

F O R O U R C H I L D R E N

A Report on the Status of Arts Education in Montana

2009-2010 School Year

Montana Arts Council

In Cooperation with Bothell Assessment and Research, East Centerville, Utah

Funded by



montana **arts** council
an agency of state government

in cooperation with

WESTAF

and



NATIONAL
ENDOWMENT
FOR THE ARTS

Cover photo courtesy of Herb Winsor.

©2010 Montana Arts Council

250 copies of this public document were published at an estimated cost of \$8.98 per copy,
for a total cost of \$2,245, which includes \$2,145 for printing and \$100 for distribution.

Table of Contents

Letter from Montana Arts Council Executive Director	1
Executive Summary	2
Introduction: Preparing All Students for Success	5
State and National Context: Arts Education is Basic Education	6
Survey Highlights.	8
Survey Demographics	10
Student Learning	12
Teachers	21
Professional Development	25
Space and Resources	28
Everyone Can Play a Role	33
Quotes from Surveys.	35
Schools that Participated.	36
Acknowledgments	39
Resources	Back Cover

Letter from the State Arts Agency Director

There is a sign on the exterior of the Fort Benton Elementary School, where I attended junior high school many years ago, that reads, "Industry Is Useless Without Culture." This is an important truth. The arts, as a part of our culture, are integral to developing the whole child.

One of the most rewarding parts of my job is to witness first-hand the many benefits that high-quality arts education has on young lives throughout Montana, and to listen to the stories that students and parents tell us:

- A child learns to discipline her time for homework because she has learned how to discipline her time in learning the dance steps for a big performance.
- Parents repeatedly cite the arts as the reason for their children's self-confidence.
- Students tell us the arts are the reason they attend and stay in school.
- Communities have found that the arts provide ways for our children to be the keepers of our cultures.
- A parent writes that her child spoke for the first time in class following an artist residency in her school.

The list could go on and on. I hear these stories about the benefits that education in the arts produces and wonder what the status of arts education really is in our state?

1. How are schools addressing the state education standards for the arts?
2. How well are they doing?
3. What help do they need? Where are the holes?
4. To what extent are educational programs offered by local arts organizations being used to help them meet those standards?

*For the first time in Montana, through this study, we learn the answers. **Thirty-eight percent of Montana's 847 schools participated in this survey.** This high degree of participation underscores the importance of the arts to Montana school administrators. We are very grateful to them for taking the time to complete yet one more survey. Thanks, also, to Superintendent of Schools Denise Juneau for her solid support and belief that the arts are indispensable to a quality education for every student in Montana.*

We hope you find these answers illuminating and helpful as we work together to provide a future for our children where every school has the arts resources they need on every level to achieve these goals.

- Arlynn Fishbaugh, Executive Director
Montana Arts Council

Executive Summary

A Report on the Status of Arts Education in Montana: 2009-2010 School Year

This report summarizes the status of arts education in Montana using data collected from 313 of Montana’s 847 elementary, middle and secondary schools statewide. This information was formed from responses by principals, superintendents and head teachers – it is *their perception* of the state of arts education in their schools.

Questions throughout the survey were designed to quantify and evaluate each school’s situation in offering the arts as a core subject. The survey was conducted by Bothell Assessment and Research in Utah in collaboration with the Montana Arts Council, the Idaho Arts Commission, the Utah Arts Council, the Wyoming Arts Council and the Western States Arts Federation in Denver, Colorado. This Executive Summary is compiled by the Montana Arts Council.

Survey Demographics

- Thirty-eight percent (38%) of Montana schools responded, exceeding the sample target goal response rate of 30% by 8%.
- Responding schools accurately reflect geographic and community-size representation.

To look at how closely the study reflects the actual state, we looked at the percentage of schools in the six counties with the highest population:

Percentage of schools in “urban” counties (the six counties with the highest population)	30%
Percentage of schools in “urban” counties from survey respondents	36%
Percentage of schools in “rural” counties (all other counties) in Montana	70%
Percentage of schools in “rural” counties from survey respondents	64%

We also examined the representation from the eastern half of the state and the western half:

Number of schools in the eastern half of the state	40%
Number of schools responding to the survey in the eastern half of the state	35%
Number of schools in the western half of the state	60%
Number of schools responding to the survey in the western half of the state	65%

Student Learning

How do the arts fare in Montana schools as part of the No Child Left Behind law?

The arts are a core academic subject as outlined in the No Child Left Behind (NCLB) law. To study this, the survey focused on assessing high-quality arts experiences among students:

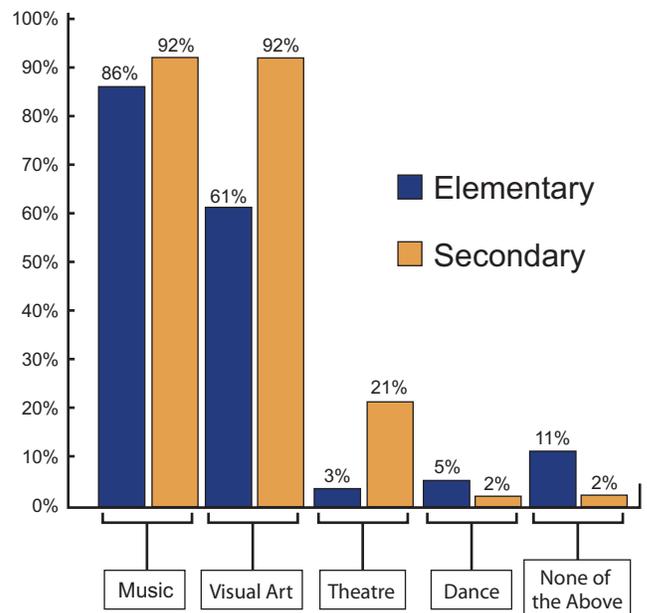
Elementary Schools

- Music (86%) and Visual Arts (61%) experiences were offered most frequently.
- Theatre (5%) and Dance (3%) experiences were few and far between.
- Eleven percent (11%) of the respondents offer no high-quality arts experiences. (The survey focused on assessing high quality arts experiences among students. See the criteria used to define high quality arts experiences on page 12.

Secondary Schools

- Music (92%) and Visual Arts (92%) experiences were offered most frequently.
- Theatre (21%) fared better than in elementary schools, but is still sparse.

Percentage of Schools in the State where Students Received High Quality Instruction



For Our Children: A Report on the Status of Arts Education in Montana
Source: Bothell Assessment and Research and WESTAF 2010

- Dance (2%) experiences were equally as rare as in elementary schools.

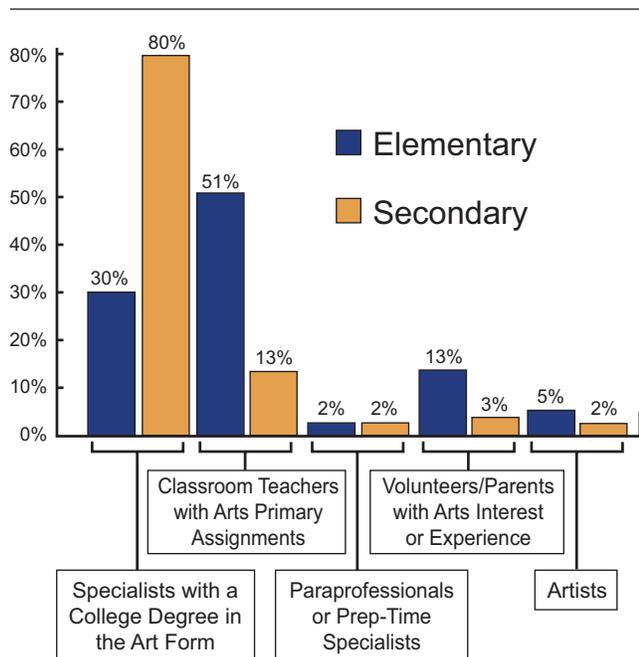
Less than half of Montana school districts (43%) treat the arts as core curriculum.

