
Measuring Quality, Access and Equity in Arts Education

Los Angeles County School Arts Survey

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Arts for All School Arts Survey

16 Indicators of High Quality Arts Education School Programs

The Arts for All School Arts Survey is one of a series of technical assistance measures provided for Los Angeles school districts as part of the countywide *Arts for All* initiative, an arts education collaborative established by the Los Angeles County Board of Supervisors in partnership with the Los Angeles County Arts Commissions and the Arts for All Pooled Fund. The project was funded through a generous grant from the Wallace Foundation, then developed and operationalized by researchers at Griffin Center for Inspired Instruction.

The survey is part of a longitudinal data collection and reporting system being created to help school districts assess the status of their school arts programs based on 16 indicators of quality, access and equity. The objectives for the 2009-2010 school year were to establish an initial list of measurable indicators, pilot related survey items, construct a user-friendly, Internet-based data reporting platform, and establish an index system for comparing schools.

Los Angeles County Schools

Five *Arts for All* school districts were selected to participate in the 2009-2010 piloting of the survey based on demonstrated interest, location, size and demographics: Burbank Unified School District, Culver City Unified School District, Montebello Unified School District, Paramount Unified School District, and Santa Monica-Malibu Unified School District. A total of 92 schools completed the survey, with a 97% response rate across the five districts.

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Measuring Quality, Access & Equity

New Tools for Arts Education Research

Background

In recent years, states have begun to collect data on K-12 school arts programs to determine trends in the amount and equity of student access to instruction. The results from the analysis of these databases have been used for public advocacy and to inform arts education policy from the state level to local school programs. Simultaneously, the discussion on instructional quality has risen to the forefront of the national arts education research agenda. It is a topic that has proven difficult to define and categorize, primarily due to its multidimensional nature. What has become apparent is that quality is value laden, and therefore, consideration must be given to local perspectives when developing a set of standards, or indicators to measure its presence—or lack thereof—in arts education. The *Arts for All* School Arts Survey is the first large-scale instrument designed to track the equity of student access to arts education, and additionally, measure the quality of available instruction, within the context of Los Angeles County.

Survey Design

The construction of the *Arts for All* School Arts Survey happened in stages. First, an extensive review of arts education literature and 20 interviews with national and state arts education leaders produced over 400 possible criteria for measuring quality and 100 for measuring access to arts instruction. Next, 13 regional consultants, administrators and teachers with expertise in arts education met to identify fundamental purposes for arts instruction in the Los Angeles County context. Consequently, the list of relevant criteria was reduced to 100. With further analysis, the list was sorted and categorized under 16 major indicators of quality and access, from which survey items were then written. Due to the differences in the structure of class schedules at the various school levels, three versions of the survey were designed for data collection: Elementary (K-5); Academy (K-8); and Secondary (6-12). Equity was to be

determined by investigating the impact of school-level mediating factors on the 16 indicators. For the pilot study, these factors included school type (elementary or secondary; urban fringe of a large city or mid-size city), student enrollment, Title I status, and availability of arts instruction.

Obtaining a 94% Response Rate

The surveys were developed by Griffin Center evaluators in the fall of 2009, then revised based on feedback from *Arts for All* district arts coordinators, and distributed to all schools in the five participating districts during March and April 2010. A total of 89 schools, or 94%, completed the survey, 52 elementary schools, 5 K-8 schools, and 36 secondary schools (including middle and high schools). Specific steps were taken during the planning and implementation phase that helped ensure a high response rate:

1. Seek full support of district leadership

As the School Arts Survey was part of a technical assistant package extended to participating school districts, the superintendents agreed up front to support the data collection process, and if necessary, take action [e.g., call principals] to encourage schools to respond to the on-line survey in a timely manner. The data collection process went most smoothly in districts where the superintendent's office collaborated closely with the arts coordinator and the school principals in ensuring the surveys were completed, and that the information entered was reliable. One district with 20 schools used a coordinated administrative effort and achieved a 100 percent completion rate within a week.

2. Collaborate with the district arts education coordinator, or designee.

The five district arts coordinators were natural contact points as the principals were already accustomed to communicating with them on arts education issues and they were most interested in obtaining the data for planning and advocacy purposes. They provided feedback on the implementation plan, revised survey items, introduced the survey to school administrators, identified a survey liaison at each school, provided district-collected data when available, and sent reminder emails as requested by the evaluation team.

3. Identify a survey liaison at each school weeks in advance.

Three months before the survey was launched, the district arts coordinators announced the project to their school leaders and requested a volunteer at each site to oversee the collection of data when the

survey was launched. In the majority of cases, the survey liaison was the school principal, assistant principal, or a lead arts teacher. Sending occasional reminders about the approaching launch date is another recommended tactic, to ensure time is scheduled for school staff to assist in completing the survey.

4. Provide an incentive to participate.

Due to involving schools in a pilot effort to try out the data collection process and new surveys, which contained as many as 98 items, the survey liaisons were offered a \$100 VISA gift card to ensure that the data was collected in a timely manner. In one case, the money was used by the district to support arts education programs, in other cases, the survey liaisons were allowed to use the gift cards however they saw fit.

