly instruction in drama/theatre increased from 1999–2000, when 21 percent of the schools reported this schedule.

About one-third (34 percent) of elementary schools that offered drama/theatre in 2009–10 reported that instruction was provided primarily in dedicated rooms with special equipment. In elementary schools where drama/theatre was offered in the 2009–10 school year, 42 percent of the schools reported that they employed arts specialists to teach the subject, and 46 percent reported the school or district had a curriculum guide for teachers to follow.



Table 23

Percent of public elementary schools reporting instruction designated specifically for drama/theatre, and percent reporting the incorporation of drama/theatre into other subject or curriculum areas, by percent of students eligible for free or reduced-price lunch: School years 1999–2000 and 2009–10

School characteristic	Offered instruction specifically for drama/theatre		Drama/theatre was taught as part of the English/language arts curriculum		Drama/theatre activities and instruction were integrated into other curriculum areas	
	1999–2000	2009–10	1999–2000	2009–10	1999–2000	2009–10
All public elementary schools	20	4	30	29	43	46
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	21	4	35	34	48	59
26 to 50 percent	17	3!	29	30	49	50
51 to 75 percent	22	3!	26	26	33	40
76 percent or more	20	4!	28	27	39	39

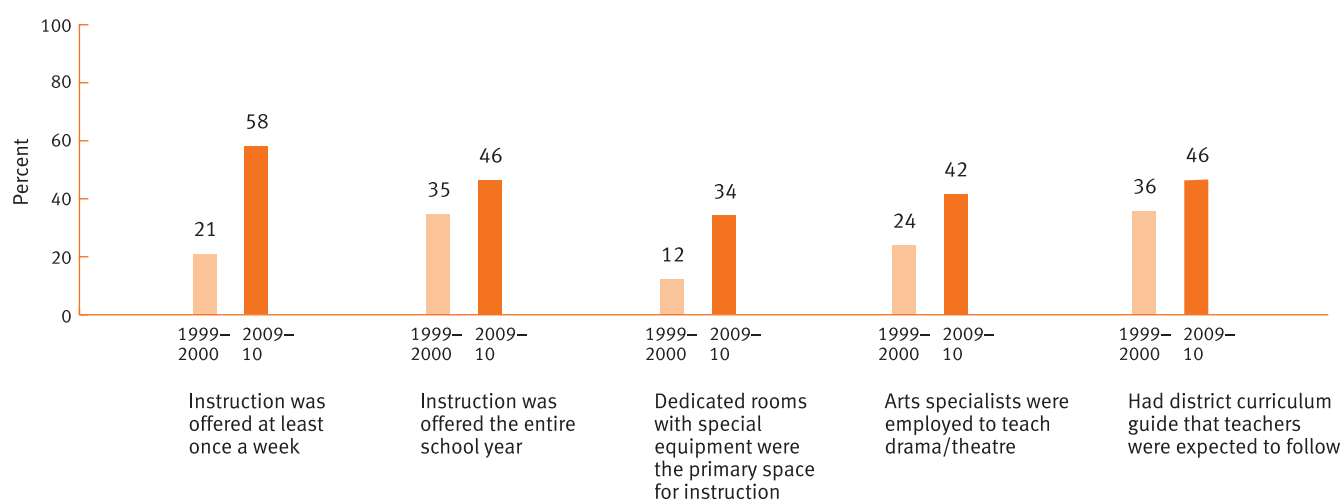
!Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

NOTE: More detailed data are provided in supplemental tables 1, 12, 128, and 139 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. The 1999–2000 data presented in this figure may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report. Respondents could report more than one method of incorporating drama/theatre in their program of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10; and “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

Figure 24

Among public elementary schools that offered drama/theatre instruction, percent reporting selected program characteristics for that subject: School years 1999–2000 and 2009–10



NOTE: Percents are based on the percentage of elementary schools that reported instruction designated specifically for drama/theatre during regular school hours in 2009–10 (4 percent) and 1999–2000 (20 percent). More detailed data are provided in supplemental tables 2 and 129 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. The 1999–2000 data presented in this figure may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10; and “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.



Indicator 32: Drama /Theatre Professional Development for Teachers

In the 2009–10 school year, 17 percent of elementary schools reported that the school or district offered at least one program that focused on professional development for drama/theatre teachers in the 12 months preceding the study (figure 25). Specifically, elementary schools reported that professional development programs in drama/theatre were provided through workshops with professional artists or arts groups (10 percent), off-site seminars or conferences (10 percent), and in-school seminars or conferences (5 percent).

Figure 25

Percent of public elementary schools reporting that the school or district offered drama/theatre professional development programs for teachers: School year 2009–10



NOTE: More detailed data are provided in supplemental table 24 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 2009," FRSS 100, 2009–10.

Secondary Schools

Public secondary schools were asked about the prevalence of drama/theatre instruction in the 2008–09 school year and the number and types of 2008–09 staff members who provided such instruction.¹⁴ Secondary schools also reported other characteristics

of their drama/theatre programs in 2009–10 school year, and the provision of school- or district-sponsored professional development for drama/theatre instructors during the 12 months preceding the study.



Indicator 33: Availability and Characteristics of Drama/Theatre Instruction

Forty-five percent of public secondary schools reported that they offered drama/theatre instruction in the 2008–09 school year, and 48 percent offered the subject in the 1999–2000 school year (figure 26). The percentage of public secondary schools that offered instruction in drama/theatre in the 2008–09 school year was smaller in schools with the highest

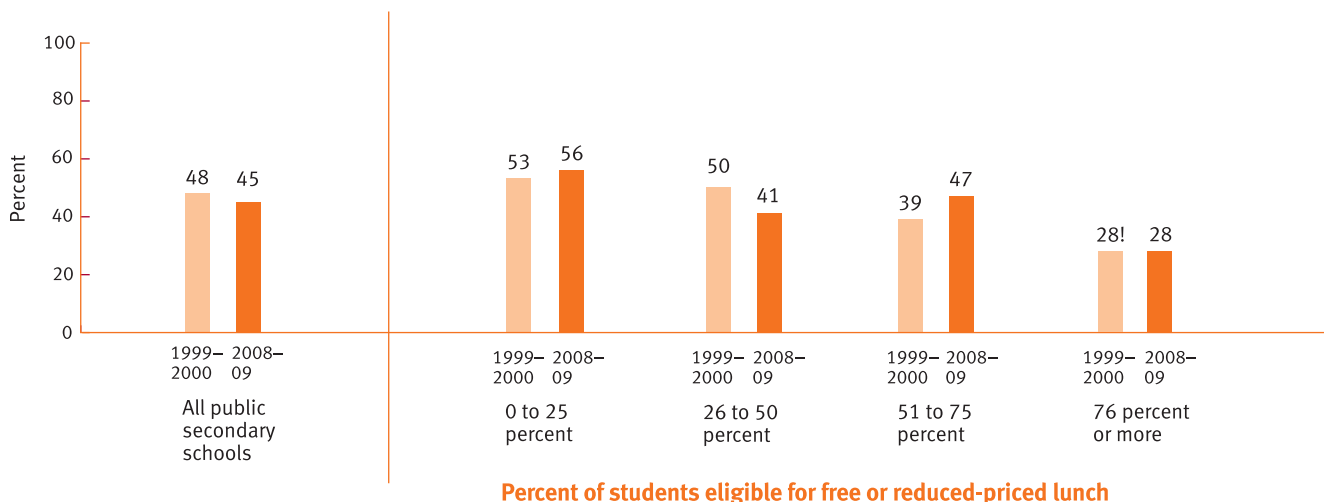
poverty concentration (28 percent) than schools with lower concentrations of poverty (41 to 56 percent).

Public secondary schools that offered drama/theatre instruction in 2008–09 provided information about the number of full- and part-time staff members who provided drama/theatre instruction and the number of instructors who were arts

specialists. Secondary schools reported an estimated 18,000 staff members who taught drama/theatre in 2008–09 (table 24). About three-fourths (73 percent) of these instructors were reported as arts specialists; 64 percent were full-time arts specialists and 9 percent were part-time arts specialists. Public secondary schools that offered drama/theatre instruction in 2008–09 were also asked to report the

Figure 26

Percent of public secondary schools reporting instruction in drama/theatre, by percent of students eligible for free or reduced-price lunch: School years 1999–2000 and 2008–09



¹⁴Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

NOTE: The 2009–10 survey asked whether drama/theatre was taught during regular school hours in the previous school year while the 1999–2000 survey asked whether drama/theatre was taught during regular school hours in the current school year. More detailed data are provided in supplemental tables 70 and 154 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. The 1999–2000 data presented in this figure may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10; and “Secondary School Arts Education Survey: Fall 1999,” FRSS 67S, 1999–2000.

¹⁴The 2009–10 survey asked about arts course offerings and instructors in the previous school year since the survey was mailed in early fall 2009, when some schools might not have been able to provide this information for the current school year. However, the 1999–2000 survey asked about arts course offerings and instructors in the current school year.

number of courses offered in the subject. Sixty-three percent offered one or two courses, 26 percent offered three or four courses, and 11 percent offered five or more courses.

Public secondary schools that offered drama/theatre in 2009–10 reported the primary space that was used for drama/theatre instruction and whether the district had a drama/theatre curriculum guide that teachers were expected to follow. Of the secondary schools that

provided drama/theatre instruction in 2009–10, about half (52 percent) reported dedicated rooms with special equipment as the primary space for instruction in the subject. Smaller percentages reported the use of dedicated rooms with no special equipment (22 percent) and gymnasiums (22 percent). About three-fourths (72 percent) of public secondary schools that offered drama/theatre reported that the district had a curriculum guide that teachers were expected to follow.



Table 24

Among public secondary schools that offered drama/theatre instruction, number of drama/theatre instructors reported by schools and percent that were arts specialists in 2008–09, percentage distribution of schools reporting the number of courses offered in 2008–09, and percentage distribution reporting the primary space used and curriculum guides for instruction in 2009–10

Number of drama/theatre instructors on the 2008–09 staff	18,000
Percent of drama/theatre instructors who were:¹	
Arts specialists	73
Full-time arts specialist	64
Part-time arts specialists	9
All other drama/theatre instructors	27
Percent of schools offering:¹	
1 or 2 courses	63
3 or 4 courses	26
5 or more courses	11
Primary space used for instruction:²	
Dedicated rooms with special equipment	52
Dedicated rooms with no special equipment	22
Gymnasium, auditorium, or cafeteria	22
Other space	4
Had district curriculum guide that teachers were expected to follow:²	
Yes	72
No	28

¹Data are based on the 45 percent of schools that offered drama/theatre during regular school hours in 2008–09 because the 2009–10 survey asked about course offerings and drama/theatre instructors in the previous school year. Schools were instructed to count different sections of the same course as one course.

²Data are based on the 46 percent of schools that offered drama/theatre during regular school hours in 2009–10 because the 2009–10 survey asked about curriculum guides and the primary space used for drama/theatre instruction in the current school year.

NOTE: More detailed data are provided in supplemental tables 71, 73, and 74 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. The percentage of schools offering the arts subject in 2009–10 school year was inferred from the “not applicable” response to questions about curriculum guides and space used for instruction in the current school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Indicator 34: Drama/Theatre Professional Development for Teachers

In 2009–10, public secondary schools were asked whether the school or district provided opportunities for various professional development activities in drama/theatre during the 12 months preceding the study. About one-third (32 percent) of the schools indicated that the school or district offered at least one program that focused on professional development for drama/theatre instructors (figure 27). Drama/theatre professional development was offered through off-site seminars or conferences (26 percent), workshops with professional artists or arts groups (18 percent), and in-school seminars or conferences (12 percent).

Figure 27

Percent of public secondary schools reporting that the school or district offered drama/theatre professional development programs for teachers: School year 2009–10



NOTE: More detailed data are provided in supplemental table 91 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 2009," FRSS 101, 2009–10.



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Appendix A—Technical Notes

Fast Response Survey System

The Fast Response Survey System (FRSS) was established in 1975 by the National Center for Education Statistics (NCES), U.S. Department of Education. FRSS is designed to collect issue-oriented data within a relatively short time frame. FRSS collects data from state education agencies, local education agencies, public and private elementary and secondary schools, public school teachers, and public libraries. To ensure minimal burden on respondents, the surveys are generally limited to three pages of questions, with a response burden of about 30 minutes per respondent. Sample sizes are relatively small (usually about 1,000 to 1,500 respondents per survey) so that data collection can be completed quickly. Data are weighted to produce national estimates of the sampled education sector. The sample size is large enough to permit estimates by one variable with two or three categories, but it is not large enough to support more detailed estimates. As the number of categories within any single analysis variable increases, the sample size within categories decreases, which results in larger sampling errors for the breakouts by classification variables.

Sample Design

This study is based on a total of seven surveys that were administered during the 2009–10 school year. At the elementary school level, the study includes a survey of school principals and three teacher-level surveys, one each for self-contained classroom teachers, music specialists, and visual arts specialists. At the secondary school level, the study includes a survey of school principals and two teacher-level surveys, one each for music specialists and visual arts specialists. Sampled schools provided lists of eligible teachers for the teacher surveys.

The sampling frames for the school surveys and teacher list collections were based on regular public schools from the 2006–07 NCES Common Core of Data (CCD) Public School Universe file, which was the most current file available at the time of sample selection. The sampling frame included 85,962 regular public schools. Of these, 52,807 were elementary schools, 31,133 were secondary schools, and 2,022 were combined schools. The frame included regular public elementary and secondary schools¹ in the 50 states and the District of Columbia and excluded special education, vocational, home, adult education, private, and alternative/other schools; schools in the outlying U.S. territories; schools operated by the Department of Defense or Bureau of Indian Education; schools lacking any grade higher than kindergarten; and schools with only ungraded students. Charter schools were eligible for inclusion because they were classified as regular schools in the CCD. A school was defined as an elementary school if the lowest grade was lower than or equal to grade 6 and the highest grade was lower than or equal to grade 8. A secondary school was defined as having a lowest grade of 7 or greater and a highest grade equal to or greater than grade 7. Combined schools were defined as those having grades higher than grade 8 and lower than grade 7.

Separate stratified samples of public elementary and secondary schools were selected to receive the appropriate survey instrument for the school-level surveys and teacher list collections. Combined schools were given a chance for selection for both surveys and, if selected, were asked to complete only the survey instrument for which they were selected. The sampling frame was stratified by instructional level. Elementary and secondary schools were also stratified by school enrollment size. Within the primary strata, schools were sorted by geographic region; community type; percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students; and percent eligible for free or reduced-price lunch to produce additional implicit stratification.

Samples of Elementary Schools and Teachers

A total of about 1,800 public elementary schools were sampled. Of these schools, approximately 1,200 were selected to respond to the principal school-level survey and to provide lists of eligible teachers—self-contained classroom teachers, full- or part-time music specialists, and full- or part-time visual arts specialists (table A-1). The remaining 600 schools were asked to provide only lists of full- or part-time music specialists and visual arts specialists (i.e., they were not sampled to complete the school-level survey or provide lists of classroom teachers). This sampling approach was necessary to ensure adequate sample sizes for arts specialists, since some schools do not have music or visual arts specialists on staff.

¹Regular school is defined as a public elementary or secondary/combined school that does not focus primarily on vocational, special, or alternative education.

Table A-1

Overview of sample selection for school-level surveys, teacher list collections, and teacher-level surveys:
School year 2009–10

Instructional level of school and type of data collection request	Sample size
Elementary schools and teachers	
Schools selected for school-level survey and/or teacher list collections	1,800
Schools selected to respond to the school-level survey and provide lists of classroom teachers, music specialists, and visual arts specialists	1,200
Schools selected to provide only lists of music specialists and visual arts specialists	600
Teachers selected for all teacher surveys	3,430
Music specialists selected for survey	1,370
Visual arts specialists selected for survey	1,100
Classroom teachers selected for survey	970
Secondary schools and teachers	
Schools selected for school-level survey and/or teacher list collections	1,600
Schools selected to respond to the school-level survey and provide lists of music specialists and visual arts specialists	1,200
Schools selected to provide only lists of music specialists and visual arts specialists	400
Teachers selected for all teacher surveys	2,660
Music specialists selected for survey	1,350
Visual arts specialists selected for survey	1,300

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10; “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10; “Arts Survey of Elementary School Classroom Teachers,” FRSS 102C, 2009–10; “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10; “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Overall, a total of about 3,430 teachers were sampled from the eligible elementary school teacher lists. The teacher samples included approximately 1,370 music specialists, 1,100 visual arts specialists, and 970 self-contained classroom teachers. In elementary schools that were selected to provide a list of all eligible teachers, exactly one teacher was randomly selected from each of the following groups: full-time classroom teachers, full- or part-time music specialists (if available at the school), and full- or part-time visual arts specialists (if available at the school). On average, three teachers were sampled per school. In elementary schools that were selected to provide lists of specialists only, exactly one teacher was sampled from the following groups: full- or part-time music specialists (if available at the school) and full- or part-time visual arts specialists (if available at the school). On average, two teachers were sampled per school.

Samples of Secondary Schools and Teachers

At the secondary school level, a total of about 1,600 public secondary schools were sampled. Of these, approximately 1,200 schools were selected to respond to the school survey and provide lists of full- or part-time music specialists and visual arts specialists. The remaining 400 schools were asked to provide lists of full- or part-time music specialists and visual arts specialists only (i.e., they were not sampled to complete the school-level survey).

A total of about 2,660 teachers were sampled from the eligible secondary school teacher lists: approximately 1,350 music specialists and 1,300 visual arts specialists. On average, two teachers were sampled per secondary school. Exactly one teacher was randomly selected from each of the following groups: full- or part-time music specialists (if available at the school) and full- or part-time visual arts specialists (if available at the school).