State Arts Standards and Assessment

The Montana Board of Public Education’s Content Standards indicate what all students should know, understand and be able to do in the arts.

- While familiarity with state standards for arts instruction is high in Montana (83%), less than half of the schools include and clearly articulate the arts in their School Improvement Plans (44%).
- Teacher-developed assessments are the most popular method for assessing student learning in the arts (57%). Only 15% of the schools use assessments that are developed and required by their school district.
- What would be most helpful to improve learning in the arts? The top three answers:
 - Hiring a certified arts specialist for teaching visual art
 - Greater availability of arts supplies or equipment
 - Hiring a certified specialist for teaching music.

Frequency Students Received Instruction from Teachers with Certain Qualifications



For Our Children: A Report on the Status of Arts Education in Montana
Source: Bothell Assessment and Research and WESTAF 2010

Teachers

Teachers with varying levels of preparation provide arts education across Montana schools.

Teachers who are licensed to teach K-8 students in Montana are endorsed to teach dance, music, theatre and visual arts.

Professional Development

- Twelve percent (12%) of the administrators that completed this survey participate in arts professional development, a high number given the pressure placed on school administrators to increase test scores and develop skills in reading, writing and math.
- Twenty-nine percent (29%) of the schools were familiar with teacher professional development in the arts offered by the Montana Arts Council, suggesting that new avenues of communication are necessary to expand this awareness.
- The most popular incentive methods for arts education professional development are release time (28%) and credits for recertification (29%).

Resources

- More than one quarter of responding schools have multi-year collaborations or partnerships with artists, arts companies or cultural organizations that help meet the school/district arts education goals. This is an area where greater outreach could benefit everyone involved.
- Local or touring artists or arts organizations provide a valuable resource for Montana schools.
 - Over half the schools take advantage of visiting performing groups (51%) and field trips to arts events or museum tours (57%), followed closely by holding arts-centered assemblies (45%). (See Table 10, page 16.)
 - Close to one third of the schools utilize an artist in residence (30%).
- Only six out of every ten schools are aware of the Montana Arts Council’s Artists-in-Residence grant program. However, the arts council depletes its arts education grant funding six months into each fiscal year. Unless additional funding is provided, a higher demand for resources cannot be met.

“The arts are an important component of all Montana children’s education. They cultivate the whole child and build multiple forms of literacy, vital workforce skills to succeed in the 21st-Century, and understanding of our multifaceted cultural heritage. We must work together to ensure that all students are able to reap the full academic and social benefits of learning in and through the arts.”

Denise Juneau, Superintendent of Schools, State of Montana



Camp Festival Amadeus at North Valley Music School. Photo: Cameron Blake

Introduction

Preparing All Students for Success

Quality arts education helps Montana young people develop the skills they need to achieve their potential in school, life, and work. Arts learning experiences play a vital role in the development of problem-solving, analysis, imagination and innovation. The arts also teach persistence and can serve as a primary source of motivation, directly contributing to the development of a student's intellectual and personal capabilities. Thus the arts, both as a stand-alone subject and integrated into other curriculum, must be an essential part of every young person's education.

For Our Children: A Report on the Status of Arts Education in Montana

This report is compiled from the results of a survey conducted by Bothell Assessment and Research in Utah in collaboration with the Montana Arts Council, the Idaho Arts Commission, the Utah Arts Council, the Wyoming Arts Council and the Western States Arts Federation in Denver, Colorado. This report summarizes the status of arts education in Montana from data collected from 313 of the 847 elementary, middle, and secondary schools statewide that responded to our request for information on the state of arts education. Many thanks go to the principals, head teachers, and county superintendents throughout the state that took the time to provide thoughtful and complete information for this study.

As Montana's many partners in education work to make quality arts education available to every young person, we hope this report provides community, education and legislative leaders with current data and insight into the strengths and weaknesses of the arts education programs in Montana schools.

With the exception of some minor customization for each state, the Status of Arts Education Assessment (SAEA) survey contained questions in five key areas:

- Demographics
- Student Learning
- Teachers
- Professional Development
- Space and Resources

Questions throughout the survey were designed to quantify and evaluate each school's situation in offering the arts as a core subject. Survey questions addressed the time spent on instruction, subjects offered, teacher education, professional development, assessment practices, standards used, and available space and resources.

State and National Context

Arts Education is Basic Education

In the United States, the *Goals 2000: Educate America Act* (1994) established the arts as required subjects. With this incentive, National Standards for Arts Education were developed, laying out what every student should know in the visual arts, music, theatre, and dance. The federal No Child Left Behind Act (2001) identified the arts as “core academic subjects” which contribute to improved student learning outcomes, along with reading, math, science and other subjects.

Despite these advancements, in a 2006 report from the Center on Education Policy, 22 percent of the school districts surveyed reported they had reduced time for art and music to make more time for reading and math.

State and national leaders, economists and educators state that an education in the arts helps students develop the skills necessary for the creative economy of the 21st century: creative problem solving, analysis, innovation and collaboration. In addition there is a growing body of scientific research that suggests arts training can improve cognitive function.

According to the National Governors Association Center for Best Practices, the arts can provide effective learning opportunities for the general student population, yielding increased academic performance, reduced absenteeism, and better skill-building. The Center for Arts Education’s recent report, *Staying in School*, states that, based on several national studies over the past decade, students at risk of dropping out of school cite participation in the arts as their reason for staying in school.

The Administrative Rules of Montana 10.55.603 state that “local school districts shall incorporate all content and performance standards into their curriculum, implementing them sequentially and developmentally.” The arts are one of these content standards.

According to the census, the entire state of Montana is considered “rural” or “frontier.” In the last 10 years, enrollment in public schools in Montana has declined an average of 11 percent, with some small communities witnessing an over 50 percent decline. Although some rural schools can travel (with planning and funding) to a cultural hub for arts experiences, others cannot. For some, travel to school alone is a challenge. For example, high school students from Wisdom, Montana must ride the bus to Dillon in order to attend school – a round trip of 268 miles over two mountain passes – the longest bus route in the state.

In November, 2009, Montana's Office of Public Instruction issued a report entitled *Education Fields Impacted by Critical Quality Educator Shortages 2008-2009*. The report stated: "the education fields impacted by critical quality educator shortages have not varied much in the past five years." Based on three criteria, the critical quality educator shortage areas for 2008-09 were:

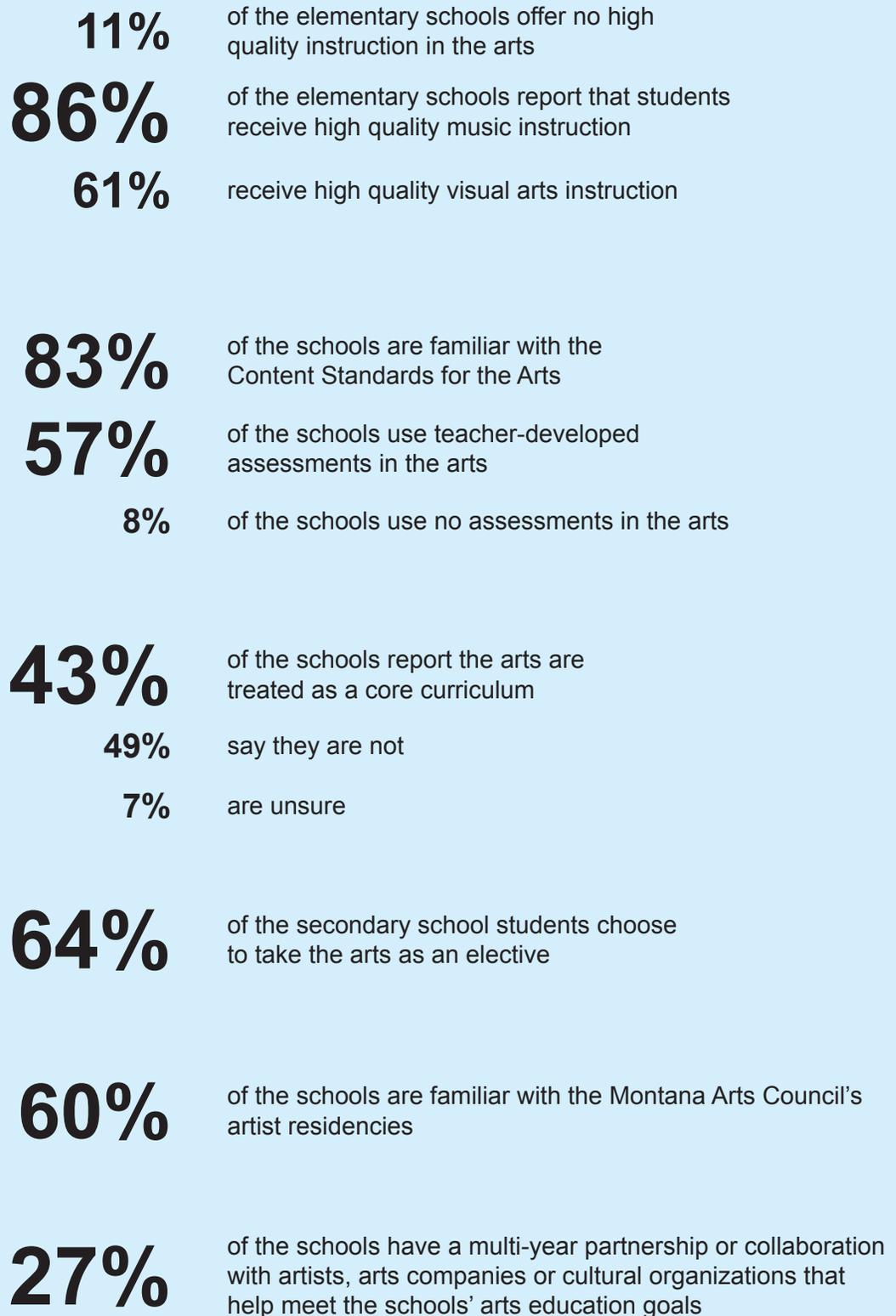
1. Career and Technical Education
2. Music
3. Special Education
4. Mathematics
5. Speech/Language Pathologist
6. Science
7. Library Media
8. World Languages
9. School Counselor
10. Visual Art

The comments from the Statewide Arts Education Assessment survey show a strong commitment from Montana schools to provide education in the arts for their students in spite of the many barriers they encounter. We have selected a few that are highlighted throughout this publication.

Our school is very small and in a remote area. To bring someone in is costly and usually involves bringing another school in for an artist-in-residence (Art Mobile, etc.) to share costs... a scheduling nightmare with road and weather conditions, and the difficulty of trying to get someone here. The other challenge is that our school has no transportation to or from events held outside or away from school. The parents are the transportation for students, as there is no bus. We are 74 miles from the nearest town of any size, and 100+ miles from anywhere that has any cultural arts possibilities. We do the best we can, utilizing people in the area with expertise. We have two teachers for our 18 students and do not offer electives or have a hired staff person that exclusively teaches the arts.

(Rural K-8 school, 18 students)

Survey Highlights



Assessing learning in the arts generates new insights and increases students' investment in the work. While 57 percent of the schools reported using teacher-developed assessments to track student progress in the visual and performing arts, only 15 percent of the schools reported using required district-developed assessments in the arts. This finding shows that school districts need more support in developing and implementing "effective and appropriate multiple measures and methods to assess student progress in achieving content and performance standards in all program areas," which are required by the Administrative Rules of Montana.

Of the four states included in the survey, Montana schools reported the highest percentage of classroom teachers with a primary assignment as an arts teacher--an average of 34 percent. Teachers who are licensed to teach K-8 students in Montana are endorsed to teach dance, music, theatre and visual arts. The reality is that many universities only require one visual art and one music course to graduate in elementary education (K-8).

A need for certified specialists in the arts was clearly indicated in the top choices for improving learning in the arts for their students. For the majority of the principals, the top choice was "certified specialist for teaching visual art" and tied for second choice were: "certified specialist for teaching music" and "availability of more arts supplies or equipment (for any arts discipline)."

Not surprisingly, principals reported budget constraints as the greatest obstacle to utilizing outside arts education resources, such as an artists-in-residence. "Time in the school day" and "competing priorities (e.g., testing, remediation)" were second and third, respectively.

Student participating in a music residency at Bynum School. Photo: Susan Luinstra



Survey Demographics

A response rate of 30 percent of the total schools in each of the four states participating in the study was considered to be an excellent sample and was set as the target sampling goal. Table 1 lists the actual sample obtained from each state. Three states exceeded the sample goal of 30 percent of total schools and one state was close to the goal.

Table 1 includes the total schools that responded in each state surveyed and the number of districts that were represented by the schools' responses. Given the total responses and the districts that were represented in the collected samples, the samples for each state sufficiently reflect the status of arts education across the states.

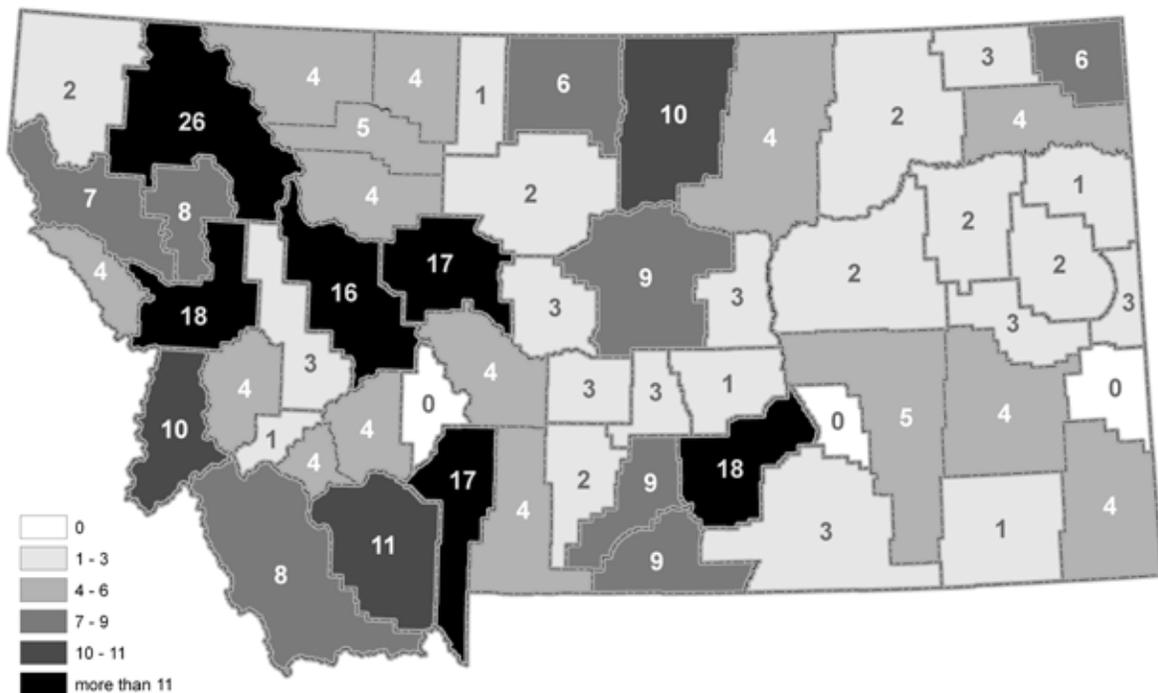
Table 1: Samples Obtained by State				
Samples	Idaho	Montana	Utah	Wyoming
Total Schools in State	769	833	766	360
Total Schools Responded	212	313	292	150
Total Districts in State	115	429	42	62
Total Districts that Responded	102	166	35	51
Percent of Total Schools Possible	28%	38%	38%	43%
State Population	1,523,816	967,440	2,736,424	532,668
Percent of Population that are K-12 Students	17%	15%	20%	16%

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.