Data Collection and Response Rates

Elementary School Survey and List Collections

Study materials were mailed to elementary school principals in September 2009. Of the approximately 1,800 sampled public elementary schools, about 1,200 were selected to respond to the school survey and provide lists of eligible teachers for the teacher surveys (i.e., classroom teachers, music specialists, and visual arts specialists). The study packages to these schools included a school survey and a cover letter indicating that the survey was designed to be completed by the school principal. Respondents were given the option of completing the survey online or on paper. Also included in the package were instructions for respondents to review their complete roster of teachers, identify music specialists and visual arts specialists, and cross off teachers in the following categories: preschool teachers, teachers' aides, bilingual/ESL teachers, special education teachers, non-full-time classroom teachers, substitute teachers, administrators, counselors and advisors, library media specialists, and unpaid volunteers. The remaining 600 schools were asked to provide only lists of music specialists and visual arts specialists (i.e., they were not sampled to complete the school-level survey or provide lists of full-time classroom teachers). The study packages to these schools contained a cover letter and a form to insert the names of full- or part-time music specialists and visual arts specialists.

Telephone follow-up for those who did not respond to the initial questionnaire and list collection mailings was conducted from October 2009 through June 2010. Overall, of the approximately 1,800 elementary schools sampled to provide teacher lists, about 1,600 provided teacher lists and 50 of the responding schools were found to be out of scope for the survey. This left a total of approximately 1,550 eligible elementary school teacher lists, including about 30 partial lists (i.e., cases in which lists of classroom teachers were requested but not provided). Elementary schools were deemed out of scope for the teacher list collection and/or school survey because they had closed or lacked an elementary grade higher than kindergarten. The initial weighted response rate for the elementary school list collection for arts specialists was 88.9 percent. The initial weighted response rate for the elementary school list collection for classroom teachers was 84.9 percent.

Of the approximately 1,200 elementary schools sampled for the school-level survey, about 40 schools were found to be out of scope for the study during the teacher list collection activity. This left a total of approximately 1,160 schools eligible for the survey. Completed questionnaires were received from about 1,000 elementary school principals (table A-2). The initial weighted response rate was 85 percent, and the unweighted response rate was also 85 percent for the elementary school survey.

Elementary Teacher Surveys

Survey packages were mailed to the sampled elementary teachers—music specialists, visual arts specialists, and classroom teachers—in several batches from January through April 2010. The respondents were mailed one of three elementary teacher questionnaires that were tailored to each type of teaching assignment. Telephone follow-up for questionnaire nonresponse was conducted from February through August 2010.

Of the approximately 3,430 elementary teachers selected for the sample, about 1,370 were music specialists, 1,100 were visual arts specialists, and 970 were self-contained classroom teachers (table A-1). Of these teachers, approximately 50 music specialists, 50 visual arts specialists, and 60 self-contained classroom teachers were out of scope for the survey. Thus, the number of eligible teachers in the samples was about 1,310 for music specialists, 1,050 for visual arts specialists, and 910 for classroom teachers. Music specialists and visual arts specialists were deemed out of scope for the study mainly because they did not primarily teach music or visual arts, they were not employed at the sampled school at the time of the study, or they were sampled from more than one school at which they taught. Respondents were found to be out of scope for the classroom teacher survey because they were not self-contained classroom teachers.

Completed questionnaires were received from approximately 1,150 music specialists, 920 visual arts specialists, and 730 self-contained classroom teachers in elementary schools (table A-2). The unweighted response rates were 87.1 percent for the music specialist survey, 87.8 percent for the visual arts specialist survey, and 81.0 percent for the classroom teacher survey. The initial weighted response rates were 86.5 percent for the music specialist survey, 87.6 percent for the visual arts specialist survey, and 81.5 percent for the classroom teacher survey.

Table A-2

Number and percentage distribution of public elementary schools and teachers in the study and estimated number and percentage distribution in the nation, by school characteristics: School year 2009–10

School characteristic	Elementary schools				Elementary school music specialists			
	School sample (unweighted)		National estimate (weighted)		Teacher sample (unweighted)		National estimate (weighted)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All public elementary schools and teachers	1,000	100	52,900	100	1,150	100	65,900	100
Enrollment size								
Less than 300	170	18	13,990	26	190	16	13,660	21
300 to 499	350	36	19,070	36	430	37	25,380	39
500 or more	460	47	19,840	38	530	47	26,860	41
Community type								
City	270	27	14,310	27	310	27	18,350	28
Suburban	310	31	15,530	29	360	31	23,320	35
Town	130	13	6,930	13	170	14	7,670	12
Rural	280	28	16,130	30	320	28	16,560	25
Region								
Northeast	190	19	9,940	19	220	20	17,270	26
Southeast	250	26	11,870	22	320	20	13,810	21
Central	240	24	14,580	28	300	26	18,630	28
West	300	30	16,510	31	300	26	16,190	25
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	170	17	10,430	20	190	17	11,560	18
6 to 20 percent	220	22	11,700	22	290	26	17,900	27
21 to 49 percent	270	27	13,810	26	290	25	15,470	23
50 percent or more	340	34	17,000	32	370	33	20,970	32
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	230	23	11,840	22	300	26	19,630	30
26 to 50 percent	230	23	12,630	24	300	26	17,410	26
51 to 75 percent	280	28	15,090	29	300	26	15,890	24
76 percent or more	250	25	13,340	25	240	21	12,640	19

See notes at end of table.

Table A-2

Number and percentage distribution of public elementary schools and teachers in the study and estimated number and percentage distribution in the nation, by school characteristics: School year 2009–10—Continued

School characteristic	Elementary school visual arts specialists				Elementary school classroom teachers			
	School sample (unweighted)		National estimate (weighted)		Teacher sample (unweighted)		National estimate (weighted)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All public elementary schools and teachers	920	100	39,270	100	730	100	953,200	100
Enrollment size								
Less than 300	140	15	8,430	21	130	17	119,780	13
300 to 499	350	38	15,130	39	260	35	313,120	33
500 or more	420	46	15,710	40	350	48	520,300	55
Community type								
City	250	28	11,240	29	180	25	251,360	26
Suburban	310	34	13,700	35	240	32	338,180	35
Town	110	12	4,300	11	110	15	128,400	13
Rural	250	27	10,030	26	200	28	235,260	25
Region								
Northeast	230	25	10,040	26	130	18	162,820	17
Southeast	260	29	9,590	24	200	28	285,290	30
Central	270	29	12,870	33	180	24	200,230	21
West	160	17	6,770	17	230	31	304,850	32
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	180	19	8,250	21	120	16	124,760	13
6 to 20 percent	230	25	9,800	25	170	23	219,840	23
21 to 49 percent	230	25	9,090	23	200	28	270,690	28
50 percent or more	290	31	12,130	31	250	33	337,910	36
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	260	29	11,360	29	180	24	241,280	25
26 to 50 percent	240	26	10,520	27	170	23	215,540	23
51 to 75 percent	220	24	9,200	23	210	29	263,840	28
76 percent or more	190	20	7,930	20	180	25	229,030	24

¹Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. Detail may not sum to totals because of rounding or nonascertained data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10; “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10; and “Arts Survey of Elementary School Classroom Teachers,” FRSS 102C, 2009–10.

Secondary School Surveys and List Collections

Survey and list collection materials were mailed to secondary school principals in September 2009. Of the approximately 1,600 sampled public secondary schools, about 1,200 were selected to respond to the school survey and provide lists of music specialists and visual arts specialists (table A-1). The survey packages to these schools included a school survey and a cover letter indicating that the survey was designed to be completed by the school principal. Respondents were given the option of completing the survey online or on paper. Also included in the packages was a form for respondents to insert the names of their full- or part-time music specialists and visual arts specialists. The remaining 400 schools were asked to provide only lists of music specialists and visual arts specialists (i.e., they were not sampled to complete the school-level survey). The study packages to these schools contained a cover letter and a form to insert the names of full- or part-time music specialists and visual arts specialists.

Telephone follow-up for those who did not respond to the initial questionnaire and list collection mailings was conducted from October 2009 through June 2010. Overall, of the total approximately 1,600 secondary schools sampled to provide teacher lists, about 1,470 provided teacher lists and 40 were found to be out of scope for the study during the teacher list collection activity. This left a total of approximately 1,430 eligible secondary school teacher lists. Secondary schools were deemed out of scope for the teacher list collection and/or school survey because they had closed, reconfigured, or did not include secondary grades. The initial weighted response rate for the secondary teacher list collection was 92.9 percent.

Of the approximately 1,200 secondary schools that were sampled for the school-level survey, about 30 schools were found to be out of scope for the study. This left a total of approximately 1,170 secondary school principals eligible for the survey. Completed questionnaires were received from about 1,010 secondary school principals (table A-3). The initial weighted response rate was 89 percent, and the unweighted response rate was 87 percent for the secondary school survey.

Secondary School Teacher Surveys

Questionnaires and cover letters were mailed to the sampled secondary school teachers—music specialists and visual arts specialists—in several batches from January through late April 2010. The respondents were mailed one of two secondary teacher questionnaires that were tailored to each type of teaching assignment. Telephone follow-up for questionnaire nonresponse was conducted from February through July 2010.

Of the approximately 2,660 secondary teachers selected for the sample, about 1,350 were music specialists and 1,300 were visual arts specialists (table A-1). Of these teachers, approximately 40 music specialists and 90 visual arts specialists were out of scope for the survey. Thus, the number of eligible teachers in the samples was about 1,320 for music specialists and 1,210 for visual arts specialists. For both the music and visual arts surveys, respondents were out of scope because they did not primarily teach music or visual arts or they were not employed at the sampled school at the time of the study.

Completed questionnaires were received from approximately 1,070 music specialists and 1,050 visual arts specialists in secondary schools (table A-3). The unweighted response rates were 81.0 percent for the music specialist survey and 86.2 percent for the visual arts specialist survey. The initial weighted response rates were 81.8 percent for the music specialist survey and 85.3 percent for the visual arts specialist survey.

Table A-3

Number and percentage distribution of public secondary schools and teachers in the study and estimated number and percentage distribution in the nation, by school characteristics: School year 2009–10

School characteristic	Secondary schools				Secondary schools music specialists			
	School sample (unweighted)		National estimate (weighted)		Teacher sample (unweighted)		National estimate (weighted)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All public secondary schools and teachers	1,010	100	31,650	100	1,070	100	61,430	100
Enrollment size								
Less than 300	280	27	13,420	42	280	26	17,210	28
300 to 499	370	36	10,460	33	380	36	22,790	37
500 or more	370	36	7,770	25	410	38	21,430	35
Community type								
City	230	22	6,390	20	230	21	13,510	22
Suburban	300	30	7,890	25	340	32	19,260	31
Town	160	16	5,010	16	170	16	10,370	17
Rural	330	32	12,360	39	330	31	18,290	30
Region								
Northeast	180	18	5,150	16	220	20	13,000	21
Southeast	260	26	7,620	24	270	25	12,100	20
Central	270	26	8,980	28	290	28	19,850	32
West	310	30	9,900	31	290	27	16,480	27
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	210	20	7,710	24	230	21	14,250	23
6 to 20 percent	260	26	7,910	25	280	26	16,810	27
21 to 49 percent	240	24	7,150	23	270	25	15,170	25
50 percent or more	300	30	8,880	28	290	27	15,210	25
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	290	28	7,930	25	340	32	20,940	34
26 to 50 percent	340	33	10,940	35	370	35	22,340	36
51 to 75 percent	260	26	8,450	27	240	23	12,560	20
76 percent or more	130	13	4,250	13	110	10	5,360	9

See notes at end of table.

Table A-3

Number and percentage distribution of public secondary schools and teachers in the study and estimated number and percentage distribution in the nation, by school characteristics: School year 2009–10—Continued

School characteristic	Secondary schools visual arts specialists			
	Teacher sample (unweighted)		National estimate (weighted)	
	Number	Percent	Number	Percent
All public secondary teachers	1,050	100	44,260	100
Enrollment size				
Less than 500	280	26	11,580	26
500 to 999	370	35	13,440	30
1,000 or more	400	38	19,240	43
Community type				
City	240	23	9,640	22
Suburban	320	30	15,230	34
Town	170	17	6,430	15
Rural	320	30	12,950	29
Region				
Northeast	220	21	11,560	26
Southeast	260	25	8,420	19
Central	290	28	12,340	28
West	270	26	11,930	27
Percent combined enrollment of Black and other races/ethnicities¹				
Less than 6 percent	220	21	9,430	21
6 to 20 percent	290	27	12,720	29
21 to 49 percent	250	23	10,400	23
50 percent or more	290	28	11,700	26
Percent of students eligible for free or reduced-price lunch				
0 to 25 percent	320	31	15,770	36
26 to 50 percent	370	36	15,520	35
51 to 75 percent	230	22	8,690	20
76 percent or more	110	11	4,020	9

¹Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. Detail may not sum to totals because of rounding or nonascertained data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10; “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Nonresponse Bias Analysis

NCES statistical standards and guidelines require a nonresponse bias analysis if the unit response rate at any stage of data collection is less than 85 percent. For the teacher surveys, nonresponse occurred when an eligible sampled school did not provide a teacher sampling list or an eligible sampled teacher did not complete the questionnaire. For the elementary school classroom teacher survey, response rates were less than 85 percent for both the list collection and teacher samples. The initial weighted list collection response rate for the classroom teacher survey was 84.9 percent, and the initial weighted response rate for the classroom teacher survey was 81.5 percent. At the secondary school level, the response rate was less than 85 percent for the music teacher survey. The initial weighted list collection response rate for the secondary teacher list collection was 92.9 percent, and the initial weighted response rate for the secondary music teacher survey was 81.8 percent.

Thus, a nonresponse bias analysis was conducted for the elementary school classroom teacher survey and the secondary school music teacher survey. The analysis looked for potential nonresponse biases and examined whether any additional weighting adjustments for nonresponse beyond the usual FRSS procedures should be considered. Nonresponse weighting classes were formed using school- and teacher-level variables with known values for both respondents and nonrespondents, and which were identified by the analysis as being correlated with response propensity.

The analysis included an examination of the impact of school-level nonresponse (i.e., schools that did not provide a teacher list for sampling) and the impact of teacher-level nonresponse within responding schools. For each type of nonresponse, an examination of response rates by school characteristics and a comparison of the base-weighted distributions of characteristics for the total sample versus the respondents were conducted. School characteristics where the response rates varied significantly for subgroups were identified. Next, comparisons were made of data before and after the nonresponse adjustments were made to the weights. These comparisons involved distributions of respondents by school characteristics, estimates of CCD data items, and selected survey results.

For both the elementary school classroom teachers survey and the secondary school music teachers survey, the analysis found that school response rates varied by locale; region; poverty status; the percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students; and school enrollment size. For both surveys, teacher response rates only varied significantly by sampling batch, which is an indicator of how early or late in the data collection period the teacher sampling list was received. To compensate for the differential response rates, weight adjustments were used to derive adjusted teacher weights for analysis purposes. These adjustments were made in two stages. First, adjustments were made to the school component of the teacher weight to compensate for nonresponse during list collection. The nonresponse-adjusted school weights were used to compute the teacher weights, which were then adjusted for teacher nonresponse. In general, such weight adjustments will reduce nonresponse bias if the variables used in forming the weight adjustment classes are correlated with response propensity (the probability that a sampled school or teacher will respond to the survey) and with the characteristics obtained from the survey.

There are reasons to believe that the nonresponse-adjusted weights developed for these surveys will be reasonably effective in reducing potential biases. First, the school-level weight adjustments removed all of the significant differences between the weighted distributions of the responding schools and the distributions of the total school sample. For elementary schools, the mean absolute relative bias across the categories of variables included in the nonresponse bias analysis went from 4.8 percent before adjustment to 2.1 percent after adjustment. Similarly, for secondary schools, the mean absolute relative bias across all categories went from 3.6 percent before adjustment to 1.6 percent after adjustment. A comparison of weighted estimates of selected school-level characteristics available in the CCD files seems to bear this out. The school-level weight adjustment procedures eliminated or reduced the difference between the nonresponse-adjusted estimate for the responding schools and the corresponding base-weighted estimate for the total sample of schools.

The effectiveness of the school-level weight adjustments is reflected in the distributions of some of the school-level characteristics before and after school-level weighted adjustments are applied, and by comparing these distributions to those of the full sample. For example, for the elementary school classroom teachers survey, the before-adjustment weighted percentages of schools by community type was 24.7 percent in cities, 29.3 percent in urban fringes, 13.7 percent in towns, and 32.3 percent in rural areas. After adjustment, these percentages were 26.0 percent for cities, 30.1 percent for urban fringes, 13.3 percent for towns, and 30.6 percent for rural areas, which compare with the full sample weighted distribution of 27.1 percent, 29.4 percent, 13.0 percent, and 30.5 percent, respectively. Before adjustment, the weighted percentage of schools in the highest category of poverty concentration (schools with 76 percent or more students eligible for free or reduced-price lunch) was 19.8 percent. After adjustment, it increased to 20.5 percent, compared with the full sample weighted percentage of 21.3 percent. The percentages in each of the other categories of poverty status also moved closer to the full sample percentages after adjustment. Before adjustment, the weighted percentage of schools with 50 percent or more of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaskan Native students was 30.9 percent. After adjustment, it increased to 33.3 percent, compared with the full sample weighted percentage of 33.7 percent. The percentages in two of the other three categories of this school characteristic after adjustment were also closer to the full sample percentages, with one category (schools with 21 to 49 percent of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaskan Native students) only moving 0.3 percent further from the full sample distribution after adjustment. School-level adjustments for the secondary school music teachers survey yielded similar results.