River Resource Day outside Sheridan, MT. Photo: Herb Winsor

Researchers involved with this study were pleased with the samples obtained. State personnel worked very hard to increase response rates. The involvement of all participants was greatly appreciated, including the cooperation of all schools, teachers and principals that were involved. Relative to typical research projects of this kind, the response rates obtained were excellent. The respondents to the SAEA survey are indicated by county in the map below.



Until the arts are included in AYP, you can expect that elementary schools will largely view them as nonessential or frivolous. It's a matter of survival.*

(Elementary school, 492 students)

*AYP: Adequate Yearly Progress – a measurement defined by the No Child Left Behind Act that allows the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests.

Student Learning

Receiving High Quality Instruction

Developers of the SAEA survey focused on assessing high-quality arts experiences among students. To properly evaluate the arts' standing as a core academic subject as outlined in the No Child Left Behind Law (NCLB), it was necessary to assess instruction that met the following criteria:

- instruction that follows a sequential and ongoing arts curriculum
- instruction that is aligned with state or national arts standards
- instruction that is taught by a certified/licensed and endorsed specialist

If students received instruction that did not meet these criteria, the instruction was not counted. Thus, from the results of this survey question, the percentage of schools across Montana that provided high-quality arts experiences that met the above criteria can be estimated. However, this estimate does not include schools that provided some form of arts instruction that did not meet the criteria.

Table 2: Percentage of Schools in the State where Students Received High Quality Instruction		
Type of Instruction	Elementary	Secondary
Visual Art	61%	92%
Dance	5%	2%
Music	86%	92%
Theatre	3%	21%
None of the Above	11%	2%

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

More schools provide music instruction than any other art form. Visual art was the next most popular art form selected and theatre was the third at the secondary level. Dance instruction was the third most offered at the elementary level. Dance is the least offered at the secondary level and theatre is the least offered at the elementary level.

Depending on the type of school, up to 11 percent of the schools did not provide arts instruction that met the high-quality criteria. These schools selected "None of the Above" on the survey. These schools may have provided some form of arts instruction that was not high-quality, as

defined above, or they provided no arts instruction of any type. As a hypothetical analysis to understand the impact for these schools, if there was no arts instruction of any type in 11 percent of the Montana elementary schools that completed the survey, it would equate to approximately 2,000 students who did not receive arts instruction.

Minutes Per Week Students Spent Studying Art Forms

The time students spent studying each art form varied greatly from elementary school to middle school and high school, and the minutes spent varied greatly across the four states that were involved in the SAEA study. Tables 3 through 5 list the time estimates provided by SAEA survey respondents. Montana appears to have the longest contact time at the high school level of the four states surveyed.

Table 3: Average Minutes Students Spend Studying Each Art Form Each Week – Elementary				
Art Form	Idaho	Montana	Utah	Wyoming
Visual Art	60	87	51	83
Dance	44	21	31	33
Music	70	108	57	87
Theatre	106	62	35	141

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

Table 4: Average Minutes Students Spend Studying Each Art Form Each Week – Middle School				
Art Form	Idaho	Montana	Utah	Wyoming
Visual Art	185	154	214	167
Dance	131	26	148	35
Music	199	171	241	186
Theatre	152	91	195	186

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

Table 5: Average Minutes Students Spend Studying Each Art Form Each Week – High School				
Art Form	Idaho	Montana	Utah	Wyoming
Visual Art	235	357	214	245
Dance	154	90*	170	122
Music	262	332	262	208
Theatre	205	237	287	212

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

* This represented one high school that reported dance in Montana.

District Support

When asked whether their district treated the arts as core curriculum, “no” was the most common answer in the majority of the states surveyed. The exception was Utah, where 65 percent answered “yes.” Results of the SAEA survey indicate that Montana has the second highest level of district support for arts as core curriculum at 43 percent. Table 6 illustrates the percentage of schools in the state that marked “yes,” “no,” or “unsure” to the question regarding whether or not the arts are treated as core curriculum subjects. District support can improve the quality of instruction and the number of students that participate in the arts. It also makes it easier for school principals to integrate the arts into a school’s curriculum. Schools that suffer from a lack of district support often fail to meet their arts education goals. One of the most telling signs that a district supports the arts comes from the workshops or professional development opportunities it offers. Workshops are the most popular form of professional development for the arts. Please see tables in the professional development section of this report for a review of district workshops attended by faculty.

Table 6:

Schools’ Perspective Concerning Whether the District Treats Arts as Core Curriculum

Core	Idaho	Montana	Utah	Wyoming
Yes	28%	43%	65%	41%
No	62%	49%	23%	51%
Unsure	10%	7%	12%	8%

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.



Missoula County Public Schools CoMotion Dance Project residency. Photo: Karen Kaufmann



Mask workshop at Custer County Art and Heritage Center (CCAHC). Photo courtesy of CCAHC

Schools' Commitment to the Arts and to Arts Standards

Including and clearly articulating the arts in a school improvement plan demonstrates commitment to the arts. Forty-four percent of schools demonstrate that level of commitment in Montana (see Table 7).

Schools' familiarity with state standards for arts instruction is high in Montana. It is presumed that the quality of arts instruction improves and the commitment to arts education is higher in schools that strive to adhere to state arts instruction curriculum standards. However, familiarity with state standards does not necessarily indicate that a school follows those standards, it only means it is familiar with them (see Table 8).

In addition to following state standards and including arts in its improvement plan, participation in co-curricular activities or other arts education activities also demonstrates a school's commitment to the arts. Tables 9 and 10 show the level of commitment through these types of activities. The types of activities that receive the greatest level of participation among schools are band/choir, instrumental or music performances/rehearsals, theatre productions, field trips/museum tours, and visiting performing groups.

Table 7: Schools that Include and Clearly Articulate the Arts in the School Improvement Plan

Montana	44%
---------	-----

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

Table 8:**Schools that are Familiar with the Content Standards for the Arts in Their States**

Montana	83%
---------	-----

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

Table 9:**Percentage of Schools that Participated in Co-Curricular Activities**

Activities	Montana
Band/Choir Performances or Instrumental/Vocal Music Performances	50%
Music Rehearsals	39%
Theatre Rehearsals/Productions	36%
Art Club	11%
Organized Enrichment/Remediation Classes in the Arts	11%
None of the Above	8%
Literary Magazine	6%
Poetry Out Loud	6%
Other	5%

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

Table 10:**Percentage of Schools that Participated in Other Arts Education Activities**

Activities	Montana
Field Trips/Museum Tours	57%
Visiting Performing Groups	51%
Assemblies	45%
Integrated Projects	33%
Artists-in-Residence	30%
Projects with Outside Arts Organizations	24%
Special Projects	23%
Poetry Out Loud	12%
Art Parents	8%
Other	5%

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

Most Helpful to Improve Learning in the Arts

To track what would be most helpful to improve learning in the arts for students, the survey asked each school to rank its top five choices from the following list. The results of the survey indicated that a certified specialist for teaching visual art was considered the most helpful to improving learning in the arts. See Table 11 for state ranks from among the list.

- Availability of arts curriculum standards
- Availability of more arts supplies or equipment (for any arts discipline)
- Availability of more curriculum materials (textbooks)
- Certified specialist for teaching visual art
- Certified specialist for teaching dance
- Certified specialist for teaching music
- Certified specialist for teaching theatre
- Change in school board and/or administrative policies and procedures
- District arts coordinator
- Facilities and classroom space
- Funding for community and state arts resources
- More flexibility in scheduling
- Planning time with other teachers
- Professional development opportunities
- Training for classroom teachers in arts education
- Training on integrating the arts into other subjects

Table 11: Most Helpful to Improve Learning in the Arts

Most Helpful	Ranks
Certified Specialist for Teaching Visual Art	1
Availability of more Arts Supplies or Equipment (for any arts discipline)	2
Certified Specialist for Teaching Music	2
More Flexibility in Scheduling	3
Facilities and Classroom Space	4
Professional Development Opportunities	5

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.



Year-long photography residency at Two Eagle River School. Photo: Marcus Azure



Student fiddlers at Bynum School. Photo: Susan Luinstra

Diversity of Arts Education Assessment Methods

The most popular method schools use for assessing the arts is teacher-developed assessment. Students' learning in the arts is often perceived as difficult to assess. Given that perspective, it is not surprising that teachers are more comfortable designing their own assessments. A relatively low percentage of schools do not assess the arts at all. In Montana, approximately 25 out of 313 schools do not evaluate student performance in the arts.

Table 12: Percentage of Schools that Use the Assessment Method

Method	Montana
Teacher-Developed Assessments	57%
District-Developed and Required Assessments	15%
No Assessments	8%
State-Developed and Required Assessments	6%

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

Elective Course Offerings

At the middle school and high school level, numbers of elective course offerings either limit students from contact with the arts or increase student contact with the arts. Table 13 lists the number and percent of arts electives and the percentage of students choosing to take arts as an elective.

Table 13: Elective Course Offerings Averages

Electives	Montana
Number of Elective Courses Offered at a School	28
Number of Elective Courses Offered that are Arts Electives	7 (25%)
Percentage of Students Choosing to Take Arts as Their Electives	64%

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.



Bigfork School CoMotion Dance Project residency. Photo: Karen Kaufmann

In our very rural school, we have five full-time classroom teachers and four paraprofessionals to serve a total of 82 students. We believe the arts are an important part of the curriculum, but frankly, none of us are highly trained in the arts. We do our best to meet the curriculum standards, and we utilize as many outside resources as we can. The other major obstacle for the teachers in my school is finding the time to PLAN meaningful arts activities... there is no prep period for our staff. We have our students all day long, and then spend the majority of our after-school planning time focusing on the core curriculum subjects.

(Rural K-8 school, 82 students)

Teachers

Teacher-to-Student Ratios

Arts specialists face monumental tasks. Arts specialists are full time (FTE), licensed, endorsed and certified teachers with college degrees in the art form they teach. Montana has very low teacher-to-student ratios for elementary arts specialists. Reasonable class sizes are possible for teachers of math, language arts, science, and social studies because they all share in the task of instructing students in those subjects. However, arts specialists are often alone in the task of teaching an art form and are responsible for reaching all of the students in the school.

Table 14: Average Specialist-to-Student Ratio for Visual Art

School Type	Ratio
Elementary	1 to 958
Secondary	1 to 136

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

Table 15: Average Specialist-to-Student Ratio for Music

School Type	Ratio
Elementary	1 to 302
Secondary	1 to 118

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

Concerning teachers, Table 16 lists the average number of full-time teachers teaching in an average school in Montana. Table 16 also shows how many arts specialists are teaching in an average school in Montana.

Table 16: Average Number of Full-Time Teachers and FTE Arts Specialists* in an Average Montana School

Teachers	Elementary Schools	Middle Schools	High Schools
Full-Time Teachers	15.4	14.5	22.0
FTE Arts Specialists	0.8	0.9	2.1

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

* Arts specialists are teachers that are Full-Time teachers (FTEs), licensed, endorsed and certified with a college degree in the art form they teach.

Teacher Education Levels

Teachers with varying levels of preparation provide arts education across Montana schools. See Table 17 for a breakdown of teacher education levels by elementary schools and secondary schools.

Given the great disparity of success that schools have experienced in obtaining and using specialists, there is likely much that can be learned from discussions among school leadership regarding strategies and approaches to funding, hiring and using specialists.

Regarding art forms, music is taught with the highest level of education, or with the most specialists. Second to music is visual art, and then theatre. See Tables 18 through 20.

Table 17: Frequency Students Receive Instruction from Teachers with Certain Qualifications

Qualifications	Elementary	Secondary
Specialists with a College Degree in the Art Form	30%	80%
Classroom Teachers with Arts Primary Assignments	51%	13%
Paraprofessionals or Prep-Time Specialists	2%	2%
Volunteers/Parents with Arts Interest or Experience	13%	3%
Artists	5%	2%

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

Table 18: Teachers Used to Teach Visual Art

Qualifications	Elementary	Secondary
Specialists with a College Degree in the Art Form	18%	78%
Classroom Teachers with Arts Primary Assignments	60%	17%
Paraprofessionals or Prep-Time Specialists	2%	0%
Volunteers/Parents with Arts Interest or Experience	10%	2%
Artists	10%	3%

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

Table 19: Teachers Used to Teach Music

Qualifications	Elementary	Secondary
Specialists with a College Degree in the Art Form	52%	86%
Classroom Teachers with Arts Primary Assignments	35%	10%
Paraprofessionals or Prep-Time Specialists	0%	2%
Volunteers/Parents with Arts Interest or Experience	12%	1%
Artists	1%	1%

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

Table 20: Teachers Used to Teach Theatre

Qualifications	Elementary	Secondary
Specialists with a College Degree in the Art Form	0%	60%
Classroom Teachers with Arts Primary Assignments	66%	7%
Paraprofessionals or Prep-Time Specialists	7%	13%
Volunteers/Parents with Arts Interest or Experience	27%	20%
Artists	0%	0%

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

Reduction in Arts FTEs

Given today's economic situation and the reductions in school budgets, a high level of reduction in arts full-time (FTE) teachers might be expected. However, results of the SAEA survey found those reductions to be small. From the school years 2008 to 2009 and 2009 to 2010, relatively few schools across the states lost FTE arts teacher positions. Table 21 outlines the number of schools that lost an arts FTE position by art form and by type of school.

Table 21: Number and Percent of Schools that Lost an Arts FTE Position over the Last Two Years

FTE Loss	Elementary	Secondary
Visual Art	8 (12%)	5 (8%)
Dance	3 (4%)	6 (10%)
Music	0 (0%)	0 (0%)
Theatre	0 (0%)	0 (0%)

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.



Grandstreet Theater School Teen Conservatory. Photo: Herb Winsor

In the face of NCLB (No Child Left Behind) and high-stakes testing, the time it takes to develop any kind of arts program is a challenge, even if the goal is to integrate – the front loading involved requires a lot of time and guidance.

(Arts-integrated elementary school, 270 students)

Professional Development

School and district workshops provide the greatest number of professional development opportunities for administrators and teachers who are not arts specialists. Arts specialists most often attended workshops offered by districts, arts organizations and universities/community colleges. A significant number of specialists and other teachers received instruction or mentoring from professional artists.

A comparison of the numbers of administrators that participated in arts professional development to the numbers of schools that responded to the SAEA survey leads to the conclusion that administrators at approximately 12 percent of the schools that completed the survey are participating in arts professional development. This may come as a surprise, given the pressure placed on school administrators to increase test scores and develop students' skills in reading, writing and math.

Table 22: Professional Development Activities Participated In During the Last Year Totals Across the State – Numbers of Participants			
Activity	Specialists	Other Teachers	Administrators
School Workshops	66	312	21
District Workshops	89	267	19
University/Community College Workshops	77	136	10
National Conferences	25	39	4
State Arts Council Workshops	69	15	1
State Department of Education/Office of Public Instruction Workshops	44	87	12
Instruction or Mentoring from Professional Artists	64	124	9
Workshops Offered by Arts Organizations	79	108	8
Other	19	21	2

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

Communicating Arts Education Information

To obtain information about arts education, teachers and administrators turn first to their state department of education or office of public instruction. A high percentage of teachers are not familiar with the state arts agency's professional development offerings yet state offices are the most common places schools obtain information about professional development. This finding suggests that state offices could improve communication with the arts council or better act as a communication agent to promote the arts council's offerings to teachers and administrators.