Similarly, the second-stage nonresponse adjustment of the teacher weights appeared to be reasonably effective in reducing any residual differences between the distributions of the responding and nonresponding teachers. A comparison of weighted teacher estimates of selected survey items before and after nonresponse adjustment indicated that there generally were no significant differences between the nonresponse-adjusted estimates and the corresponding base-weighted estimates prior to adjustment. This suggests that much of the bias reduction was likely captured in the school-level nonresponse adjustments. The absence of statistically significant differences may also suggest that the correlation between the survey responses and the variables used in the weighting adjustment (which are expected to be among the most important predictors of response propensity) is sufficiently small that any adjustment methodology involving these variables will not have an appreciable impact on the weighted estimates.

Although it is possible to conduct more in-depth analysis and possibly refine the weighting procedures, the results of this analysis suggested that any potential improvements would be modest at best. Therefore, NCES determined that no additional analysis or adjustments to the weights was needed.

Imputation for Item Nonresponse

Although item nonresponse for key items was low for the various surveys, missing data were imputed for the items with a response rate of less than 100 percent (tables A-4 through A-10).² The missing items included both numerical data such as the number of classes taught by elementary music specialists, as well as categorical data such as whether full-time arts teachers were available to teach various arts subjects at the school. The missing data were imputed using a “hot-deck” approach to obtain a “donor” school or teacher from which the imputed values were derived. Under the hot-deck approach, a donor school or teacher that matched selected characteristics of the school or teacher with missing data (the recipient) was identified. The matching characteristics included characteristics of the school such as categories of school enrollment size; locale; categories for percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students; and categories for percent of students in the school eligible for free or reduced-price lunch. In addition, relevant questionnaire items were used to form appropriate imputation groupings. Once a donor was found, it was used to obtain the imputed values for the school or teacher with missing data. For categorical items, the imputed value was simply the corresponding value from the donor school or teacher. For numerical items, an appropriate ratio (e.g., percent of part-time music teachers who are specialists) was calculated for the donor school or teacher, and this ratio was applied to available data (e.g., number of part-time music specialists) for the recipient school or teacher to obtain the corresponding imputed value. Tables A-4 through A-10 show unweighted and weighted percentages for missing questionnaire items for which missing data were imputed.

²Per NCES standards, all missing questionnaire data are imputed.

Table A-4

Percent of cases with imputed data for the elementary school survey sample, and percent of cases with imputed data the sample represents, by questionnaire item: School year 2009–10

Questionnaire item		Respondent sample (unweighted)	Respondent sample (weighted)
Question 3: Duration of class			
Q3a	Visual arts	0.10	0.07
Question 4: Teaching space			
Q4a	Visual arts	0.10	0.07
Question 6: Whether district has written curriculum guide			
Q6a	Visual arts	0.40	0.37
Q6b	Music	0.30	0.33
Question 7: Ways in which drama and dance are taught			
Q7a	Part of English/language arts-drama	0.51	0.43
Q7b	Integrated into other curriculum areas-drama	0.51	0.43
Q7c	As separate subject-drama	0.51	0.42
Q7d	Other-drama	0.40	0.32
Q7e	Part of physical education-dance	0.40	0.32
Q7f	Part of music-dance	0.51	0.39
Q7g	Other curriculum areas integration-dance	0.81	0.73
Q7h	Separate subject-dance	0.51	0.41
Q7i	Other-dance	0.40	0.32
Question 8: Input from arts specialists in arts programs			
Q8a	Staff hiring	2.33	2.34
Q8b	Curriculum	2.53	2.49
Q8c	Fund allocation	2.33	2.34
Question 9	Evaluation of arts specialists	2.53	2.87
Question 10: Questions about arts programs and staff			
Q10a	Arts education in mission statements	0.20	0.25
Q10b	Teachers included in site-based management teams	0.30	0.35
Q10c	District-wide assessments of student performance	0.10	0.09
Q10d	Principal art program evaluations same as other program evaluations	0.30	0.29
Q10e	District-level arts curriculum specialists	0.10	0.09
Question 11: Types of initiatives underway at school			
Q11a	Arts curriculum expansion	0.20	0.26
Q11b	Arts integration into other subjects	0.10	0.17
Q11c	Technology integration into arts	0.10	0.17
Q11d	Arts facilities expansion	0.10	0.17
Q11e	Hiring additional arts instructors	0.40	0.47
Q11f	Expanded community organization partnerships	0.30	0.35
Q11g	Other	0.10	0.17

See notes at end of table.

Table A-4

Percent of cases with imputed data for the elementary school survey sample, and percent of cases with imputed data the sample represents, by questionnaire item: School year 2009–10—Continued

Questionnaire item		Respondent sample (unweighted)	Respondent sample (weighted)
Question 12: Arts instructional activities outside regular school hours			
Q12a	School arts performances	0.10	0.08
Q12b	Small group music lessons	0.10	0.08
Q12c	Choir/band practice	0.10	0.08
Q12d	Dance	0.30	0.33
Q12e	Arts field trips	0.10	0.08
Q12f	Other	0.10	0.08
Question 13: Adequacy of support for arts instruction			
Q13a	Funding	0.71	0.68
Q13b	Facilities	0.30	0.29
Q13c	Materials/equipment	0.40	0.37
Q13d	Instructional time with students	0.51	0.46
Q13e	Number of specialists	0.81	0.72
Q13f	Professional development	0.61	0.53
Q13g	Student interest	0.51	0.47
Q13h	Parent/community support	0.61	0.78
Question 14: School principal attending arts events			
Q14a	Number of student arts events	0.30	0.31
Q14b	Number events principal attended	0.71	0.66
Question 16: Whether arts professional development offered			
Q16aa	Workshops with professional artists-visual arts	0.91	0.90
Q16ab	Workshops with professional artists-music	1.11	1.11
Q16ac	Workshops with professional artists-dance	1.32	1.23
Q16ad	Workshops with professional artists-drama	1.01	0.99
Q16ba	In-school seminars-visual arts	0.61	0.65
Q16bb	In-school seminars-music	0.81	0.83
Q16bc	In-school seminars-dance	0.91	0.91
Q16bd	In-school seminars-drama	1.01	0.99
Q16ca	Off-site seminars-visual arts	0.71	0.72
Q16cb	Off-site seminars-music	1.11	1.13
Q16cc	Off-site seminars-dance	1.21	1.32
Q16cd	Off-site seminars-drama	1.21	1.20
Q16da	Other-visual arts	0.91	0.92
Q16db	Other-music	1.11	1.10
Q16dc	Other-dance	1.11	1.07
Q16dd	Other-drama	1.11	1.07

See notes at end of table.

Table A-4

Percent of cases with imputed data for the elementary school survey sample, and percent of cases with imputed data the sample represents, by questionnaire item: School year 2009–10—Continued

Questionnaire item		Respondent sample (unweighted)	Respondent sample (weighted)
Question 17: Type of music instruction			
Q17aa	General music offered	0.10	0.08
Q17ab	Grades taught	0.20	0.17
Q17ac	Percentage/student participation	0.51	0.38
Q17ba	Chorus	0.10	0.08
Q17bb	Grades taught	0.20	0.17
Q17bc	Percentage/student participation	0.20	0.17
Q17ca	Band	0.10	0.08
Q17cb	Grades taught	0.10	0.08
Q17cc	Percentage/student participation	0.30	0.24
Q17da	Strings/orchestra	0.10	0.08
Q17db	Grades taught	0.10	0.08
Q17dc	Percentage/student participation	0.20	0.16
Q17ea	Other	0.10	0.08
Q17ec	Percentage/student participation	0.10	0.08
Question 18: Arts education program/activity funding			
Q18aa	Artist-in-residence	0.20	0.32
Q18ab1	School/district funds/grants	0.20	0.32
Q18ab2	State/local arts agency	0.30	0.46
Q18ab3	Parent groups	0.20	0.32
Q18ab4	Other private source	0.20	0.32
Q18ba	Visiting artist	0.20	0.19
Q18bb1	School/district funds/grants	0.40	0.36
Q18bb2	State/local arts agency	0.40	0.36
Q18bb3	Parent groups	0.40	0.36
Q18bb4	Other private source	0.51	0.45
Q18ca	Art galleries field trips	0.10	0.11
Q18cb1	School/district funds/grants	0.30	0.39
Q18cb2	State/local arts agency	0.40	0.47
Q18cb3	Parent groups	0.51	0.53
Q18cb4	Other private source	0.30	0.39
Q18da	Arts performance field trips	0.20	0.19
Q18db1	School/district funds/grants	0.40	0.44
Q18db2	State/local arts agency	0.40	0.44
Q18db3	Parent groups	0.40	0.44
Q18db4	Other private source	0.40	0.44

See notes at end of table.

Table A-4

Percent of cases with imputed data for the elementary school survey sample, and percent of cases with imputed data the sample represents, by questionnaire item: School year 2009–10—Continued

Questionnaire item		Respondent sample (unweighted)	Respondent sample (weighted)
Q18ea	School performances/presentations	0.10	0.11
Q18eb1	School/district funds/grants	0.51	0.54
Q18eb2	State/local arts agency	0.61	0.62
Q18eb3	Parent groups	0.51	0.54
Q18eb4	Other private source	0.51	0.54
Question 19: Arts partnerships/collaborations			
Q19a	Individual artists	0.30	0.37
Q19b	Community organizations	0.30	0.37
Q19c	Museums/galleries	0.40	0.47
Q19d	Performing arts centers	0.40	0.47
Q19e	Community school of arts	0.30	0.37
Q19f	Colleges/universities	0.30	0.37
Q19g	Other	0.30	0.37
Question 20: Types of support from outside sources			
Q20aa	Instructional support-visual arts	0.51	0.53
Q20ab	Instructional support-music	1.01	0.98
Q20ac	Instructional support-dance	0.81	0.77
Q20ad	Instructional support-drama	0.61	0.60
Q20ba	Materials-visual arts	0.61	0.64
Q20bb	Materials-music	1.42	1.39
Q20bc	Materials-dance	1.21	1.22
Q20bd	Materials-drama	0.91	0.88
Q20ca	Event facilities-visual arts	0.61	0.64
Q20cb	Event facilities-music	1.21	1.20
Q20cc	Event facilities-dance	0.81	0.82
Q20cd	Event facilities-drama	0.81	0.78
Q20da	Undesignated funds-visual arts	0.61	0.60
Q20db	Undesignated funds-music	1.11	1.22
Q20dc	Undesignated funds-dance	0.91	0.91
Q20dd	Undesignated funds-drama	0.81	0.81
Q20ea	Other monetary/non-monetary support-visual arts	0.51	0.53
Q20eb	Other monetary/non-monetary support-music	0.81	0.79
Q20ec	Other monetary/non-monetary support-dance	0.61	0.60
Q20ed	Other monetary/non-monetary support-drama	0.61	0.60

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10.

Table A-5

Percent of cases with imputed data for the elementary school music teacher survey sample, and percent of cases with imputed data the sample represents, by questionnaire item: School year 2009–10

Questionnaire item		Respondent sample (unweighted)	Respondent sample (weighted)
Question 5: Type of classes, number of classes, total enrollment, total minutes taught per week			
Q5ac	Number of general music classes	1.05	1.05
Q5ad	Total enrollment in all music classes	0.70	0.68
Q5ae	Total minutes/week spent teaching all music classes	1.48	1.31
Q5bb	Band taught during most recent week of teaching	0.09	0.09
Q5bc	Number of band classes	0.96	1.78
Q5bd	Total enrollment in all band classes	0.96	1.51
Q5be	Total minutes/week spent teaching all band classes	0.87	1.33
Q5cb	Chorus taught during most recent week of teaching	0.09	0.09
Q5cc	Number of chorus classes	0.70	0.71
Q5cd	Total enrollment in all chorus classes	0.87	0.93
Q5ce	Total minutes/week spent teaching all chorus classes	0.70	0.72
Q5dc	Number of strings/orchestra classes	0.44	0.84
Q5dd	Total enrollment in all strings/orchestra classes	0.61	1.09
Q5de	Total minutes/week spent teaching all strings/orchestra classes	0.44	0.76
Q5ec	Number of other classes	0.26	0.27
Q5ed	Total enrollment in all other classes	0.17	0.19
Q5ee	Total minutes/week spent teaching all other classes	0.26	0.27
Question 6: Music classes at other schools, total enrolled/hours taught per week			
Q6a	Number/music classes taught at other schools in most recent week	1.05	1.74
Q6b	Total enrollment in all music classes at other schools	0.44	0.73
Q6c	Total hours spent teaching music/week at other schools	1.74	2.42
Question 7	Taught music on block schedule	0.09	0.04
Question 8	Taught classes outside school hours	0.17	0.29
Question 9	Planning period time	0.87	0.95
Question 10	Years of teaching experience	0.78	0.67
Question 11: Degrees held, year, fields of study			
Q11ab	Year bachelor's earned	2.79	2.76
Q11bb	Year master's earned	1.57	1.84
Q11cb	Year doctorate earned	0.09	0.12
Q11db	Year other degree earned	0.09	0.07
Question 12: Type of teaching certificate			
Q12ab	General Education certificate status	0.17	0.19
Q12bb	Music Education certificate status	0.26	0.27
Q12cb	Other certificate status	0.96	0.86
Question 13: Professional development in last 12 months/extent to which improved teaching			
Q13aa	Applied study in performing music	0.61	0.47
Q13ab	Extent teaching improved	1.66	1.76

See notes at end of table.

Table A-5

Percent of cases with imputed data for the elementary school music teacher survey sample, and percent of cases with imputed data the sample represents, by questionnaire item: School year 2009–10—Continued

Questionnaire item		Respondent sample (unweighted)	Respondent sample (weighted)
Q13ba	Applied study in improvising/arranging/composing	0.52	0.36
Q13bb	Extent teaching improved	1.31	1.19
Q13ca	Developing music knowledge	1.31	1.11
Q13cb	Extent teaching improved	2.53	2.54
Q13da	Connecting music learning with other subject areas	0.52	0.37
Q13db	Extent teaching improved	2.44	2.15
Q13ea	Research on arts/student learning	1.31	1.17
Q13eb	Extent teaching improved	2.70	2.47
Q13fa	Integrating educational technologies into music instruction	0.96	0.76
Q13fb	Extent teaching improved	2.26	1.91
Q13ga	Incorporating state/district standards into instruction	0.78	0.64
Q13gb	Extent teaching improved	2.96	2.42
Q13ha	Student assessment	0.96	0.86
Q13hb	Extent teaching improved	2.70	2.47
Q13ia	Subject area unrelated to music	0.44	0.42
Q13ib	Extent teaching improved	1.74	1.58
Question 14: Participated in activities related to teaching			
Q14a	Common planning period with regular classroom teachers	0.17	0.15
Q14b	Common planning period with other arts specialists at school	0.17	0.12
Q14c	Consult with classroom teachers to integrate music into their lesson	0.35	0.26
Q14d	Consult with other teachers to integrate other subject into music	0.26	0.28
Q14e	Collaborate with other teachers to design/teach unit of study to include music	0.17	0.09
Q14f	Sharing teaching ideas with teachers from other schools	0.52	0.43
Q14g	Visiting classrooms of music teacher colleagues	0.09	0.07
Q14i	Input for preparation of Individual Education Plans	0.17	0.13
Q14j	Teaching music through virtual field trips using technology	0.09	0.06
Question 16: Agree/disagree with statements about instruction at school			
Q16b	Administration supports work	0.09	0.07
Q16c	Students motivated to do well in music	0.09	0.18
Q16d	Community/group support efforts to educate students	0.26	0.24
Question 17: Adequacy of support for teaching music			
Q17a	Instructional time with students	0.17	0.16
Q17b	Time for individual/collaborative planning	0.35	0.23
Q17c	Dedicated instruction space	0.09	0.05
Q17d	Dedicated performance space	0.26	0.29
Q17e	Dedicated storage space	0.17	0.20
Q17f	Instructional resources	0.09	0.09
Q17g	Classroom instruments	0.17	0.28

See notes at end of table.

Table A-5

Percent of cases with imputed data for the elementary school music teacher survey sample, and percent of cases with imputed data the sample represents, by questionnaire item: School year 2009–10—Continued

Questionnaire item		Respondent sample (unweighted)	Respondent sample (weighted)
Q17h	Classroom equipment	0.44	0.43
Q17i	Technologies—electronic study/music creation equipment	0.26	0.47
Q17j	Orchestra/band instruments	2.35	2.63
Question 18: Emphasis given to goals of student learning			
Q18a	Singing varied repertoire of music	0.17	0.27
Q18b	Performing varied repertoire of music on range of instruments	0.26	0.32
Q18c	Improvising melodies/variations/accompaniments	0.35	0.50
Q18d	Composing/arranging music within specified guidelines	0.52	0.55
Q18e	Reading/notating music	0.17	0.19
Q18f	Listening to/analyzing/describing music	0.35	0.33
Q18g	Evaluating music/music performances	0.61	0.64
Q18h	Learning expressive possibilities of music	0.26	0.44
Q18i	Making connections among music/other arts/disciplines outside arts	0.17	0.25
Q18j	Understanding music in relation to history/cultures	0.52	0.54
Q18k	Gaining music knowledge/skills using technology	0.09	0.13
Question 19: Types of student assessment			
Q19c	Short written answers/essays	0.17	0.14
Q19d	Performance task/projects	0.44	0.29
Q19e	Portfolio collection of student work	0.44	0.34
Q19f	Developed rubrics	0.17	0.37
Question 20: Participation in arts-related activity outside school duties			
Q20a	Provide musical instrument/voice instruction	0.26	0.17
Q20b	Perform as soloist or member of ensemble	0.09	0.05
Q20c	Compose/arrange music	0.44	0.26
Q20d	Conduct community/other ensembles	0.44	0.32
Q20e	Attend live musical performances	0.35	0.21
Q20f	Study/critique/write about music	0.44	0.28
Q20g	Provide arts leadership in community/state	0.44	0.24
Q20h	Attend workshops with professional artist/art groups	0.26	0.19
Q20i	Attend colleague directed performances	0.17	0.11

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Music Teacher Arts Education Survey: Fall 2009,” FRSS 102M, 2009–10.