Table 23:

Familiarity with Teacher Professional Development Activities in the Arts Offered by State Arts Council

Montana	29%
---------	-----

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

Table 24:

Percentage of Schools that Receive Arts Education Information through These Methods

Methods	Montana
State Department of Education/Office of Public Instruction	35%
Conferences	18%
State Arts Council (including their listserv)	15%
District Arts or Curriculum Coordinators	14%
Professional Journals	9%
Listservs	5%
Other	5%

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

Arts Professional Development Incentive Methods

The most popular incentive methods for arts education professional development are release time and credits for recertification.

Table 25: Percentage of Schools that Use Incentive Methods for Professional Development	
Incentive Methods	Montana
Credits for Recertification	29%
Release Time	28%
Compensation	23%
Credits Toward Compensation (Lane Changes)	16%
None	4%
Credits for Professional Development	0%

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

Collaboration Among Teachers

In the average school in Montana, approximately one hour a week is spent in collaboration to plan arts instruction or integration of the arts with other core subjects.

Table 26: Average Paid Hours Per School Per Year Devoted to Collaboration Among Teachers (e.g, professional learning communities)	
Specialists	Montana
Among Arts Specialists (Visual Art, Dance, Music, Theatre)	33
Arts Specialists with Teachers of Other Disciplines	18

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

Our facility is our biggest barrier to implementing a successful arts curriculum. Visual arts classes meet in regular classrooms, without sinks or space to store projects. Music/band classes meet in the classrooms or the gym. Another continual obstacle is funding for our arts and music programs. With these obstacles, however, our entire school does provide music and visual arts to all students.

(Rural K-8 school, 91 students)

Space and Resources

Teaching requires resources. Teachers of any subject will tell you that student learning decreases when the environment in the classroom does not fully support learning. Without appropriate space and equipment, teachers struggle to help students learn.

Table 27 illustrates perhaps one of the largest challenges to teaching arts in public schools. A large number of schools suffer from a lack of room/space designed and equipped for teaching solely each art form. Dance and theatre suffer the most from lack of space. The subject of music suffers the least from lack of space and equipment.

Table 27: Percentage of Schools in the State that have Appropriate Room/Space Designed and Equipped for Teaching Solely the Art Form

Room/Space	Montana
Visual Art	50%
Dance	5%
Music	74%
Theatre	19%

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

Table 28: Percentage of Schools in the State that have Theatre and Performing Space with Appropriate Lighting and Sound

Montana	41%
---------	-----

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

Funding and Other Resources

Like space and equipment, funding, internships, artist residencies and technical assistance are needed to further arts education. State arts councils can provide such resources. Yet only a moderate percentage of schools are familiar with state art council offerings (see table 29). Although familiarity with what is offered does not guarantee schools will try to obtain such support, it does open the door for schools to seek support.

Table 29: Percentage of Schools that are Familiar with State Art Council Offerings

Offerings	Montana
Artists Residencies	60%
Grants	42%
Professional Development	40%
Artists Directories/Rosters	19%
Technical Assistance	10%

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

A high percentage of schools did not receive money for arts education in the last year from any of the following funding resources listed in Table 30. District funding, fund raisers specifically for the arts, PTA/PTO funding and individual contributions are the most popular funding sources for Montana.

Table 30: Percentage of Schools that Received Money Beyond State Funding from These Sources

Sources	Montana
District	44%
Transfer of Funds within School Budget	33%
Fund Raisers Specifically for the Arts	27%
PTA/PTO	27%
Individual Contributions (parents, grandparents)	21%
Donations In Kind	18%
Foundations	15%
Businesses	14%
Local Arts Councils	13%
Other Grants	11%
Grants from the State Arts Council	8%

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

The schools that received money for arts education support most often used it for art materials, supplies, equipment or instruments, arts field trips or arts assemblies. The money was least often used for the development of sequential arts curriculum. Table 31 reviews uses of funding.

Table 31: Percentage of Schools that Used Received Money for These Items	
Items	Montana
Arts Materials, Supplies, Equipment, Instruments	44%
Arts Field Trips	34%
Arts Assemblies	24%
None of the Above	9%
Professional Development for Teachers in the Fine Arts Core	9%
Release Time, Collaborative Learning Time	6%
Other	4%
To Hire Full-Time Arts Specialists	4%
To Hire Part-Time Arts Specialists	4%
Development of Sequential Arts Curriculum	3%

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

Collaborations with artists or art companies can be a great way to meet arts education goals. Multi-year partnerships can extend resources and improve the amount and quality of arts education for students. Many schools in Montana have not found a way to take advantage of these resources.

Table 32: Percentage of Schools that Have a Multi-Year Partnership or Collaboration with Artists or Arts Companies or Cultural Organizations that Help Meet the School/District Arts Education Goals	
Montana	27%

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

Respondents who answered “yes” to Table 32 question mentioned the following artists, arts companies and cultural organizations (# of mentions).

Alberta Bair Theater’s Kennedy Center Partners in Education (2)	Holter Museum of Art (4)
Alberta Bair Theater (2)	Lewistown Art Center
Alpine Artisans & 2 Valleys Stage	Lincoln Council for the Arts
Archie Bray Foundation (2)	Madison Fly Fishing Festival
Art Mobile of Montana	Meagher County Arts Council
Arts Council of Big Sky	MCT, Inc. (4)
ArtSpot (2)	Missoula Writing Collaborative
Barbara Kligerman-Pottery	Montana Art Education Association
Bozeman Symphony Society	Montana Repertory Theatre (2)
Bozeman Symphony Society’s outreach program	Montana Arts Council Artist Residency
Carroll College	Montana Historical Society
Central Montana Performing Arts Series	Montana PTA
Charlie Russell Art Museum	Montana Shakespeare Co., Kim DeLong
Classics for Kids Foundation	Museum of the Rockies
Community Concert series	Musselshell County Museum
Custer County Art & Heritage Center (4)	Myrna Loy Center (4)
Emerson Cultural Center	National School Assemblies
Ennis Arts Association	Northeast Montana Arts Council (2)
ExplorationWorks!, Kathy Schoderbeck	Ovando School Cultural Enrichment Committee
Fort Peck Fine Arts Council	Paris Gibson Square Museum of Art (9)
Front Range Artist’s Association	Roundup Arts and Culture Committee
Golden Triangle Curriculum Consortium (2)	Shakespeare in the Schools (2)
Great Falls College of Technology	Southwest Montana Arts Council
Great Falls Symphony Association (7)	Stumptown Art Studio
Helena Art Walk	University of Montana Dance Department
Helena Civic Center	VSA Arts
Helena Symphony Orchestra & Chorale	VSA Arts, Cheryl Bannes
Hockaday Museum of Art & Docents (3)	Whitefish Theater Co.
	Yellowstone Art Museum

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

Obstacles to Arts Education

If schools had more money for arts education, they could accomplish more. Given the tightening budgets associated with current economic conditions, this barrier will likely continue to be a challenge. However, as discussed earlier, a high percentage of schools are not aware of funding resources offered through grants and other programs. Although this would lead one to think that there is room for improvement with this barrier, in reality, the Montana Arts Council's funding for its arts education program is exhausted half way through the year. Hence, even if more schools were aware, unless additional funding is provided by the state for the arts council's arts education program, more progress is not feasible.

Respondents selected time in the school day as the next largest obstacle after budget and money constraints (see Table 33). The third highest-rated obstacle was competing priorities, which likely contributes to a reduction in the time used in the school day for the arts. The additional time used for testing or other remediation efforts in order to meet policies and guidelines such as those in No Child Left Behind can also have a negative impact on the time available for arts instruction.

Insufficient space and facilities are rated to be approximately as large an obstacle to arts education as lack of information about available arts programs. This finding corroborated findings on other SAEA state surveys that point to a lack of awareness and familiarity with state arts council offerings.

Table 33:

Percentage of Schools that Selected the Following as the Greatest Obstacle to Utilizing Arts Education Resources

Obstacle	Montana
Budget Constraints	29%
Time in the School Day	25%
Competing Priorities (e.g., testing, remediation)	19%
Insufficient Space/Facilities	13%
Lack of Information on Available Programs	12%
No Obstacles	1%
Other	1%

For Our Children: A Report on the Status of Arts Education in Montana. Source: Bothell Assessment and Research and WESTAF 2010.

Everyone Can Play a Role

Educators, parents, cultural organizations, policy makers, funders, and community leaders can all play a role in achieving ongoing, in-depth and consistent arts education for all K-12 students.

Schools and school districts

- Establish clear, long-term plans for advancing arts education.
- Support and advocate for state and local policies that support these efforts.
- Develop arts education committees to plan, implement, and monitor arts education policies and programs. Include teachers, school leaders, parents, and community advocates in these efforts.
- Establish guidelines for minimum funding levels and staffing requirements to fully support arts instruction, curriculum development, professional development, materials and planning time.

Principals and teaching faculty

- Adopt flexible schedules that provide time for arts education during the regular school day.
- Provide common planning time for arts educators and classroom teachers to develop connections between different areas of classroom curriculum.
- Work with parents to increase community understanding and support for arts education.

State partners and funders

- Establish and support policies that advance arts education for every student.
- Provide professional development for principals and teachers in arts education implementation.
- Evaluate ongoing statewide progress in arts education at regular intervals using the baseline established in SAEA research.
- Educate policy makers, boards, and the business community about the central role of the arts in basic education.
- Identify public and private funds to support and increase effective, systemic approaches for arts education.

Cultural organizations

- Work with schools and districts to develop long-term, sustainable partnerships characterized by collaborative planning, in-depth arts learning and ongoing assessment.
- Showcase successful school partnerships and advocate for K–12 arts education as part of the regular school day.
- Train organization staff and teaching artists to work collaboratively in the K–12 environment and provide professional development in the arts for classroom teachers.

Parents, families and community members

- Find out which arts disciplines are being taught at which grade levels in the schools in your area. Support successful programs and advocate for new programs to address needs.
- Encourage schools to develop demonstrations of arts learning to share with the school community.
- Talk to educators, school board members and other policy makers about the benefits of arts learning that you've witnessed in your own family members.

Partners at all levels

- Report regularly on growth in arts education at all levels and share information with students, families, local and statewide community members, arts education advocates, and legislators.
- Work together as partners with a common goal: arts education for every student, every school, every year.

Special thanks to the Washington State Arts Commission for sharing these suggestions.

Additional Quotes from Surveys

... to educate a child properly they must be well rounded. I would like to see more opportunity to bring the arts into the school by outside entities... we must tap into the way that our students learn best, include music in math, etc.

(Small town elementary school, 305 students)

In our two-room school house we teach art for one hour a week (often integrating projects into other curricular areas). Our paraprofessional teaches music twice a week, band to grades 4-8 twice a week, recorder class to grades 2-3 twice a week, and directs four theatrical productions (which often include dance) a year. We take several arts related field trips a year including symphony and theatrical productions whenever possible. In the past we have utilized parent volunteers for visual arts and have had a certified music teacher. Lack of funding and our rural location make filling those positions with certified staff virtually impossible. We would be interested in learning more about free programs available.

(Rural K-8 school, 14 students)

Being an arts advocate as a principal and as a district, in light of declining student numbers and therefore budget revenue, we still keep the arts as a focus with a full time K-12 music teacher and a full time K-12 art teacher. We also have a local art center (across the street from the school) which we use for all of our classes across the curriculum.

(Rural high school, 81 students)

We are a very small rural school with one teacher and budget monies based on student population. Over the past 10 years our enrollment has been small but the cost of keeping the school running has increased. We still strive to provide quality arts education for our students.

(Rural K-8 school, 3 students)