Table A-6

Percent of cases with imputed data for the elementary school visual arts teacher survey sample, and percent of cases with imputed data the sample represents, by questionnaire item: School year 2009–10

Questionnaire item		Respondent sample (unweighted)	Respondent sample (weighted)
Question 5: Type of classes, number of classes, total enrollment, total minutes taught per week			
Q5ac	Number of general art classes	0.54	0.56
Q5ad	Total enrollment in all general art classes	0.76	0.78
Q5ae	Total minutes per week spent teaching all general art classes	0.22	0.27
Question 6: Visual arts classes at other schools, total enrolled/hours taught per week			
Q6b	Total enrollment in all visual arts classes at other schools	0.11	0.08
Q6c	Total hours spent teaching visual arts per week at other schools	0.11	0.15
Question 7	Taught visual arts on a block schedule	0.11	0.07
Question 8	Planning period time	1.63	1.57
Question 9: Degrees held, year, fields of study			
Q9ab	Year bachelor's earned	6.86	6.72
Q9bb	Year master's earned	4.25	4.26
Q9db	Year other degree earned	0.33	0.28
Question 10: Type of teaching certificate			
Q10aa	General Education certificate	0.11	0.33
Q10ab	General Education certificate status	0.33	0.56
Q10ba	Art Education certificate	0.11	0.33
Q10bb	Art Education certificate status	0.76	1.04
Q10ca	Other certificate	0.11	0.33
Q10cb	Other certificate status	0.33	0.48
Question 11	Years of teaching experience	0.22	0.26
Question 12: Professional development in last 12 months/extent to which improved teaching			
Q12aa	Applied study in art studio	0.11	0.13
Q12ab	Extent teaching improved	1.85	1.89
Q12ba	Developing visual arts knowledge	0.22	0.22
Q12bb	Extent teaching improved	1.63	1.62
Q12ca	Connecting visual arts learning with other subject areas	0.22	0.22
Q12cb	Extent teaching improved	2.29	2.14
Q12da	Research on arts/student learning	0.76	0.89
Q12db	Extent teaching improved	2.29	2.39
Q12ea	Integrating educational technologies into visual arts instruction	0.33	0.53
Q12eb	Extent teaching improved	2.07	2.27
Q12fa	Incorporating state/district standards into instruction	0.87	1.01
Q12fb	Extent teaching improved	4.36	4.70
Q12ga	Student assessment	0.98	1.12
Q12gb	Extent teaching improved	4.14	4.44
Q12ha	Subject area unrelated to visual arts	0.22	0.30
Q12hb	Extent teaching improved	1.85	1.96

See notes at end of table.

Table A-6

Percent of cases with imputed data for the elementary school visual arts teacher survey sample, and percent of cases with imputed data the sample represents, by questionnaire item: School year 2009–10—Continued

Questionnaire item		Respondent sample (unweighted)	Respondent sample (weighted)
Question 13: Participated in activities related to teaching			
Q13a	Common planning period with regular classroom teachers	0.65	0.72
Q13b	Common planning period with other arts specialists at school	0.33	0.29
Q13c	Consult with classroom teachers to integrate visual arts into their lesson	0.33	0.20
Q13d	Consult with other teachers to integrate other subject into visual arts	0.54	0.44
Q13e	Collaborate with other teachers to design/teach unit of study to include visual arts	0.54	0.41
Q13f	Sharing teaching ideas with teachers from other schools	1.31	1.26
Q13g	Visiting classrooms of visual arts teacher colleagues	1.42	1.51
Q13h	Participation in site-based management/school improvement teams	1.85	1.60
Q13i	Input for preparation of Individual Education Plans	0.65	0.48
Q13j	Teaching visual arts through virtual field trips using technology	0.87	0.86
Question 14: Statements about instructional program			
Q14a	Based on written/sequential, local curriculum guide	0.11	0.06
Q14b	Aligned with state or National Standards for Arts Education	0.11	0.06
Q14c	Integrated with other arts subjects	0.11	0.06
Q14d	Integrated with other academic subjects	0.11	0.06
Question 15: Agree/disagree with statements about instruction at school			
Q15a	Parents support efforts toward educating children	0.22	0.17
Q15b	Administration supports work	0.33	0.27
Q15c	Students motivated to do well in visual arts	0.22	0.17
Q15d	Community/group support efforts to educate students	0.65	0.58
Question 16: Adequacy of support for teaching visual arts			
Q16a	Instructional time with students	0.44	0.35
Q16b	Time for individual/collaborative planning	0.44	0.34
Q16c	Dedicated instruction space	0.22	0.16
Q16d	Dedicated exhibition space	0.33	0.29
Q16e	Dedicated storage space	0.65	0.66
Q16f	Instructional resources	0.11	0.06
Q16g	Art materials	0.11	0.06
Q16h	Art tools	0.44	0.30
Q16i	Classroom equipment	0.33	0.27
Q16j	Technologies –electronic study/art creation equipment	0.11	0.06

See notes at end of table.

Table A-6

Percent of cases with imputed data for the elementary school visual arts teacher survey sample, and percent of cases with imputed data the sample represents, by questionnaire item: School year 2009–10—Continued

Questionnaire item		Respondent sample (unweighted)	Respondent sample (weighted)
Question 17: Emphasis given to goals of student learning			
Q17a	Creating broad range of art work, including fine arts	0.22	0.16
Q17b	Understanding/applying various media/techniques/processes	0.22	0.16
Q17c	Using knowledge of elements/functions/principals of art	0.33	0.26
Q17d	Choosing/evaluating range of subject matter/symbols/ideas	0.33	0.27
Q17e	Learning expressive possibilities of visual arts	0.22	0.16
Q17f	Assessing characteristics/merits of student work/work of others	0.22	0.16
Q17g	Making connections among visual arts/other arts/disciplines outside arts	0.22	0.16
Q17h	Understanding visual arts in relation to history/cultures	0.22	0.16
Q17i	Gaining visual arts knowledge/skills using technology	0.22	0.16
Question 18: Types of student assessment			
Q18a	Observation	0.54	0.52
Q18b	Selected-response assessments	0.76	0.71
Q18c	Short written answers/essays	0.54	0.53
Q18d	Performance tasks/projects	0.87	0.79
Q18e	Portfolio collection of student work	1.20	1.07
Q18f	Developed rubrics	0.44	0.44
Q18g	Other	0.54	0.54
Question 19: Participation in visual arts-related activity outside school duties			
Q19a	Teach art at studio/gallery	1.63	1.71
Q19b	Create works of art	0.54	0.46
Q19c	Exhibit works of art	0.87	0.73
Q19d	View/respond to original works of art at museums/galleries	0.98	0.95
Q19e	Study/critique/write about art	0.65	0.66
Q19f	Provide arts leadership in community/state	0.98	0.98
Q19g	Attend workshops with professional artist/art groups	0.54	0.51

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Visual Arts Teacher Arts Education Survey: Fall 2009," FRSS 102VA, 2009–10.

Table A-7

Percent of cases with imputed data for the elementary school classroom teacher survey sample, and percent of cases with imputed data the sample represents, by questionnaire item: School year 2009–10

Questionnaire item		Respondent sample (unweighted)	Respondent sample (weighted)
Question 2: Degrees held, year, fields of study			
Q2ab	Year bachelor's earned	3.41	3.26
Q2bb	Year master's earned	1.50	1.45
Question 3: Type of teaching certificate			
Q3bb	Other certificate status	0.27	0.33
Question 4	Years of teaching experience	0.14	0.12
Question 6: Professional development in last 12 months/extent to which improved teaching			
Q6aa	Applied study in one of the arts/arts education	0.14	0.13
Q6ab	Extent teaching improved	0.27	0.30
Q6ba	Developing arts knowledge	0.27	0.35
Q6bb	Extent teaching improved	0.27	0.23
Q6cb	Based on connecting arts learning with other subjects areas	0.68	0.67
Q6da	Research on arts/student learning	0.27	0.38
Q6db	Extent teaching improved	0.41	0.39
Q6ea	Incorporating state/district standards into instruction	0.27	0.27
Q6eb	Extent teaching improved	1.23	0.93
Q6fa	Student assessment	0.27	0.27
Q6fb	Extent teaching improved	0.95	0.68
Q6ga	Integrating educational technologies into instruction	0.41	0.38
Q6gb	Extent teaching improved	1.23	1.06
Question 9: Participated in activities related to teaching			
Q9a	Common planning period with arts specialists at school	0.14	0.10
Q9c	Collaborating with arts specialists on unit of study that includes arts	0.14	0.18
Q9d	Observing student classes taught by arts specialists	0.41	0.48
Q9e	Common planning period with other classroom teachers	0.54	0.60
Q9f	Sharing teaching ideas with teachers from other schools	0.68	0.65
Q9g	Participation in site-based management/school improvement teams	0.68	0.69
Q9h	Input for preparation of Individual Education Plans	0.68	0.69
Question 10: Agree/disagree with statements about art instruction at school			
Q10a	Arts instruction important part of curriculum	0.14	0.15
Q10b	Students look forward to arts instruction/activity	0.14	0.15
Q10c	Arts specialists should be responsible for instruction	0.27	0.32
Question 12: Participated in activities related to arts instructional program for classroom			
Q12c	Incorporating drama/theatre into other subject areas	0.14	0.21
Q12d	Incorporating dance into other subject areas	0.41	0.47
Q12e	Teaching thematic units/integrating various subjects including arts	0.68	0.65

See notes at end of table.

Table A-7

Percent of cases with imputed data for the elementary school classroom teacher survey sample, and percent of cases with imputed data the sample represents, by questionnaire item: School year 2009–10—Continued

Questionnaire item		Respondent sample (unweighted)	Respondent sample (weighted)
Question 13: Arts areas taught as separate subjects/type of arts curriculum used			
Q13aa	Music as separate subject	0.14	0.11
Q13ab	Based on written/sequential, local curriculum guide	0.27	0.24
Q13ac	Aligned with state or National Standards for Arts Education	0.41	0.35
Q13ba	Visual arts as separate subject	0.14	0.11
Q13bb	Based on written/sequential, local curriculum guide	0.68	0.56
Q13bc	Aligned with state or National Standards for Arts Education	1.36	1.29
Q13ca	Dance as separate subject	0.14	0.11
Q13cb	Based on written/sequential, local curriculum guide	0.27	0.24
Q13cc	Aligned with state or National Standards for Arts Education	0.27	0.24
Q13da	Drama/theatre as separate subject	0.14	0.11
Q13db	Based on written/sequential, local curriculum guide	0.54	0.59
Q13dc	Aligned with state or National Standards for Arts Education	1.09	1.07
Question 14: Types of student assessment			
Q14b	Selected-response assessments	0.14	0.18
Q14d	Performance task/projects	0.14	0.08
Q14e	Portfolio collection of student work	0.14	0.13
Q14f	Developed rubrics	0.14	0.16
Question 15: Participation in arts-related activity outside school duties			
Q15a	Create/perform works of arts	0.14	0.17
Q15b	Teach one of the arts	0.14	0.17
Q15c	View works of art	0.14	0.17
Q15d	Study/critique/write about arts	0.14	0.17
Q15e	Provide arts leadership in community/state	0.27	0.33
Q15f	Attend workshops with professional artist/art groups	0.27	0.26

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Classroom Teacher Arts Education Survey: Fall 2009," FRSS 102C, 2009–10.

Table A-8

Percent of cases with imputed data for the secondary school survey sample, and percent of cases with imputed data the sample represents, by questionnaire item: School year 2009–10

Questionnaire item		Respondent sample (unweighted)	Respondent sample (weighted)
Question 2: Number of courses taught, for each arts area			
Q2a	Visual arts	0.69	0.71
Q2b	Music	0.79	0.78
Q2d	Drama/theatre	0.20	0.18
Question 3: Number of students enrolled in classes			
Q3a	Visual arts	0.59	0.44
Q3b	Music	0.69	0.58
Q3c	Dance	0.10	0.06
Q3d	Drama/theatre	0.39	0.28
Question 5b: Of those in Q5a, number certified/credentialed			
Q5ba	Visual arts	0.10	0.06
Q5bb	Music	0.10	0.06
Q5bd	Drama/theatre	0.10	0.06
Question 6: Whether district has written curriculum guide			
Q6a	Visual arts	0.30	0.50
Q6b	Music	0.59	0.75
Q6d	Drama	0.10	0.07
Question 7: Teaching space, for each arts area			
Q7c	Dance	0.30	0.26
Q7d	Drama/theatre	0.39	0.34
Question 8: Ways in which creative writing is taught			
Q8a	Separate courses	0.59	0.51
Q8b	Processes/techniques in courses offered by English department	0.59	0.51
Q8c	Activities/instruction integrated into other curriculum areas	0.79	0.69
Q8d	Other	0.59	0.51
Question 9: Questions about arts programs and staff			
Q9a	Arts education in mission statements	0.30	0.22
Q9b	Teachers included site-based management teams	0.20	0.11
Q9c	District-wide assessments of student performance	0.20	0.11
Q9d	Arts program principal evaluations same as other program evaluations	0.10	0.06
Q9e	District-level arts curriculum specialists	0.10	0.06
Question 10: Input from arts specialists in arts program			
Q10a	Hiring staff	0.59	0.49
Q10b	Curriculum	0.49	0.43
Q10c	Fund allocation	0.49	0.43
Question 11	Evaluation of arts specialists	1.87	2.01

See notes at end of table.

Table A-8

Percent of cases with imputed data for the secondary school survey sample, and percent of cases with imputed data the sample represents, by questionnaire item: School year 2009–10—Continued

Questionnaire item		Respondent sample (unweighted)	Respondent sample (weighted)
Question 12: Types of initiatives underway at school			
Q12a	Expansion of curriculum	0.10	0.06
Q12b	Arts integration into other subjects	0.20	0.14
Q12c	Technology integration into arts	0.20	0.14
Q12d	Arts facilities expansion	0.20	0.18
Q12e	Hiring additional arts instructors	0.10	0.06
Q12f	Expanded community organization partnerships	0.20	0.13
Q12g	Other	0.10	0.06
Question 13: Arts instructional activities outside of regular school hours			
Q13d	Dance	0.10	0.09
Question 14: School principal attending arts events			
Q14a	Number of student arts events	0.69	0.60
Q14b	Number principal attended	1.58	1.29
Question 15	Whether arts are a graduation requirement	0.39	0.51
Question 16	If yes, number of credits required	2.17	2.16
Question 17	Whether arts classes included in GPA	0.49	0.53
Question 18	If yes, whether carry same weight as other subjects	0.59	0.59
Question 19	Whether students took arts classes at another location	0.10	0.08
Question 20	If yes, number of students	0.10	0.08
Question 21: If yes, location of classes			
Q21a	Other schools	0.20	0.14
Q21b	Performing arts studios/stages	0.20	0.14
Q21c	Museums/galleries	0.20	0.14
Q21d	Local arts centers	0.20	0.14
Q21e	Other	0.20	0.14
Question 22: Whether arts professional development offered			
Q22aa	Workshops with professional artists-visual arts	0.89	0.72
Q22ab	Workshops with professional artists-music	0.89	0.70
Q22ac	Workshops with professional artists-dance	0.89	0.69
Q22ad	Workshops with professional artists-drama	0.99	0.79
Q22ba	In-school seminars-visual arts	1.18	1.17
Q22bb	In-school seminars-music	0.99	0.77
Q22bc	In-school seminars-dance	1.08	0.91
Q22bd	In-school seminars-drama	0.89	0.70

See notes at end of table.

Table A-8

Percent of cases with imputed data for the secondary school survey sample, and percent of cases with imputed data the sample represents, by questionnaire item: School year 2009–10—Continued

Questionnaire item		Respondent sample (unweighted)	Respondent sample (weighted)
Q22ca	Off-site seminars-visual arts	1.48	1.28
Q22cb	Off-site seminars-music	1.28	1.15
Q22cc	Off-site seminars-dance	1.18	0.95
Q22cd	Off-site seminars-drama	1.18	0.98
Q22da	Other-visual arts	1.08	0.87
Q22db	Other-music	1.08	0.85
Q22dc	Other-dance	0.99	0.78
Q22dd	Other-drama	0.99	0.79
Question 23: Adequacy of support for arts instruction			
Q23a	Funding	0.59	0.84
Q23b	Facilities	0.59	0.81
Q23c	Materials/instruments	0.49	0.75
Q23d	Arts instructional time	0.49	0.75
Q23e	Number of arts specialists	0.49	0.75
Q23f	Professional development	0.79	0.98
Q23g	Student interest	0.59	0.82
Q23h	Parent/community support	0.69	0.88
Question 24: Arts education program/activity funding			
Q24aa	Artist-in-Residence	0.69	0.60
Q24ab1	School/district funds/grants	0.79	0.68
Q24ab2	State/local arts agency	0.79	0.68
Q24ab3	Parent groups	0.79	0.68
Q24ab4	Other private source	0.79	0.68
Q24ba	Visiting artists	0.59	0.52
Q24bb1	School/district funds/grants	0.99	1.04
Q24bb2	State/local arts agency	0.99	1.04
Q24bb3	Parent groups	0.99	1.04
Q24bb4	Other private source	0.99	1.04
Q24ca	Art galleries field trips	0.69	0.58
Q24cb1	School/district funds/grants	0.89	0.84
Q24cb2	State/local arts agency	0.99	0.94
Q24cb3	Parent groups	0.89	0.85
Q24cb4	Other private source	0.89	0.85
Q24da	Arts performances field trips	0.79	0.66
Q24db1	School/district funds/grants	1.08	1.02
Q24db2	State/local arts agency	1.08	1.03

See notes at end of table.

Table A-8

Percent of cases with imputed data for the secondary school survey sample, and percent of cases with imputed data the sample represents, by questionnaire item: School year 2009–10—Continued

Questionnaire item		Respondent sample (unweighted)	Respondent sample (weighted)
Q24db3	Parent groups	1.08	1.03
Q24db4	Other private source	1.08	1.03
Q24ea	School performances	0.79	0.66
Q24eb1	School/district funds/grants	1.28	1.29
Q24eb2	State/local arts agency	1.38	1.42
Q24eb3	Parent groups	1.38	1.42
Q24eb4	Other private source	1.28	1.27
Question 25: Arts partnerships/collaborations			
Q25a	Individual artists	0.69	0.61
Q25b	Community organizations	0.79	0.80
Q25c	Museums	0.79	0.66
Q25d	Performing arts centers	0.69	0.61
Q25e	Community school of arts	0.69	0.61
Q25f	Colleges/universities	0.69	0.61
Q25g	Other	0.69	0.61
Question 26: Types of support from outside sources			
Q26aa	Instructional support-visual arts	1.38	1.48
Q26ab	Instructional support-music	1.68	1.73
Q26ac	Instructional support-dance	1.28	1.12
Q26ad	Instructional support-drama/theatre	1.08	0.99
Q26ba	Materials-visual arts	1.48	1.53
Q26bb	Materials-music	1.78	1.73
Q26bc	Materials-dance	1.58	1.34
Q26bd	Materials-drama/theatre	1.58	1.39
Q26ca	Arts events facilities-visual arts	1.78	1.89
Q26cb	Arts events facilities-music	2.07	2.15
Q26cc	Arts events facilities-dance	1.28	1.11
Q26cd	Arts events facilities-drama/theatre	1.58	1.52
Q26da	Undesignated funds-visual arts	1.97	1.84
Q26db	Undesignated funds-music	2.17	2.04
Q26dc	Undesignated funds-dance	1.78	1.49
Q26dd	Undesignated funds-drama/theatre	1.97	1.65
Q26ea	Other monetary/non-monetary support-visual arts	1.28	1.38
Q26eb	Other monetary/non-monetary support-music	1.38	1.40
Q26ec	Other monetary/non-monetary support-dance	1.28	1.13
Q26ed	Other monetary/non-monetary support-drama	1.18	1.08

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 2009," FRSS 101, 2009–10.

Table A-9

Percent of cases with imputed data for the secondary school music teacher survey sample, and percent of cases with imputed data the sample represents, by questionnaire item: School year 2009–10

Questionnaire item		Respondent sample (unweighted)	Respondent sample (weighted)
Question 5	AP/IB music offered during school hours	0.09	0.08
Question 6: Type of classes, number of classes, total enrollment, total minutes taught per week			
Q6ab	Band taught during most recent week of teaching	0.28	0.27
Q6ac	Number of band classes	1.31	1.36
Q6ad	Total enrollment in all band classes	0.94	0.97
Q6ae	Total minutes/week spent teaching all band classes	0.94	1.04
Q6bb	Chorus taught during most recent week of teaching	0.09	0.17
Q6bc	Number of chorus classes	0.56	0.79
Q6bd	Total enrollment in all chorus classes	0.47	0.57
Q6be	Total minutes/week spent teaching all chorus classes	0.66	0.74
Q6cb	Strings/orchestra taught during most recent week of teaching	0.19	0.26
Q6cc	Number of strings/orchestra classes	0.28	0.36
Q6cd	Total enrollment in all chorus classes	0.28	0.48
Q6ce	Total minutes per week spent teaching all strings/orchestra classes	0.19	0.26
Q6db	Vocal chamber/small ensemble taught during most recent week of teaching	0.09	0.17
Q6dc	Number of vocal chamber/small ensemble classes	0.56	0.86
Q6dd	Total enrollment in all vocal chamber/small ensemble classes	0.66	0.91
Q6de	Total minutes/week spent teaching all chamber/small ensemble classes	0.38	0.67
Q6eb	Music theory/composition taught during most recent week of teaching	0.09	0.17
Q6ec	Number of music theory/composition classes	0.38	0.47
Q6ed	Total enrollment in all music theory/composition classes	0.28	0.36
Q6ee	Total minutes per week spent teaching all music theory/composition classes	0.28	0.36
Q6fb	Other music classes taught during most recent week of teaching	0.09	0.17
Q6fc	Number of other music classes	0.75	1.01
Q6fd	Total enrollment in all other music classes	0.66	0.74
Q6fe	Total minutes/week spent teaching all other music classes	0.47	0.51
Question 7: Music classes at other schools, total enrolled/hours taught per week			
Q7a	Number/music classes taught at other schools in most recent week	0.38	0.33
Q7b	Total enrollment in all music classes at other schools	0.38	0.29
Q7c	Total hours spent teaching music per week at other schools	0.47	0.52
Question 9	Curriculum-based/co-curricular music outside school hours	0.09	0.08
Question 10: Degrees held, year, field of study			
Q10aa	Bachelor's degree	0.09	0.07
Q10ab	Year bachelor's earned	1.50	1.80
Q10bb	Year master's earned	0.94	1.28

See notes at end of table.

Table A-9

Percent of cases with imputed data for the secondary school music teacher survey sample, and percent of cases with imputed data the sample represents, by questionnaire item: School year 2009–10—Continued

Questionnaire item		Respondent sample (unweighted)	Respondent sample (weighted)
Question 11: Type of teaching certificate			
Q11ab	General education certificate status	0.19	0.22
Q11bb	Music education certificate status	0.09	0.11
Q11cb	Other certificate status	0.09	0.06
Question 12	Planning period time	0.38	0.28
Question 13	Years of teaching experience	0.28	0.22
Question 14: Professional development in last 12 months/extent to which improved teaching			
Q14aa	Applied study in performing music	0.75	0.71
Q14ab	Extent teaching improved	1.60	1.81
Q14ba	Applied study in improvising/arranging/composing	1.03	0.84
Q14bb	Extent teaching improved	1.69	1.66
Q14ca	Developing music knowledge	0.94	0.75
Q14cb	Extent teaching improved	2.35	2.54
Q14da	Connecting music learning with other subject areas	1.31	1.27
Q14db	Extent teaching improved	2.63	2.89
Q14ea	Research on arts/student learning	1.22	1.19
Q14eb	Extent teaching improved	2.16	2.35
Q14fa	Integrating educational technologies into music instruction	1.22	1.17
Q14fb	Extent teaching improved	2.35	2.51
Q14ga	Incorporating state/district standards into instruction	0.85	0.77
Q14gb	Extent teaching improved	3.19	3.45
Q14ha	Student assessment	1.50	1.34
Q14hb	Extent teaching improved	4.13	4.47
Q14ia	Subject area unrelated to music	0.85	0.85
Q14ib	Extent teaching improved	1.41	1.81
Question 15: Participated in activities related to teaching			
Q15a	Common planning period with arts specialists at school	0.28	0.27
Q15b	Consult with other teachers to incorporate music into their lesson	0.09	0.14
Q15c	Consult with other teachers to incorporate other subject area into music	0.19	0.23
Q15d	Sharing teaching ideas with teachers from other schools	0.19	0.23
Q15e	Visiting classrooms of music teacher colleagues	0.38	0.32
Q15f	Participation in site-based management/school improvement teams	0.47	0.51
Q15g	Input for preparation of Individual Education Plans	0.38	0.40
Q15h	Teaching music through virtual field trips using technology	0.19	0.23

See notes at end of table.

Table A-9

Percent of cases with imputed data for the secondary school music teacher survey sample, and percent of cases with imputed data the sample represents, by questionnaire item: School year 2009–10—Continued

Questionnaire item		Respondent sample (unweighted)	Respondent sample (weighted)
Question 16: Statements about instructional program			
Q16a	Based on written/sequential, local curriculum guide	0.47	0.48
Q16b	Aligned with state or National Standards for Arts Education	0.19	0.23
Q16c	Integrated with other arts subjects	0.67	0.66
Q16d	Integrated with other academic subjects	0.75	0.65
Question 17: Agree/disagree with statements about instruction at school			
Q17a	Parents support efforts toward educating children	0.09	0.21
Q17b	Administration supports work	0.09	0.21
Q17c	Students motivated to do well in music	0.09	0.21
Q17d	Community/group support efforts to educate students	0.19	0.28
Question 18: Adequacy of support for teaching music			
Q18a	Instructional time with students	0.28	0.21
Q18b	Time for individual/collaborative planning	0.09	0.09
Q18d	Dedicated performance space	0.56	0.59
Q18e	Dedicated storage space	0.38	0.28
Q18f	Instructional resources	0.38	0.33
Q18g	Classroom instruments	0.09	0.06
Q18h	Classroom equipment	0.38	0.23
Q18i	Technologies-electronic study/music creation equipment	0.47	0.53
Q18j	Orchestra/band instruments	3.10	3.14
Question 19: Emphasis given to goals of student learning			
Q19a	Singing varied repertoire of music	0.85	0.74
Q19b	Performing varied repertoire of music on range of instruments	0.47	0.52
Q19c	Improvising melodies/variations/accompaniments	0.38	0.28
Q19d	Composing/arranging music within specified guidelines	0.47	0.33
Q19e	Reading/notating music	0.38	0.40
Q19f	Listening to/analyzing/describing music	0.47	0.35
Q19g	Evaluating music/music performances	0.38	0.41
Q19h	Learning expressive possibilities of music	0.28	0.27
Q19i	Making connections among music/other arts/disciplines outside arts	0.19	0.18
Q19j	Understanding music in relation to history/cultures	0.38	0.51
Q19k	Gaining music knowledge/skills using technology	0.38	0.43

See notes at end of table.

Table A-9

Percent of cases with imputed data for the secondary school music teacher survey sample, and percent of cases with imputed data the sample represents, by questionnaire item: School year 2009–10—Continued

Questionnaire item		Respondent sample (unweighted)	Respondent sample (weighted)
Question 20: Types of student assessment			
Q20a	Observation	0.28	0.37
Q20b	Selected-response	0.28	0.20
Q20c	Short written answers/essays	0.19	0.22
Q20d	Performance tasks/projects	0.09	0.08
Q20e	Portfolio collection of student work	0.28	0.30
Q20f	Developed rubrics	0.38	0.36
Q20g	Other	1.31	1.09
Question 21: Participation in music-related activity outside school duties			
Q21a	Provide musical instrument/voice instruction	0.38	0.33
Q21b	Perform as soloist or member of ensemble	0.28	0.22
Q21c	Compose/arrange music	0.19	0.16
Q21d	Conduct community/other ensembles	0.38	0.39
Q21e	Attend live musical performances	0.19	0.16
Q21f	Study/critique/write about music	0.56	0.51
Q21g	Provide arts leadership in community/state	0.47	0.37
Q21h	Attend workshops with professional artist/art groups	0.38	0.28
Q21i	Attend colleague-directed performances	0.19	0.16

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Music Teacher Arts Education Survey: Fall 2009," FRSS 103M, 2009–10.

Table A-10

Percent of cases with imputed data for the secondary school visual arts teacher survey sample, and percent of cases with imputed data the sample represents, by questionnaire item: School year 2009–10

Questionnaire item		Respondent sample (unweighted)	Respondent sample (weighted)
Question 6: Type of classes, number of classes, total enrollment, total minutes taught per week			
Q6ac	Number of general art classes	0.96	0.84
Q6ad	Total enrollment in all art classes	1.15	0.98
Q6ae	Total minutes per week spent teaching all art classes	1.24	1.05
Q6ba	Painting/drawing offered as separate course	0.19	0.15
Q6bc	Number of painting/drawing classes	0.38	0.40
Q6bd	Total enrollment in all painting/drawing classes	0.48	0.63
Q6be	Total minutes per week spent teaching all painting/drawing classes	0.38	0.43
Q6ca	Photography offered as separate course	0.19	0.15
Q6cc	Number of photography classes	0.29	0.38
Q6cd	Total enrollment in all photography classes	0.38	0.48
Q6ce	Total minutes per week spent teaching all photography classes	0.38	0.55
Q6da	Graphic design offered as separate course	0.19	0.15
Q6dc	Number of graphic design classes	0.57	0.77
Q6dd	Total enrollment in all graphic design classes	0.57	0.63
Q6de	Total minutes per week spent teaching all graphic design classes	0.67	0.71
Q6ea	Art history offered as separate course	0.19	0.15
Q6ec	Number of art history classes	0.19	0.27
Q6ed	Total enrollment in all art history classes	0.29	0.36
Q6ee	Total minutes per week spent teaching all art history classes	0.29	0.44
Q6fa	Other arts class offered as separate course	0.19	0.15
Q6fb	Other arts class taught during most recent week of teaching	0.10	0.15
Q6fc	Number of other arts classes	0.19	0.17
Q6fd	Total enrollment in all other arts classes	0.38	0.42
Q6fe	Total minutes per week spent teaching all other arts classes	0.19	0.22
Question 7: Visual arts classes at other schools, total enrolled/hours taught per week			
Q7a	Number of visual arts classes taught at other schools in most recent week	0.29	0.29
Q7b	Total enrollment in all classes	0.29	0.36
Q7c	Total hours per week spent teaching all classes	0.19	0.23
Question 9	Curriculum-based/co-curricular visual arts outside school hours	0.10	0.10
Question 10: Type of teaching certificate			
Q10ab	General Education certificate status	0.38	0.24
Q10bb	Art Education certificate status	0.10	0.03
Q10cb	Other certificate status	0.48	0.37

See notes at end of table.

Table A-10

Percent of cases with imputed data for the secondary school visual arts teacher survey sample, and percent of cases with imputed data the sample represents, by questionnaire item: School year 2009–10—Continued

Questionnaire item		Respondent sample (unweighted)	Respondent sample (weighted)
Question 11: Degrees held, year, fields of study			
Q11aa	Bachelor's degree	0.38	0.43
Q11ab	Year bachelor's earned	5.83	6.09
Q11bb	Year master's earned	3.15	3.07
Q11db	Year other degree earned	0.38	0.39
Question 12	Planning period time	0.48	0.56
Question 13	Years of teaching experience	0.19	0.23
Question 14: Professional development in last 12 months/extent to which improved teaching			
Q14aa	Applied study in art studio	0.38	0.23
Q14ab	Extent teaching improved	1.34	1.11
Q14ba	Developing visual arts knowledge	0.86	0.66
Q14bb	Extent teaching improved	2.10	1.76
Q14ca	Connecting visual arts learning with other subject areas	0.38	0.23
Q14cb	Extent teaching improved	2.29	2.22
Q14da	Research on arts/student learning	1.34	1.15
Q14db	Extent teaching improved	2.01	1.64
Q14ea	Integrating educational technologies into visual arts instruction	1.15	0.87
Q14eb	Extent teaching improved	2.77	2.42
Q14fa	Incorporating state/district standards into instruction	0.86	0.66
Q14fb	Extent teaching improved	3.92	3.61
Q14ga	Student assessment	1.24	0.91
Q14gb	Extent teaching improved	4.11	3.55
Q14ha	Subject area unrelated to visual arts	0.19	0.12
Q14hb	Extent teaching improved	1.53	1.51
Question 15: Participated in activities related to teaching			
Q15a	Common planning period with arts specialists at school	0.29	0.50
Q15c	Consult with other teachers to incorporate other subject area into visual arts	0.29	0.39
Q15d	Sharing teaching ideas with teachers from other schools	0.48	0.77
Q15e	Visiting classrooms of visual arts teacher colleagues	0.29	0.63
Q15f	Participation in site-based management/school improvement teams	0.96	1.21
Q15g	Teaching visual arts through virtual field trips using technology	0.38	0.71
Question 17: Agree/disagree with statements about instruction at school			
Q17a	Parents support efforts toward educating children	0.38	0.43
Q17b	Administration supports work	0.29	0.37
Q17c	Students motivated to do well in visual arts	0.19	0.23
Q17d	Community/group support efforts to educate students	0.48	0.57

See notes at end of table.

Table A-10

Percent of cases with imputed data for the secondary school visual arts teacher survey sample, and percent of cases with imputed data the sample represents, by questionnaire item: School year 2009–10—Continued

Questionnaire item		Respondent sample (unweighted)	Respondent sample (weighted)
Question 18: Adequacy of support for teaching visual arts			
Q18a	Instructional time with students	0.38	0.34
Q18b	Time for individual/collaborative planning	0.19	0.16
Q18c	Dedicated instruction space	0.19	0.16
Q18d	Dedicated exhibition space	0.38	0.37
Q18e	Dedicated storage space	0.38	0.29
Q18f	Instructional resources	0.29	0.21
Q18g	Art materials	0.19	0.16
Q18h	Art tools	0.48	0.56
Q18i	Classroom equipment	0.38	0.36
Q18j	Technologies—electronic study/art creation equipment	0.19	0.16
Question 19: Emphasis given to goals of student learning			
Q19a	Creating broad range of art work, including fine arts	0.19	0.16
Q19b	Understanding/applying various media/techniques/processes	0.19	0.16
Q19c	Using knowledge of elements/functions/principals of art	0.19	0.16
Q19d	Choosing/evaluating range of subject matter/symbols/ideas	0.19	0.16
Q19e	Learning expressive possibilities of visual arts	0.19	0.16
Q19f	Assessing characteristics/merits of student work/work of others	0.19	0.16
Q19g	Making connections among visual arts/other arts/disciplines outside arts	0.19	0.16
Q19h	Understanding visual arts in relation to history/cultures	0.29	0.29
Q19i	Gaining visual arts knowledge/skills using technology	0.29	0.29
Question 20: Types of student assessment			
Q20a	Observation	0.19	0.16
Q20b	Selected-response	0.19	0.16
Q20c	Short written answers/essays	0.38	0.32
Q20d	Performance tasks/projects	0.29	0.22
Q20e	Portfolio collection of student work	0.29	0.24
Q20f	Developed rubrics	0.19	0.16
Q20g	Other	0.19	0.16
Question 21: Participation in visual arts related activity outside school duties			
Q21a	Teach art at studio/gallery	0.48	0.52
Q21b	Create works of art	0.19	0.16
Q21c	Exhibit works of art	0.57	0.58
Q21d	View/respond to original works of art at museums/galleries	0.38	0.42
Q21e	Study/critique/write about art	0.29	0.26
Q21f	Provide arts leadership in community/state	0.57	0.70
Q21g	Attend workshops with professional artist/art groups	0.48	0.62

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Visual Arts Teacher Arts Education Survey: Fall 2009,” FRSS 103VA, 2009–10.