Schools that Participated

Key: bold face font = School; Regular face font = District

Absarokee Elementary

Absarokee #52-C

Absarokee 7-8, High School

Absarokee #52-C, #52

Alberton K-12 Schools

Alberton #2

Anaconda High School

Anaconda #10

Anderson Elementary

Anderson #41

Arlee 7-8, High School

Arlee #JT&8

Auchard Creek School

Auchard Creek #27

Augusta Public Schools

Augusta #45

Bear Paw School

Bear Paw #67

Belt Public Schools

Belt #29, #D

Biddle Elementary

Biddle #6

Big Sky Elementary

Billings #2

Big Sky High School

Missoula #1

Bigfork Elementary

Bigfork #38

Billings Senior High School

Billings #2

Billings West High School

Billings #2

Birney School

Birney #3

Bloomfield Elementary

Bloomfield #30

Bonner Elementary

Bonner #14

Box Elder 7-8

Box Elder #13

Browning Middle School

Browning #9

Bryant Elementary

Helena #1

C.R. Anderson Middle School

Helena #1

Canyon Creek School 7-8

Canyon Creek #4

Canyon Elementary

Columbia Falls #6

Capital High School

Helena #1

Cardwell Elementary

Cardwell #16-31

Cascade Colony School

Sun River Valley #55

Cascade School

Cascade #3

Cayuse Prairie School 7-8

Cayuse Prairie #10

Central School

Helena #1

Charlo Elementary, 7-8

Charlo #7J

Chester-Joplin-Inverness High School

C-J-I #48-2J

Chinook 7-8, High School

Chinook #10

Choteau High School

Choteau #1

Clancy School, 7-8

Clancy #1

Cleveland Elementary

Cleveland #14

Cohagen Elementary

Cohagen #27

Colstrip High School

Colstrip #19

Columbia Falls High School

Columbia Falls #6

Columbus Elementary

Columbus #6

Columbus Middle School

Columbus #6

Conrad High School

Conrad #10

Corvallis 7-8

Corvallis #1

Crow Agency School

Hardin #17-H

Culbertson High School

Culbertson #17C/R

Cut Bank High School

Cut Bank #15

Darby School

Darby #9

Dayton School

Upper West Shore # 33

Deer Park School, 7-8

Deer Park #2

Deerfield School

Deerfield #15

DeSmet School, 7-8

DeSmet #20

Dillon Middle School

Dillon #10

Divide School

Divide #4

Dixon Elementary, 7-8

Dixon #9

Drummond Public Schools

Drummond #11

Dupuyer School

Dupuyer #2

Dutton/Brady School

Dutton/Brady #28C

East Evergreen School

Evergreen #50

East Glacier Park School

East Glacier Park #50

East Middle School

Great Falls #1

Edgerton School

Kalispell #5

Ekalaka Public Schools

Ekalaka #15

Elder Grove School

Elder Grove #8

Elysian School, 7-8

Elysian #23

Emily Dickinson School

Bozeman #7

Ennis Middle, High School

Ennis #52

Fairfield High School

Fairfield #21

Fergus High School

Fergus HS #1

Florence Carlton High School

Florence Carlton #15-6

Florence Carlton Middle School

Florence Carlton #15-6

Forsyth High School

Forsyth #4

Key: bold face font = School; regular face font = District

Fort Shaw Elementary

Sun River Valley #55

Four Georgians School

Helena #1

Frazer Public Schools

Frazer #2, #2B

Fred Graff Elementary

Laurel #7-70

Frenchtown High School

Frenchtown #40

Frenchtown 7-8

Frenchtown #40

Froid Public Schools

Froid #65 & #65E

Fromberg K-12 Schools

Fromberg #6

Galata School

Galata #21

Gardiner Public Schools

Gardiner #7, #4

Garfield County District High School

Garfield County #CO

Garfield School

Miles City #1

Garrison School

Garrison #20

Glasgow 7-8, High School

Glasgow #1-A

Gold Creek School

Gold Creek #33

Grant School

Grant #7

Grass Range Public Schools

Grass Range #27

Great Falls High School

Great Falls #A

Hall School

Hall #8

Hamilton Middle School

Hamilton #3

Hammond School

Hawks Home #1

Hardin Intermediate

Hardin #17-H

Hardin Middle School

Hardin #17-H, #1

Hardin Primary

Hardin #17-H

Harlem 7-8, High School

Harlem #12

Harrison K-12 Schools

Harrison #23

Havre High School

Havre #A

Hawthorne School

Bozeman #7

Hays/Lodge Pole School, 7-8

Hays/Lodge Pole #50

HC Davis & Anna Jeffries Elementary

Cut Bank #15

Heart Butte K-12 Schools

Heart Butte #1

Heck/Quaw Elementary

Belgrade #44

Helena Flats School, 7-8

Helena Flats #15

Hellgate Intermediate

Hellgate #4

Grades 3-5

Hellgate #4

Highland Park School

Miles City #1

Highwood High School

Highwood #4

Independent School

Independent #52

Irving School

Bozeman #7

Jackson School

Jackson #24

Jefferson School

Helena #1

Jefferson High School

Jefferson #1

Joliet School

Joliet #7

Joliet High School

Joliet #7

Joliet 7-8

Joliet #7

Judith Gap Public Schools

Judith Gap #21J

Kessler Elementary School

Helena #1

Kila School, 7-8

Kila #20

King Colony School

King Colony #40

Kinsey School

Kinsey #63

LA Muldown School

Whitefish #44

LaMotte School, 7-8

LaMotte #43

Lenep School

Lenep #4

Lewis & Clark 7-8

Billings #2

Lewis and Clark School

Missoula #1

Libby High School

Libby #4

Liberty Elementary School

Liberty #10

Lillian Peterson School

Kalispell #5

Lincoln High School

Lincoln #38

Lincoln School

Great Falls #1

Lincoln-McKinley School

Havre #16

Lockwood Middle School

Lockwood #26

Lockwood Primary

Lockwood #26

Lolo Elementary, Middle School

Lolo #7

Loy School

Great Falls #1

Manhattan High School

Manhattan #3

Marion School, 7-8

Marion #54

Mary Innes School

Dillon #10

McCormick School

McCormick #15

McLeod School

McLeod #29

Meadow Hill Middle School

Missoula #1

Meadow Lark School

Great Falls #1

Meadowlark School

Chinook #10

Meadowlark School

Conrad #10

Medicine Lake K-12 Schools

Medicine Lake #7

Melrose School

Melrose #5

Key: bold face font = School; regular face font = District

Molt School

Molt #12-12

Montana State School for the Deaf and the Blind

State Funded School

Morningside School

Great Falls #1

Mountain View School

Red Lodge #1

North Middle School

Great Falls #1

North Star Public Schools

North Star #99

North Toole County High School

Sunburst #2

Olney-Bissell School, 7-8

Olney-Bissell #58

Ophir K-12 Schools

Ophir #72

Orchard School

Billings #2

Ovando School

Ovando #11

Park City Public Schools

Park City #5

Parkview School

Dillon #10

Paxson School

Missoula #1

Philipsburg K-12 Schools

Philipsburg #1

Pine Hills Youth Correctional Facility

MT Department of Corrections

Pioneer School

Pioneer #41

Plentywood K-12 Schools

Plentywood #20

Polson High School

Polson #23

Potomac School, 7-8

Potomac #11

Power Public Schools

Power #30

Prairie Elk Colony School

Vida #134

Pryor Public Schools

Pryor #2, Plenty Coups #3

Quentin Brown Primary

Corvallis #1

Ramsay School, 7-8

Ramsay #3

Rattlesnake Elementary School

Missoula #1

Red Lodge High School

Red Lodge #1

Reichle School

Reichle #26

Ridge View Elementary

Belgrade #44

Riverview School

Great Falls #1

Riverview Elementary

Trail Creek #13

Roberts K-12 Schools

Roberts #5

Rocky Boy School

Rocky Boy #87J

Roosevelt School

Great Falls #1

Roosevelt Middle School

Red Lodge #1

Rosebud Public Schools

Rosebud #12

Rossiter School

Helena #1

Roundup High School

Roundup #55H

Roy K-12 Schools

Roy #74

Ruder Elementary

Columbia Falls #6

Ryegate K-12 Schools

Ryegate #1

Saco High School

Saco #12B

Savage Public Schools

Savage #7J, #2

Scobey K-12 Schools

Scobey #1

Sentinel High School

Missoula #1

Shelby Elementary School

Shelby #14

Sheridan Public Schools

Sheridan #5

Sidney High School

Sidney #1

Simms Schools 7-12

Sun River Valley #55, Simms #F

Sleeping Giant Middle School

Livingston #4, #1

Smith School

Helena #1

Smith Valley Primary School, 7-8

Smith Valley #89

Spring Creek School

Spring Creek #16J

St. Ignatius Elementary School

St. Ignatius #28

St Ignatius Middle, High School

St Ignatius #28

Stanford K-12 Schools

Stanford #12

Superior 7-8

Superior #3

Swan River School, 7-8

Swan River #4

Swan Valley School, 7-8

Swan Valley #33

Sweet Grass County High School

Sweet Grass County #CO

Terry K-12 Schools

Terry #5

Thompson Falls High School

Thompson Falls #2

Thompson Falls 7-8

Thompson Falls #2

Thompson Falls Elementary School

Thompson Falls #2

Three Forks 7-8, High School

Three Forks #J-24

Trinity School

Trinity #4

Trout Creek School, 7-8

Trout Creek #6

Turner High School

Turner #43

Twin Bridges K-12 Schools

Twin Bridges #7

Two Eagle River High School

Nonpublic Accredited by MT Board of Public Education

Victor K-12 Schools

Victor #7

Vida School

Vida #134

Warrick School

Warrick #26

Washington Middle School

Glendive #1, #CO

Key: bold face font = School; regular face font = District

Washington School

Hamilton #3

West Elementary

Great Falls #1

West School

Laurel #7-70

West Glacier School

West Glacier #8

**West Valley School,
Middle School**

West Valley #1

**White Sulphur Springs
Elementary**

White Sulphur Springs #8

**White Sulphur Springs 7-8,
High School**

White Sulphur Springs #8

Whitewater K-12 Schools

Whitewater #D

Whittier School

Bozeman #7

Wibaux K-12 Schools

Wibaux #6

Will James 7-8

Billings #2

Willow Creek Public Schools

Willow Creek #J15-17, #15

Winnett K-12 Schools

Winnett #1

Wisdom School

Wisdom #16

Wise River School

Wise River #11

Wolf Creek School

Wolf Creek #13

Yellowstone Academy

Yellowstone Academy #58

Zurich School

Zurich #17

Acknowledgments

Head Teachers, Principals, Superintendents, County Superintendents of Montana schools

Montana Arts Council

Arlynn Fishbaugh, Executive Director

Beck McLaughlin, Education & Web Services Director

Cinda Holt, Business Development Specialist

Arlene Parisot, Council Member

Members of the Montana Arts Council and Staff

Montana Office of Public Instruction

Denise Juneau, Superintendent of Schools, State of Montana

Nancy Coopersmith, Assistant Superintendent

Linda Peterson, Accreditation Division Administrator

Diane Papineau, Natural Resource Information System, Montana State Library

Bob Vogel, Montana School Boards Association

Julie Sykes, School Administrators of Montana

Beth Verlanic, Montana PTA

Alayne Dolson and the Board of the Montana Alliance for Arts Education

John Barsness, Montana Arts

Members of the Montana Association of Symphony Orchestras

Members of the Montana Performing Arts Consortium

Members of the Museum and Art Gallery Director's Association

Nancy Murdock, Montana Music Educators Association

Betsy Rogstad, Montana Art Education Association

Larry Brazill, Montana Theatre Education Association

Sarah DeGrandpre, Montana Thespians

Resources

Montana Arts Council
www.art.mt.gov

Arts Education web links:
www.art.mt.gov/resources/resources_weblinks.asp#artsed

Montana Office of Public Instruction
www.opi.mt.gov

For Our Children: A Report on the Status of Arts Education in Montana is available online at:
www.art.mt.gov/schools/schools_survey.asp

Montana Arts Council
www.art.mt.gov
406-444-6430
800-282-3092 (Arts Education Hotline)



montana **arts** council
an agency of state government