Data Reliability

Although the surveys on arts education in elementary and secondary schools were designed to account for sampling error and to minimize nonsampling error, estimates produced from the data collected are subject to both types of error. Sampling error occurs because the data are collected from a sample rather than a census of the population, and nonsampling errors are errors made during the collection and processing of the data.

Sampling Errors

The responses to the seven surveys were weighted to produce national estimates (see tables A-2 and A-3). The weights were designed to adjust for the variable probabilities of sample selection and differential nonresponse. The findings in this report are estimates based on the sample selected and, consequently, are subject to sampling variability. General sampling theory was used to estimate the sampling variability of the estimates and to test for statistically significant differences between estimates. The standard error is a measure of the variability of an estimate due to sampling. It indicates the variability of a sample estimate that would be obtained from all possible samples of a given design and size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, the estimated percent of elementary schools that offered music instruction is 94.1 percent, and the standard error is 0.9 percent (figure 1 and table B-25a). The 95 percent confidence interval for the statistic extends from $[94.1 - (0.9 \times 1.96)]$ to $[94.1 + (0.9 \times 1.96)]$, or from 92.3 to 95.9 percent. The 1.96 is the critical value for a statistical test at the .05 significance level (where .05 indicates the 5 percent of all possible samples that would be outside the range of the confidence interval).

Because the data from the FRSS school and teacher surveys were collected using a complex sampling design, the variances of the estimates from this survey (e.g., estimates of proportions) are typically different from what would be expected from data collected with a simple random sample. Not taking the complex sample design into account can lead to an underestimation of the standard errors associated with such estimates. To generate accurate standard errors for the estimates in this report, standard errors were computed using a technique known as jackknife replication. As with any replication method, jackknife replication involves constructing a number of subsamples (replicates) from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic. To construct the replications, 50 stratified subsamples of the full sample were created and then dropped one at a time to define 50 jackknife replicates. A computer program (WesVar) was used to calculate the estimates of standard errors.

All specific statements of comparisons made in this report have been tested for statistical significance at the .05 level using Student's *t*-statistic to ensure that the differences are larger than those that might be expected due to sampling variation. Adjustments for multiple comparisons were not included. Student's *t* values were computed to test the difference between estimates with the following formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}}$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored.

Nonsampling Errors

Nonsampling error is the term used to describe variations in the estimates that may be caused by population coverage limitations and data collection, processing, and reporting procedures. The sources of nonsampling errors are typically problems like unit and item nonresponse, differences in respondents' interpretations of the meaning of questions, response differences related to the particular time the survey was conducted, and mistakes made during data preparation. It is difficult to identify and estimate either the amount of nonsampling error or the bias caused by this error. To minimize the potential for nonsampling error, this study used a variety of procedures, including a pretest of the questionnaires with public elementary and secondary school principals and teachers. The pretest provided the opportunity to check for consistency of interpretation of questions and definitions and to eliminate ambiguous items. The questionnaires and instructions were also extensively reviewed by content experts in the arts

education community. In addition, manual and machine editing of the questionnaire responses was conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone to resolve problems. Data were keyed with 100 percent verification for surveys received by mail, fax, or telephone.

One potential source of nonsampling error is nonresponse bias. As described earlier under the section “Nonresponse Bias Analysis,” a nonresponse bias analysis was conducted for the elementary school classroom teacher survey and the secondary school music teacher survey. NCES statistical standards and guidelines require a nonresponse bias analysis if the unit response rate at any stage of data collection is less than 85 percent. For the teacher surveys, nonresponse occurred when an eligible sampled school did not provide a teacher sampling list or an eligible sampled teacher did not complete the questionnaire. The response rates for the elementary school classroom teacher survey were less than 85 percent for both the list collection and teacher samples. At the secondary school level, the response rate was less than 85 percent for the music teacher survey. The analyses for the elementary classroom teacher survey and the secondary music teacher survey looked for potential nonresponse biases and examined whether any additional weighting adjustments for nonresponse beyond the usual FRSS procedures should be considered.

Definitions of Analysis Variables

Many of the school characteristics, described below, may be related to each other. For example, school enrollment size and community type are related, with city schools typically being larger than rural schools. Other relationships between these analysis variables may exist.

Enrollment Size (SIZE)—This variable indicates the total number of students enrolled in the school based on data from the 2006–07 CCD Public School Universe file. The variable was collapsed into the three categories below.

Elementary Schools:

Less than 300 students
300 to 499 students
500 or more students

Secondary Schools:

Less than 500 students
500 to 999 students
1,000 or more students

Community Type (URBAN)—This variable indicates the type of community in which the school is located, as defined in the 2006–07 CCD Public School Universe file. These codes are based on the location of school buildings. This classification system is referred to as the “urban-centric” classification system to distinguish it from the previous “metro-centric” classification system. The urban-centric locale codes are assigned through a methodology developed by the U.S. Census Bureau’s Population Division in 2005. This classification system has four major locale categories—city, suburban, town, and rural—each of which is subdivided into three subcategories. These 12 categories are based on several key concepts that Census uses to define an area’s urbanicity: principal city, urbanized area, and urban cluster, as discussed below.

- A principal city is a city that contains the primary population and economic center of a metropolitan statistical area, which, in turn, is defined as one or more contiguous counties that have a “core” area with a large population nucleus and adjacent communities that are highly integrated economically or socially with the core.
- Urbanized areas and urban clusters are densely settled “cores” of Census-defined blocks with adjacent densely settled surrounding areas. Core areas with populations of 50,000 or more are designated as urbanized areas; those with populations between 25,000 and 50,000 are designated as urban clusters.

This variable was based on the 12-category urban-centric locale variable from CCD and collapsed into the four categories below.

City—Territory inside an urbanized area and inside a principal city

Suburban—Territory outside a principal city and inside an urbanized area

Town—Territory inside an urban cluster

Rural—Territory outside an urbanized area and outside an urban cluster

Geographic Region (OEREG)—This variable classifies schools into one of the four geographic regions used by the Bureau of Economic Analysis of the U.S. Department of Commerce. Data were obtained from the 2006–07 CCD Public School Universe file. The variable was collapsed into the four categories below.

Northeast—Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont

Southeast—Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia

Central—Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin

West—Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming

Percent Combined Enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students (MINST)—This variable indicates the percentage of students enrolled in the school whose race or ethnicity is classified as one of the categories below based on data in the 2006–07 CCD Public School Universe file.

- American Indian/Alaska Native is defined in CCD as a person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition. American Indian includes Alaska Native.
- Asian/Pacific Islander is defined in CCD as a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa. Asian includes Native Hawaiian or other Pacific Islander.
- Black, non-Hispanic is defined in CCD as a person having origins in any of the black racial groups of Africa. Black includes African American.
- Hispanic is defined in CCD as a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. Hispanic includes Latino.

This variable was collapsed into the four categories below.

Less than 6 percent

6 to 20 percent

21 to 49 percent

50 percent or more

Percent of Students Eligible for Free or Reduced-Price Lunch (POVST)—This item serves as a measure of the concentration of poverty at the school. This variable is based on responses to question 27 on the survey questionnaire. If question 27 was not answered, this variable was obtained from the 2006–07 CCD Public School Universe file. This variable was collapsed into the four categories below.

25 percent or less

26 to 50 percent

51 to 75 percent

76 percent or more

Definitions of Terms Used in This Report

The following is the exact wording of the definitions that were included on the questionnaire:

Artist-in-Residence—A visual, literary, or performing artist or folklorist—sometimes called **Artist-in-the-School**—who visits a school for an extended period (more than 1 week) for the purposes of teaching artistic techniques and concepts, conducting inservice teacher training, and/or consulting in the development of curricula.

Arts instruction—The study of creative works in music, visual arts, dance, or drama/theatre, and the process of producing them.

Arts specialist—An education professional with a teaching certificate in an arts discipline, such as visual arts, music, dance, or drama/theatre, who provides separate instruction in that discipline.

Block schedule—A type of academic scheduling in which each student has fewer classes per day for a longer period of time. Instead of traditional 40- to 50-minute periods, block scheduling allows for periods of an hour or more so that teachers can accomplish more in a session.

Creative writing—An instructional program that describes the process and techniques of original composition in various literary forms, such as short stories, plays, and poetry.

Curriculum-based or co-curricular classes or sectionals held outside of regular school hours—School-sponsored arts education programs that are held outside of regular school hours. These classes reflect the school's **curriculum**. Students may be required to participate in the classes and they may receive partial credit for participation. These classes do **not** refer to extracurricular activities such as arts clubs.

Dance—An instructional program that prepares students to express themselves through creative movement and refine performance skills in a variety of dance styles, such as ballet, modern, jazz, world dance, and traditional dances of various cultures. Instruction includes choreography, dance history and criticism, and dance production.

Drama/theatre—An instructional program that generally describes the study and creation of dramatic works. Includes instruction in dramatic literature, dramatic styles and types, technical theatre, and the principles of organizing, producing, and performing plays.

Music—An instructional program for the purpose of helping students learn to perform, create, and respond to (appreciate) music. Performance studies include voice, choir, and instrumental studies such as guitar, piano, band, and orchestra. Creating studies include music improvisation, arranging, and composition. Music classes typically foster appreciation by developing an understanding of music theory, criticism, and the historical development of music in various cultures.

School or district funds and/or grants—General school or district funds and/or grants from local, state, or federal sources.

School-sponsored activities outside of regular school hours—Arts instructional activities that are sponsored by the school before or after school, on weekends, or during the summer. These activities must be **guided by a curriculum**; thus, they do **not** include extracurricular activities.

State or local arts agencies—State arts agencies are governed by councils or commissions and receive support from the National Endowment for the Arts (NEA) for statewide grant-making and services. Local arts agencies include arts councils, departments of cultural affairs, and arts commissions. While the majority of local arts agencies are private nonprofit entities, others are public municipal, county, or regional agencies that operate in cooperation with mayors and city/county managers.

Types of teaching certificates/licenses:

- Regular or standard—State certificate/license or advanced professional certificate;
- Probationary—Certificate/license issued after satisfying all requirements except the completion of a probationary period; and
- Provisional, temporary, or emergency—Certificate/license that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained, and certificate issued to persons who must complete a certification program in order to continue teaching.

Visiting artist—A visual, literary, or performing artist or folklorist who visits a school to perform, demonstrate, or teach for a period of 1 week or less.

Virtual field trips—Using technology for students to visit places (e.g., museums and art galleries) or view performances (e.g., concerts and musicals) without leaving the school.

Visual arts—An instructional program for the purpose of helping students learn to create and respond to the visual arts. Students create their own artwork in a range of media and processes. Art classes typically foster appreciation by developing an understanding of art history and criticism and the roles visual arts play within various cultures, times, and places.

Comparisons With the 1999–2000 Arts Education Study

Using its FRSS, the National Center for Education Statistics conducted five surveys in 1999–2000—an elementary school survey, a secondary school survey, and three elementary school teacher surveys (one each for music specialists, visual arts specialists, and classroom teachers). Although most of the questions on the 2009–10 surveys asked for similar information, the wording or organization of some questions differed to the extent that direct comparisons were not possible in this report. These changes in question wording were necessary to allow for more detailed information (e.g., data on teaching responsibilities) or to capture changes in the arts education landscape from a decade ago. In addition, some of the 2009–10 questionnaire items contained limitations or wording problems that required modifications to the questions. Finally, the 2009–10 surveys explored new topics that resulted in some of the 1999–2000 being dropped because of space limitations.

Additional Information

Supplemental tables to this report are available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>. The tables present breakouts by the following school characteristics: school enrollment size; community type; geographic region; percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students; and percent of students eligible for free or reduced-price lunch. Where applicable, the tables also present comparisons with the 1999–2000 data.

Information copies of the seven surveys in the 2009–10 study are available in a First Look report that was published to introduce the 2009–10 survey data and highlight a few summary statistics on the current status of arts education (Parsad and Spiegelman 2011). The report can be found at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011078>.

Contact Information

For more information about the survey, contact Jared Coopersmith, Early Childhood, International, and Crosscutting Studies Division, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 190 K Street NW, Washington, DC 20006, e-mail: jared.coopersmith@ed.gov; telephone: (202) 219-7106.

Appendix B—Standard Errors for Text Tables and Figures

Table B-1a

Standard errors for the percent of public elementary school music and visual arts specialists who taught the arts subject full time, and of those teachers, percent reporting various indicators of teaching load: School year 2009–10

Teaching load indicator	Music specialists	Visual arts specialists
Percent of specialists who taught the arts subject full time	1.1	1.4
Of the specialists who taught the subject full time, percent reporting that they:		
Taught at more than one school	1.7	1.7
Taught on a block schedule	1.2	0.9
Had more than 4 hours of planning time	1.8	1.5
Taught classes outside of regular school hours	1.5	†
Average number reported for:		
Hours spent per week teaching classes	0.2	0.1
Classes taught per week	0.4	0.3
Class size	0.4	0.2

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; and “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10.

Table B-2a

Standard errors for the average class size for classes taught by public elementary school classroom teachers, percent of the teachers reporting that they included arts instruction in their classroom program, and of those teachers, percent reporting various ways of teaching arts subjects: School year 2009–10

Average class size	0.1
Percent of classroom teachers who:	
Included any arts instruction in classroom program	1.4
Taught music as a separate subject	0.9
Taught visual arts as a separate subject	1.6
Taught dance as a separate subject	0.7
Taught drama/theatre as a separate subject	1.1
Incorporated music in other subject areas	1.2
Incorporated visual arts in other subject areas	0.7
Incorporated dance in other subject areas	2.2
Incorporated drama/theatre in other subject areas	1.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Arts Survey of Elementary School Classroom Teachers,” FRSS 102C, 2009–10.

Table B-3a

Standard errors for the percent of public secondary schools reporting arts coursework requirements for graduation and the inclusion of grades in arts classes in the calculation of grade point averages: School years 1999–2000 and 2009–10

Graduation requirements and grade point averages (GPAs)	1999–2000	2009–10
Coursework in arts was a specific requirement for graduation	2.2	1.8
Number of credits required		
1 credit	2.2	2.2
2 credits	2.0	1.8
More than 2 credits	1.5	2.0
Grades in arts classes were included in the calculation of students' GPA	1.4	1.2
Grades received the same weight as grades in other academic subjects	1.0	0.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 2009," FRSS 101, 2009–10; and "Secondary School Arts Education Survey: Fall 1999," FRSS 67S, 1999–2000.

Table B-4a

Standard errors for the percent of public secondary school music and visual arts specialists who taught the arts subject full time, and of those teachers, percent reporting various indicators of teaching load: School year 2009–10

Teaching load indicator	Music specialists	Visual arts specialists
Percent of specialists who taught the arts subject full time	1.0	1.2
Of the specialists who taught the subject full time, percent reporting that they:		
Taught at more than one school	1.6	1.0
Taught on a block schedule	1.7	1.6
Had more than 4 hours of planning time	1.4	1.7
Taught classes outside of regular school hours	1.4	0.7
Average number reported for:		
Hours spent per week teaching classes	0.2	0.3
Classes taught per week	0.2	0.1
Class size	0.6	0.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Secondary School Music Specialists," FRSS 103M, 2009–10; and "Survey of Secondary School Visual Arts Specialists," FRSS 103VA, 2009–10.

Table B-5a

Among public elementary schools that offered instruction in music, standard errors for the percent reporting selected program characteristics for music, by percent of students eligible for free or reduced-price lunch: School years 1999–2000 and 2009–10

School characteristic	Instruction was available at least once a week		Instruction was offered throughout the entire school year		Dedicated rooms with special equipment were the primary space for instruction		Arts specialists were employed to teach music		Had district curriculum guide that teachers were expected to follow	
	1999–2000	2009–10	1999–2000	2009–10	1999–2000	2009–10	1999–2000	2009–10	1999–2000	2009–10
All public elementary schools	1.1	0.8	1.2	0.9	2.1	1.6	1.5	1.0	1.7	1.2
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	1.9	1.5	2.0	1.7	3.5	2.9	2.8	0.9	2.7	2.4
26 to 50 percent	1.7	1.2	1.8	1.8	3.7	2.8	2.6	1.6	3.5	2.2
51 to 75 percent	2.8	1.8	2.9	1.3	4.4	2.5	3.7	2.0	3.6	2.4
76 percent or more	3.5	1.9	3.2	2.8	5.5	3.3	3.0	3.1	3.7	2.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10; and “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

Table B-6a

Standard errors for the percent of public elementary school music specialists reporting that they participated in various professional development activities, and of those teachers, percent reporting that participation improved their teaching to a moderate or great extent: School years 1999–2000 and 2009–10

Professional development activity	Participated in activity		Participation improved teaching to a moderate or great extent	
	1999–2000	2009–10	1999–2000	2009–10
Applied study in performing music	2.8	1.6	3.5	2.7
Applied study in improvising, arranging, or composing music	2.3	1.8	4.5	3.0
Developing knowledge about music (e.g., historical, cultural, analytical)	2.9	1.7	3.8	2.8
Connecting music learning with other subject areas	2.1	1.8	2.8	2.1
Integrating educational technologies into music instruction	2.6	2.0	3.3	2.3
Research on arts and student learning (e.g., arts and cognition)	†	2.0	†	2.2

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; and “Survey of Elementary School Music Specialists,” FRSS 77M, 1999–2000.

Table B-7a

Standard errors for the percent of public elementary school music specialists who taught music full time, and of those teachers, percent reporting various indicators of teaching load, by percent of students eligible for free or reduced-price lunch: School year 2009–10

School characteristic	Taught music full time	Among specialists who taught music full time, percent reporting that they:				Among specialists who taught music full time, average number reported for:		
		Taught at more than one school	Taught on a block schedule	Had more than 4 hours of planning time	Taught classes outside of school hours	Hours per week spent teaching classes	Classes taught per week	Class size
All public elementary school music specialists	1.1	1.7	1.2	1.8	1.5	0.2	0.4	0.4
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	2.4	3.6	1.9	3.3	3.2	0.4	0.8	0.9
26 to 50 percent	2.3	3.1	2.5	3.7	2.9	0.4	0.8	0.6
51 to 75 percent	2.3	3.8	2.6	3.4	3.2	0.4	0.8	0.5
76 percent or more	1.7	3.9	1.7	3.5	3.3	0.5	1.0	0.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," FRSS 102M, 2009–10.

Table B-8a

Standard errors for the percent of public elementary school music specialists reporting that they participated in various activities that focused on the integration of music with other subjects, by percent of students eligible for free or reduced-price lunch: School year 2009–10

School characteristic	Common planning period with regular classroom teachers	Consulting with classroom teachers to help them integrate music into a lesson or unit of study taught by the classroom teacher	Consulting with other teachers to integrate another subject into a music lesson or unit of study taught by the music specialist	Collaborating with other teachers on designing and teaching an inter-disciplinary lesson or unit of study that includes music	Integrated music instructional program with other arts subjects	Integrated music instructional program with other academic subjects
All public elementary school music specialists	1.7	2.0	2.1	1.7	1.7	1.6
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	2.9	3.5	4.0	3.5	3.9	3.8
26 to 50 percent	2.5	3.4	3.4	2.8	3.3	3.0
51 to 75 percent	2.9	3.8	3.2	3.1	3.6	3.1
76 percent or more	3.5	4.0	3.9	3.7	3.8	4.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," FRSS 102M, 2009–10.

Table B-9a

Among public secondary schools that offered music instruction, standard errors for the number of music instructors reported by schools and percent that were arts specialists in 2008–09, percent of schools reporting the number of courses offered in 2008–09, and percent reporting district curriculum guides and dedicated rooms for instruction in 2009–10, by percent of students eligible for free or reduced-price lunch

School characteristic	Number and percent of music instructors reported by schools		Percent of secondary schools reporting selected characteristics of music program		
	Number of music instructors	Percent of music instructors who were arts specialists	Schools offered 5 or more courses	Had district curriculum guide that teachers were expected to follow	Dedicated rooms with special equipment were the primary space for instruction
All public secondary schools	1,380	0.5	1.9	1.4	1.0
Percent of students eligible for free or reduced-price lunch					
0 to 25 percent	1,200	1.3	2.7	1.9	1.5
26 to 50 percent	1,430	0.7	3.1	2.4	1.8
51 to 75 percent	900	1.0	2.9	2.7	2.2
76 percent or more	710	1.5	4.2	4.5	3.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Table B-10a

Standard errors for the percent of public secondary school music specialists reporting that they participated in various professional development activities, and of those teachers, percent reporting that participation improved their teaching to a moderate or great extent: School year 2009–10

Area of professional development	Received professional development	Participation improved teaching to a moderate or great extent
Applied study in performing music	1.8	2.1
Applied study in improvising, arranging, or composing music	1.5	3.0
Developing knowledge about music (e.g., historical, cultural, analytical)	1.6	2.3
Connecting music learning with other subject areas	1.7	2.2
Integrating educational technologies into music instruction	2.0	2.1
Research on arts and student learning (e.g., arts and cognition)	1.8	2.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10.

Table B-11a

Standard errors for the percent of public secondary school music specialists who taught music full time, and of those teachers, percent reporting various indicators of teaching load, by percent of students eligible for free or reduced-price lunch: School year 2009–10

School characteristic	Taught music full time	Among specialists who taught music full time, percent reporting that they:				Among specialists who taught music full time, average number reported for:		
		Taught at more than one school	Taught on a block schedule	Had more than 4 hours of planning time	Taught classes outside of school hours	Hours per week spent teaching classes	Classes taught per week	Class size
All public secondary school music specialists	1.0	1.6	1.7	1.4	1.4	0.2	0.2	0.6
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	1.3	2.9	2.7	2.9	3.1	0.3	0.4	1.2
26 to 50 percent	1.8	3.2	2.5	2.9	3.1	0.4	0.4	1.0
51 to 75 percent	1.9	4.3	3.7	3.4	3.2	0.4	0.4	1.3
76 percent or more	1.9	4.6	5.5	4.8	5.5	0.6	0.2	0.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10.

Table B-12a

Standard errors for the percent of public secondary school music specialists reporting that they participated in various activities that focused on the integration of music with other subjects, by percent of students eligible for free or reduced-price lunch: School year 2009–10

School characteristic	Consulting with other teachers to help them integrate music into a lesson or unit of study that they teach	Consulting with other teachers to incorporate units of study from other subject areas into the music curriculum	Integrated music instructional program with other arts subjects	Integrated music instructional program with other academic subjects
All public secondary school music specialists	1.6	1.6	1.4	1.5
Percent of students eligible for free or reduced-price lunch				
0 to 25 percent	3.0	2.6	2.7	2.9
26 to 50 percent	2.7	2.9	2.2	2.3
51 to 75 percent	3.0	3.3	3.5	3.3
76 percent or more	5.7	4.7	4.3	5.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10.

Table B-13a

Among public elementary schools that offered instruction in visual arts, standard errors for the percent reporting selected program characteristics for visual arts, by percent of students eligible for free or reduced-price lunch: School years 1999–2000 and 2009–10

School characteristic	Instruction was available at least once a week		Instruction was offered throughout the entire school year		Dedicated rooms with special equipment were the primary space for instruction		Arts specialists were employed to teach visual arts		Had district curriculum guide that teachers were expected to follow	
	1999–2000	2009–10	1999–2000	2009–10	1999–2000	2009–10	1999–2000	2009–10	1999–2000	2009–10
All public elementary schools	1.9	1.2	1.5	1.5	2.3	1.7	2.0	1.5	2.0	1.5
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	2.5	2.1	2.2	2.1	3.7	2.8	3.1	2.4	2.9	2.7
26 to 50 percent	3.3	2.4	3.1	2.3	4.6	3.7	4.4	2.2	3.7	3.0
51 to 75 percent	3.8	3.1	3.9	2.5	5.0	3.4	4.7	3.0	3.5	2.9
76 percent or more	5.3	3.0	3.3	3.3	4.5	3.1	4.7	3.2	3.8	2.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10; and “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

Table B-14a

Standard errors for the percent of public elementary school visual arts specialists reporting that they participated in various professional development activities, and of those teachers, percent reporting that participation improved their teaching to a moderate or great extent: School years 1999–2000 and 2009–10

Professional development activity	Participated in activity		Participation improved teaching to a moderate or great extent	
	1999–2000	2009–10	1999–2000	2009–10
Applied study in art studio (e.g., painting, photography)	3.0	1.6	3.4	2.2
Developing knowledge about visual arts (e.g., historical, cultural, analytical)	2.6	2.2	3.4	2.0
Connecting visual arts learning with other subject areas	3.0	2.0	3.2	2.2
Integrating educational technologies into visual arts instruction	3.4	1.9	3.7	2.2
Research on arts and student learning (e.g., arts and cognition)	†	2.0	†	2.3

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10; and “Survey of Elementary School Visual Arts Specialists,” FRSS 77VA, 1999–2000.

Table B-15a

Standard errors for the percent of public elementary school visual arts specialists who taught visual arts full time, and of those teachers, percent reporting various indicators of teaching load, by percent of students eligible for free or reduced-price lunch: School year 2009–10

School characteristic	Taught visual arts full time	Among specialists who taught visual arts full time, percent reporting that they:			Among specialists who taught visual arts full time, average number reported for:		
		Taught at more than one school	Taught on a block schedule	Had more than 4 hours of planning time	Hours per week spent teaching classes	Classes taught per week	Class size
All public elementary school visual arts specialists	1.4	1.7	0.9	1.5	0.1	0.3	0.2
Percent of students eligible for free or reduced-price lunch							
0 to 25 percent	2.6	3.5	1.6	3.0	0.3	0.6	0.3
26 to 50 percent	3.1	4.0	1.6	3.1	0.4	0.6	0.4
51 to 75 percent	2.6	3.6	2.3	4.2	0.4	0.7	0.4
76 percent or more	3.1	3.6	2.3	4.4	0.4	0.7	0.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Visual Arts Specialists," FRSS 102VA, 2009–10.

Table B-16a

Standard errors for the percent of public elementary school visual arts specialists reporting that they participated in various activities that focused on the integration of visual arts with other subjects, by percent of students eligible for free or reduced-price lunch: School year 2009–10

School characteristic	Common planning period with regular classroom teachers	Consulting with classroom teachers to help them integrate visual arts into a lesson or unit of study taught by the classroom teacher	Consulting with other teachers to integrate another subject into a visual arts lesson or unit of study taught by the visual arts specialist	Collaborating with other teachers on designing and teaching an inter-disciplinary lesson or unit of study that includes visual arts	Integrated visual arts instructional program with other arts subjects	Integrated visual arts instructional program with other academic subjects
All public elementary school visual arts specialists	1.7	1.7	1.5	2.4	1.7	1.6
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	3.1	3.5	3.3	3.2	2.9	3.0
26 to 50 percent	3.4	3.0	3.0	4.0	3.7	3.0
51 to 75 percent	2.8	2.6	3.5	4.1	3.4	3.1
76 percent or more	3.6	3.2	2.6	4.0	3.6	3.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Visual Arts Specialists," FRSS 102VA, 2009–10.

Table B-17a

Among public secondary schools that offered visual arts instruction, standard errors for the number of visual arts instructors reported by schools and percent that were arts specialists in 2008–09, percent of schools reporting the number of courses offered in 2008–09, and percent reporting district curriculum guides and dedicated rooms for instruction in 2009–10, by percent of students eligible for free or reduced-price lunch

School characteristic	Number and percent of visual arts instructors reported by schools		Percent of secondary schools reporting selected characteristics of visual arts program		
	Number of visual arts instructors	Percent of visual arts instructors who were arts specialists	Schools offered 5 or more courses	Had district curriculum guide that teachers were expected to follow	Dedicated rooms with special equipment were the primary space for instruction
All public secondary schools	1,150	1.1	1.7	1.5	1.1
Percent of students eligible for free or reduced-price lunch					
0 to 25 percent	1,040	2.4	3.7	2.0	1.5
26 to 50 percent	920	1.0	2.7	2.4	1.6
51 to 75 percent	650	1.9	3.2	3.2	2.1
76 percent or more	480	2.5	3.7	4.2	3.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Table B-18a

Standard errors for the percent of public secondary school visual arts specialists reporting that they participated in various professional development activities, and of those teachers, percent reporting that participation improved their teaching to a moderate or great extent: School year 2009–10

Area of professional development	Received professional development	Participation improved teaching to a moderate or great extent
Applied study in art studio (e.g., painting, photography)	1.8	1.8
Developing knowledge about visual arts (e.g., historical, cultural, analytical)	1.7	2.0
Connecting visual arts learning with other subject areas	1.6	2.3
Integrating educational technologies into visual arts instruction	1.6	2.0
Research on arts and student learning (e.g., arts and cognition)	1.5	2.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table B-19a

Standard errors for the percent of public secondary school visual arts specialists who taught visual arts full time, and of those teachers, percent reporting various indicators of teaching load, by percent of students eligible for free or reduced-price lunch: School year 2009–10

School characteristic	Taught visual arts full time	Among specialists who taught visual arts full time, percent reporting that they:				Among specialists who taught visual arts full time, average number reported for:		
		Taught at more than one school	Taught on a block schedule	Had more than 4 hours of planning time	Taught classes outside of school hours	Hours per week spent teaching classes	Classes taught per week	Class size
All public secondary school visual arts specialists	1.2	1.0	1.6	1.7	0.7	0.3	0.1	0.3
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	2.0	2.1	3.4	2.6	1.2	0.6	0.3	0.4
26 to 50 percent	2.1	1.7	2.3	3.3	†	0.3	0.2	0.5
51 to 75 percent	2.8	2.5	3.7	3.7	1.7	0.4	0.3	0.7
76 percent or more	2.5	2.9	4.7	4.0	2.4	0.5	0.4	0.6

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table B-20a

Standard errors for the percent of public secondary school visual arts specialists reporting that they participated in various activities that focused on the integration of visual arts with other subjects, by percent of students eligible for free or reduced-price lunch: School year 2009–10

School characteristic	Consulting with other teachers to help them integrate visual arts into a lesson or unit of study that they teach	Consulting with other teachers to incorporate units of study from other subject areas into the visual arts curriculum	Integrated visual arts instructional program with other arts subjects	Integrated visual arts instructional program with other academic subjects
All public secondary school visual arts specialists	1.6	1.4	1.3	1.5
Percent of students eligible for free or reduced-price lunch				
0 to 25 percent	3.3	2.9	2.3	3.2
26 to 50 percent	2.6	2.6	2.9	3.1
51 to 75 percent	2.7	2.8	4.0	4.5
76 percent or more	4.9	5.7	5.9	5.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table B-21a

Standard errors for the percent of public elementary schools reporting instruction designated specifically for dance, and percent reporting the incorporation of dance into other subject or curriculum areas, by percent of students eligible for free or reduced-price lunch: School years 1999–2000 and 2009–10

School characteristic	Offered instruction specifically for dance		Dance was taught as part of the physical education program		Dance was taught as part of the music curriculum		Dance activities and instruction were integrated into other curriculum areas	
	1999–2000	2009–10	1999–2000	2009–10	1999–2000	2009–10	1999–2000	2009–10
All public elementary schools	1.5	0.7	2.2	1.8	2.2	1.5	1.9	1.7
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	3.0	1.0	3.7	3.8	4.1	2.8	3.3	3.1
26 to 50 percent	3.0	†	4.2	3.5	4.5	3.2	3.7	2.9
51 to 75 percent	4.3	1.2	4.8	3.2	5.1	3.0	3.7	3.0
76 percent or more	3.1	1.2	5.6	3.4	5.2	3.3	4.5	3.1

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10; and “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

Table B-22a

Among public secondary schools that offered dance instruction, standard errors for the number of dance instructors reported by schools and percent that were arts specialists in 2008–09, percentage distribution of schools reporting the number of courses offered in 2008–09, and percentage distribution reporting the primary space used and curriculum guides for instruction in 2009–10

Number of dance instructors on the 2008–09 staff	450
Percent of dance instructors who were:	
Arts specialists	4.0
Full-time arts specialists	3.4
Part-time arts specialists	2.5
All other dance instructors	4.0
Percent of schools offering:	
1 or 2 courses	3.6
3 or 4 courses	3.7
5 or more courses	2.7
Primary space used for instruction:	
Dedicated rooms with special equipment	4.1
Dedicated rooms with no special equipment	2.9
Gymnasium, auditorium, or cafeteria	3.4
Other space	1.2
Had district curriculum guide that teachers were expected to follow:	
Yes	4.1
No	4.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Table B-23a

Standard errors for the percent of public elementary schools reporting instruction designated specifically for drama/theatre, and percent reporting the incorporation of drama/theatre into other subject or curriculum areas, by percent of students eligible for free or reduced-price lunch: School years 1999–2000 and 2009–10

School characteristic	Offered instruction specifically for drama/theatre		Drama/theatre was taught as part of the English/language arts curriculum		Drama/theatre activities and instruction were integrated into other curriculum areas	
	1999–2000	2009–10	1999–2000	2009–10	1999–2000	2009–10
All public elementary schools	1.7	0.5	2.2	1.7	2.6	1.5
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	3.0	1.2	3.9	3.0	4.7	3.5
26 to 50 percent	3.0	1.2	2.8	3.6	4.0	4.1
51 to 75 percent	4.2	1.0	4.7	3.0	5.0	2.5
76 percent or more	3.4	1.4	4.5	2.7	5.3	3.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10; and “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

Table B-24a

Among public secondary schools that offered drama/theatre instruction, standard errors for the number of drama/theatre instructors reported by schools and percent that were arts specialists in 2008–09, percentage distribution of schools reporting the number of courses offered in 2008–09, and percentage distribution reporting the primary space used and curriculum guides for instruction in 2009–10

Number of drama/theatre instructors on the 2008–09 staff	930
Percent of drama/theatre instructors who were:	
Arts specialists	3.0
Full-time arts specialists	2.8
Part-time arts specialists	1.4
All other drama/theatre instructors	3.0
Percent of schools offering:	
1 or 2 courses	1.9
3 or 4 courses	1.6
5 or more courses	1.4
Primary space used for instruction:	
Dedicated rooms with special equipment	2.3
Dedicated rooms with no special equipment	2.2
Gymnasium, auditorium, or cafeteria	2.1
Other space	0.9
Had district curriculum guide that teachers were expected to follow:	
Yes	2.1
No	2.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Table B-25a

Estimates and standard errors for figures in Arts at a Glance

Figure	Estimate	Standard error
Elementary Schools and Teachers		
Figure 1: Percent of public elementary schools reporting instruction designated specifically for various arts subjects and percent incorporating dance and drama/theatre into other subject or curriculum areas: School years 1999–2000 and 2009–10		
1999–2000 survey data		
Offered music	94	1.0
Offered visual arts	87	1.4
Offered dance	20	1.5
Offered drama/theatre	20	1.7
Dance was incorporated into other subject/curriculum areas	66	1.9
Drama/theatre was incorporated into other subject/curriculum areas	50	2.8
2009–10 survey data		
Offered music	94	0.9
Offered visual arts	83	1.3
Offered dance	3	0.7
Offered drama/theatre	4	0.5
Dance was incorporated into other subject/curriculum areas	61	1.7
Drama/theatre was incorporated into other subject/curriculum areas	53	1.6
Figure 2: Among public elementary schools that offered instruction in various arts subjects, percent reporting the availability of arts specialists, the frequency of arts instruction, and the availability of district curriculum guides for arts subject areas: School year 2009–10		
Music specialist was available to provide instruction	91	1.0
Visual arts specialist was available to provide instruction	84	1.5
Dance specialist was available to provide instruction	57	8.0
Drama/theatre specialist was available to provide instruction	42	9.9
Music instruction was offered at least once a week	93	0.8
Visual arts instruction was offered at least once a week	85	1.3
Dance instruction was offered at least once a week	53	7.7
Drama/theatre instruction was offered at least once a week	58	9.8
Had district curriculum guide that music teachers were expected to follow	86	1.2
Had district curriculum guide that visual arts teachers were expected to follow	83	1.5
Had district curriculum guide that dance teachers were expected to follow	49	11.1
Had district curriculum guide that drama/theatre teachers were expected to follow	46	7.3

See notes at end of table.

Table B-25a

Estimates and standard errors for figures in Arts at a Glance—Continued

Figure	Estimate	Standard error
Figure 3: Percent of public elementary schools reporting that they provided or sponsored curriculum-guided activities in the arts outside of regular school hours in 2009–10 and percent reporting partnerships or collaborations with other artists or entities in 2008–09		
School performances or presentations in the arts	75	1.5
Arts-related field trips	61	1.9
Choir/band/marching band practice	46	1.9
Individual or small group music lessons	39	1.5
Dance	12	0.9
Cultural or community organizations	42	1.7
Individual artists and craftspeople	31	1.4
Museums or galleries	29	1.6
Performing arts centers	26	1.4
Colleges and universities	18	1.4
Community school of the arts	7	0.9
Secondary Schools and Teachers		
Figure 4: Percent of public secondary schools reporting whether various arts subjects were taught at the school: School years 1999–2000 and 2008–09		
1999–2000 survey data		
Offered music	90	1.3
Offered visual arts	93	1.2
Offered dance	14	1.1
Offered drama/theatre	48	2.1
2009–10 survey data		
Offered music	91	1.1
Offered visual arts	89	1.2
Offered dance	12	0.8
Offered drama/theatre	45	1.7
Figure 5: Among public secondary schools that offered instruction in various arts subjects, percent offering five or more different courses in 2008–09 and percent reporting district curriculum guides and dedicated rooms for instruction in 2009–10, by arts subject:		
Offered more than 5 music courses	46	1.9
Offered more than 5 visual arts courses	40	1.7
Offered more than 5 dance courses	13	2.7
Offered more than 5 drama/theatre courses	11	1.4
Had district curriculum guide that music teachers were expected to follow	81	1.4
Had district curriculum guide that visual arts teachers were expected to follow	83	1.5
Had district curriculum guide that dance teachers were expected to follow	66	4.1
Had district curriculum guide that drama/theatre teachers were expected to follow	72	2.1
Dedicated rooms with special equipment were the primary space for music instruction	91	1.0
Dedicated rooms with special equipment were the primary space for visual arts instruction	92	1.1
Dedicated rooms with special equipment were the primary space for dance instruction	45	4.1
Dedicated rooms with special equipment were the primary space for drama/theatre instruction	52	2.3

See notes at end of table.

Table B-25a

Estimates and standard errors for figures in Arts at a Glance—Continued

Figure	Estimate	Standard error
Secondary Schools and Teachers (Continued)		
Figure 6: Among public secondary schools that offered instruction in various arts subjects, number and percentage distribution of teachers on staff reported as arts instructors who taught various arts subjects, by teaching status: School year 2008–09		
Number of music instructors reported by school	65,800	1,380
Full-time music specialists	81	1.0
Part-time music specialists	15	0.9
Other music instructors	3	0.5
Number of visual arts instructors reported by school	49,700	1,150
Full-time visual arts specialists	86	1.4
Part-time visual arts specialists	8	0.7
Other visual arts instructors	6	1.1
Number of dance instructors reported by school	5,600	450
Full-time dance specialists	56	3.4
Part-time dance specialists	13	2.5
Other dance instructors	31	4.0
Number of drama/theatre instructors reported by school	18,000	930
Full-time drama/theatre specialists	64	2.8
Part-time drama/theatre specialists	9	1.4
Other drama/theatre instructors	27	3.0
Figure 7: Percent of public secondary schools reporting that they provided or sponsored curriculum-guided instructional activities in the arts outside of regular school hours in 2009–10 and percent reporting partnerships or collaborations with other artists or entities in 2008–09		
School performances or presentations in the arts	87	1.2
Arts-related field trips	78	1.5
Choir/band/marching band practice	76	1.5
Individual or small group music lessons	57	1.8
Dance	26	1.4
Cultural or community organizations	44	2.0
Individual artists and craftspeople	37	1.7
Colleges and universities	36	1.4
Museums or galleries	31	1.7
Performing arts centers	28	1.6
Community school of the arts	7	0.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10; “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000; “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10; and “Secondary School Arts Education Survey: Fall 1999,” FRSS 67S, 1999–2000.

Table B-26a

Estimates and standard errors for figures in A Closer Look at Music Education

Figure	Estimate	Standard error
Elementary Schools and Teachers		
Figure 8: Percent of public elementary schools offering instruction designated specifically for music, by percent of students eligible for free or reduced-price lunch: School years 1999–2000 and 2009–10		
1999–2000 survey data		
All public elementary schools	94	1.0
Free or reduced-price lunch: 0–25 percent	96	1.3
Free or reduced-price lunch: 26–50 percent	98	1.0
Free or reduced-price lunch: 51–75 percent	93	2.0
Free or reduced-price lunch: 76 percent or more	87	4.1
2009–10 survey data		
All public elementary schools	94	0.9
Free or reduced-price lunch: 0–25 percent	97	1.3
Free or reduced-price lunch: 26–50 percent	97	1.2
Free or reduced-price lunch: 51–75 percent	94	1.8
Free or reduced-price lunch: 76 percent or more	89	2.0
Figure 9: Percent of public elementary schools reporting that the school or district offered music professional development programs for teachers: School year 2009–10		
Any professional development program	61	1.6
Off-site seminars or conferences	47	1.6
Workshops with professional artists or arts groups	34	1.6
In-school seminars or conferences	25	1.5
Figure 10: Among public elementary school music specialists who used any formal assessment to determine student progress and achievement in the arts, percent reporting that they used various types of assessment to a moderate or great extent: School years 1999–2000 and 2009–10		
1999–2000 survey data		
Observation	98	1.8
Performance tasks or projects	85	1.8
Developed rubrics	21	1.6
Selected-response assessments	45	1.6
Assessments requiring short written answers or essays	20	1.2
Portfolio collection of student work	15	1.1
2009–10 survey data		
Observation	99	0.4
Performance tasks or projects	90	1.0
Developed rubrics	46	1.8
Selected-response assessments	38	1.5
Assessments requiring short written answers or essays	19	1.3
Portfolio collection of student work	14	1.1

See notes at end of table.

Table B-26a

Estimates and standard errors for figures in A Closer Look at Music Education—Continued

Figure	Estimate	Standard error
Secondary Schools and Teachers		
Figure 11: Percent of public secondary schools reporting instruction in music, by percent of students eligible for free or reduced-price lunch: School years 1999–2000 and 2008–09		
1999–2000 survey data		
All public secondary schools	90	1.3
Free or reduced-price lunch: 0–25 percent	89	2.2
Free or reduced-price lunch: 26–50 percent	94	1.8
Free or reduced-price lunch: 51–75 percent	87	3.5
Free or reduced-price lunch: 76 percent or more	89	6.2
2009–10 survey data		
All public secondary schools	91	1.1
Free or reduced-price lunch: 0–25 percent	96	1.8
Free or reduced-price lunch: 26–50 percent	95	1.4
Free or reduced-price lunch: 51–75 percent	86	2.7
Free or reduced-price lunch: 76 percent or more	81	4.6
Figure 12: Percent of public secondary schools reporting that the school or district offered music professional development programs for teachers: School year 2009–10		
Any professional development program	69	1.4
Off-site seminars or conferences	59	1.4
Workshops with professional artists or arts groups	41	1.4
In-school seminars or conferences	27	1.6
Figure 13: Among public secondary school music specialists who used any formal assessment to determine student progress and achievement in the arts, percent reporting that they used various types of assessment to a moderate or great extent: School year 2009–10		
Observation	97	0.5
Performance tasks or projects	94	0.8
Developed rubrics	57	1.6
Selected-response assessments	38	1.6
Assessments requiring short written answers or essays	36	1.6
Portfolio collection of student work	19	1.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10; “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000; “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; “Survey of Elementary School Music Specialists,” FRSS 77M, 1999–2000; “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10; “Secondary School Arts Education Survey: Fall 1999,” FRSS 67S, 1999–2000; and “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10.

Table B-27a

Estimates and standard errors for figures in A Closer Look at Visual Arts Education

Figure	Estimate	Standard error
Elementary Schools and Teachers		
Figure 14: Percent of public elementary schools offering instruction designated specifically for visual arts, by percent of students eligible for free or reduced-price lunch: School years 1999–2000 and 2009–10		
1999–2000 survey data		
All public elementary schools	87	1.4
Free or reduced-price lunch: 0–25 percent	95	1.6
Free or reduced-price lunch: 26–50 percent	80	2.9
Free or reduced-price lunch: 51–75 percent	88	2.9
Free or reduced-price lunch: 76 percent or more	79	4.0
2009–10 survey data		
All public elementary schools	83	1.3
Free or reduced-price lunch: 0–25 percent	92	1.6
Free or reduced-price lunch: 26–50 percent	85	2.8
Free or reduced-price lunch: 51–75 percent	78	2.9
Free or reduced-price lunch: 76 percent or more	80	2.9
Figure 15: Percent of public elementary schools reporting that the school or district offered visual arts professional development activities for teachers: School year 2009–10		
Any professional development program	59	1.7
Off-site seminars or conferences	43	1.6
Workshops with professional artists or arts groups	33	1.6
In-school seminars or conferences	23	1.6
Figure 16: Among public elementary school visual arts specialists who used any formal assessment to determine student progress and achievement in the arts, percent reporting that they used various types of assessment to a moderate or great extent: School years 1999–2000 and 2009–10		
1999–2000 survey data		
Observation	99	1.9
Performance tasks or projects	91	1.4
Portfolio collection of student work	59	1.3
Developed rubrics	39	1.2
Assessments requiring short written answers or essays	22	1.8
Selected-response assessments	17	1.5
2009–10 survey data		
Observation	98	0.5
Performance tasks or projects	92	1.1
Portfolio collection of student work	56	2.0
Developed rubrics	55	1.8
Assessments requiring short written answers or essays	22	1.4
Selected-response assessments	19	1.2

See notes at end of table.

Table B-27a

Estimates and standard errors for figures in A Closer Look at Visual Arts Education—Continued

Figure	Estimate	Standard error
Secondary Schools and Teachers		
Figure 17: Percent of public secondary schools offering instruction in visual arts, by percent of students eligible for free or reduced-price lunch: School years 1999–2000 and 2008–09		
1999–2000 survey data		
All public secondary schools	93	1.2
Free or reduced-price lunch: 0–25 percent	96	1.5
Free or reduced-price lunch: 26–50 percent	93	2.7
Free or reduced-price lunch: 51–75 percent	85	4.3
Free or reduced-price lunch: 76 percent or more	84	7.7
2009–10 survey data		
All public secondary schools	89	1.2
Free or reduced-price lunch: 0–25 percent	95	1.4
Free or reduced-price lunch: 26–50 percent	91	1.6
Free or reduced-price lunch: 51–75 percent	85	2.6
Free or reduced-price lunch: 76 percent or more	80	5.2
Figure 18: Percent of public secondary schools reporting that the school or district offered visual arts professional development activities for teachers: School year 2009–10		
Any professional development program	64	1.8
Off-site seminars or conferences	54	1.7
Workshops with professional artists or arts groups	35	1.4
In-school seminars or conferences	23	1.4
Figure 19: Among public secondary school visual arts specialists who used any formal assessment to determine student progress and achievement in the arts, percent reporting that they used various types of assessment to a moderate or great extent: School year 2009–10		
Performance tasks or projects	98	0.4
Observation	96	0.6
Developed rubrics	85	1.2
Portfolio collection of student work	76	1.3
Assessments requiring short written answers or essays	54	1.5
Selected-response assessments	31	1.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10; “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000; “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10; “Survey of Elementary School Visual Arts Specialists,” FRSS 77VA, 1999–2000; “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10; “Secondary School Arts Education Survey: Fall 1999,” FRSS 67S, 1999–2000; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table B-28a

Estimates and standard errors for figures in A Closer Look at Dance Education

Figure	Estimate	Standard error
Elementary Schools		
Figure 20: Among public elementary schools that offered instruction in dance, percent reporting selected program characteristics for that subject: School years 1999–2000 and 2009–10		
1999–2000 survey data		
Instruction was offered at least once a week	23	3.8
Instruction was offered the entire school year	37	4.8
Dedicated rooms with special equipment were the primary space for instruction	14	2.9
Arts specialists were employed to teach dance	38	5.3
Had district curriculum guide that teachers were expected to follow	49	4.7
2009–10 survey data		
Instruction was offered at least once a week	53	7.7
Instruction was offered the entire school year	48	9.3
Dedicated rooms with special equipment were the primary space for instruction	24	7.1
Arts specialists were employed to teach dance	57	8.0
Had district curriculum guide that teachers were expected to follow	49	11.1
Figure 21: Percent of public elementary schools reporting that the school or district offered dance professional development programs for teachers: School year 2009–10		
Any professional development program	15	1.2
Off-site seminars or conferences	10	1.0
Workshops with professional artists or arts groups	9	0.9
In-school seminars or conferences	5	0.6
Secondary Schools		
Figure 22: Percent of public secondary schools offering instruction in dance, by percent of students eligible for free or reduced-price lunch: School years 1999–2000 and 2008–09		
1999–2000 survey data		
All public secondary schools	14	1.1
Free or reduced-price lunch: 0–25 percent	15	1.8
Free or reduced-price lunch: 26–50 percent	15	2.2
Free or reduced-price lunch: 51–75 percent	12	3.2
Free or reduced-price lunch: 76 percent or more	11!	4.3
2009–10 survey data		
All public secondary schools	12	0.8
Free or reduced-price lunch: 0–25 percent	14	1.5
Free or reduced-price lunch: 26–50 percent	13	1.7
Free or reduced-price lunch: 51–75 percent	10	1.5
Free or reduced-price lunch: 76 percent or more	13	3.1
Figure 23: Percent of public secondary schools reporting that the school or district offered dance professional development programs for teachers: School year 2009–10		
Any professional development program	14	1.2
Off-site seminars or conferences	10	1.0
Workshops with professional artists or arts groups	7	0.8
In-school seminars or conferences	6	0.9

!Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10; “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000; “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10; and “Secondary School Arts Education Survey: Fall 1999,” FRSS 67S, 1999–2000.

Table B-29a

Estimates and standard errors for figures in A Closer Look at Drama/Theatre Education

Figure	Estimate	Standard error
Elementary Schools		
Figure 24: Among public elementary schools that offered drama/theatre instruction, percent reporting selected program characteristics for that subject: School years 1999–2000 and 2009–10		
1999–2000 survey data		
Instruction was offered at least once a week	21	3.6
Instruction was offered the entire school year	35	5.3
Dedicated rooms with special equipment were the primary space for instruction	12	2.9
Arts specialists were employed to teach drama/theatre	24	3.9
Had district curriculum guide that teachers were expected to follow	36	4.8
2009–10 survey data		
Instruction was offered at least once a week	58	9.8
Instruction was offered the entire school year	46	9.8
Dedicated rooms with special equipment were the primary space for instruction	34	8.1
Arts specialists were employed to teach drama/theatre	42	9.9
Had district curriculum guide that teachers were expected to follow	46	7.3
Figure 25: Percent of public elementary schools reporting that the school or district offered drama/theatre professional development programs for teachers: School year 2009–10		
Any professional development program	17	1.3
Workshops with professional artists or arts groups	10	0.9
Off-site seminars or conferences	10	0.9
In-school seminars or conferences	5	0.7
Secondary Schools		
Figure 26: Percent of public secondary schools offering instruction in drama/theatre, by percent of students eligible for free or reduced-price lunch: School years 1999–2000 and 2008–09		
1999–2000 survey data		
All public secondary schools	48	2.1
Free or reduced-price lunch: 0–25 percent	53	2.9
Free or reduced-price lunch: 26–50 percent	50	4.0
Free or reduced-price lunch: 51–75 percent	39	4.8
Free or reduced-price lunch: 76 percent or more	28!	8.7
2009–10 survey data		
All public secondary schools	45	1.7
Free or reduced-price lunch: 0–25 percent	56	3.0
Free or reduced-price lunch: 26–50 percent	41	2.3
Free or reduced-price lunch: 51–75 percent	47	3.8
Free or reduced-price lunch: 76 percent or more	28	3.7
Figure 27: Percent of public secondary schools reporting that the school or district offered drama/theatre professional development programs for teachers: School year 2009–10		
Any professional development program	32	1.6
Off-site seminars or conferences	26	1.5
Workshops with professional artists or arts groups	18	1.3
In-school seminars or conferences	12	1.1

!Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10; “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000; “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10; and “Secondary School Arts Education Survey: Fall 1999,” FRSS 67S, 1999–2000.