5. Construct both transportable and platform-based versions.

Initially, a version of each survey was created using Microsoft® Word 2004 software and emailed to each school liaison at the launch of the implementation period. The liaisons were able to print it out to use as a data gathering tool, or email portions of it to teachers to complete, or simply complete it in its final on-line format, saving data as they had time to work on it.

6. Include survey instructions in several formats.

Recognizing that people prefer different ways of acquiring information, the instructions for completing the surveys were sent in three formats: (1) at the front of the on-line version; (2) in a Word document sent by email; and (3) in a PowerPoint slide presentation with voiceover that was accessed through a computer link and password. Even then, many did not follow the suggested course of action for gathering data, suggesting person-to-person explanations with groups of school liaisons may be an additional approach to consider.

7. Provide a point of contact on the evaluation team

Research assistants were hired to provide survey support in each district, but the survey liaisons preferred to contact their districts' arts coordinator with any questions about the survey or the data entry process. Four principals contacted the principal evaluator as well to clear up points of confusion in interpreting questions.

8. Provide survey liaisons with any existing data to be entered

During the implementation process, it was determined that some of the information requested on the survey was more readily available through the district arts coordinator or through the district data management system than through the school staff. Examples include arts education budget items, teacher employment data, and graduation rates. The data collection process worked best when the school liaisons were invited to an initial meeting, handed a paper copy of the survey, and provided with a sheet of information on their school to be entered into the survey. In this way, the liaisons that were principals completed their 20% portion of the survey in one hour, and were able to then pass it on to a group of grade level teacher representatives to complete during a one-hour follow-up meeting.

9. Monitor participation rates

The on-line version required that schools identify themselves so participation rates could be tracked on a weekly basis throughout the data collection period. At the initial four-week deadline, approximately 25 percent of the schools had completed the survey. It took another four weeks with regular email and phone call reminders from the principal evaluator and the arts coordinators to raise the response rate to its final count, in part, due to spring break interruptions.

Some of the school liaisons did not wish to spend the time entering the data into the on-line version once they had collected it. In such cases, they were able to fax a copy of their Word version (which they had either typed or completed by hand) to the evaluation team to input for them. In one district, a district secretarial assistant was assigned to enter all of the data for the school liaisons, once they turned in their completed paper versions. This later proved to be the most efficient method, and provided an additional reliability checkpoint.

10. Thank schools for their participation

Thank you note cards were hand-signed by the lead evaluator and sent to each school liaison and arts coordinator following the data collection period. Whenever a liaison sent an email to inform the evaluation team that they had completed the survey data entry process, they received a warm, congratulatory response. These were reportedly appreciated, as were the VISA gift cards, because of the considerable effort required to complete the surveys, particularly when the suggested protocol was not followed.

11. Provide districts with direct access to their data.

Once the survey data was entered and cleaned, it was transferred into data management and reporting system that was designed to allow districts to access their own survey data, run comparative analyses on their schools, and download the results into charts, tables or graphs formatted as pdfs or PowerPoint slides. The reporting system was designed to calculate an index value between one and ten for each of the 16 indicators of quality, access, and equity, so each district and school could monitor their current status and future progress in developing and providing comprehensive arts programs over time. The system is designed to collect survey data from schools on an annual basis, if so desired. The type of data collected on the surveys can be easily altered as circumstances change and new information needs develop.

Contributions to the Field

The *Arts for All* School Arts Survey and the resulting data management and reporting system are primarily intended for use in identifying current trends in arts education policies and practices. With successive years of survey deployment, the system will be of practical value in providing district and county arts education leaders with the necessary data to make informed decisions on increasing the quality and availability of arts education in the coming years. In addition, the knowledge gained about the status of the arts in Los Angeles County schools will be useful for advocacy purposes, particularly in the effort to ensure that *all* students have equitable access to a well-rounded education. The School Arts Survey is a practical model for other districts, cities and states to consider when interested in tracking the status of their arts education programs.

16 Indicators

Building quality school arts programs in Los Angeles County

What constitutes quality in a school arts program?

In Los Angeles County, four community factors were determined to be of primary importance in influencing the quality and contents of arts instruction in public schools. These included cultural and economic diversity issues such as addressing endemic poverty and racial tension, post-secondary education and workforce preparedness, particularly for employment in the creative industries; state budgetary decisions, and education policies at both the state and district levels. These factors were aligned with desired learning outcomes from six major learning strands that were identified as central to arts instruction in Los Angeles schools and reflective of the California Visual and Performing Arts Content Standards: self-expression; building and connecting communities; art-making skills, knowledge and connections; aesthetic valuing; and creative thinking.

The combination of these contextual issues formed the basis for selecting criteria for measuring factors of quality, access, and equity using the School Arts Survey. Relevant criteria were chosen and sorted from among the 500 possibilities identified in the research literature and through interviews with experts in the field. The resulting categories were found to align with the four lenses of quality in classroom arts instruction discussed in Project Zero's *Qualities of Quality* study. These included Pedagogy, Environment, Community Dynamics, and at the center, Student Learning. For this school-level study, these same lenses have been adopted and redefined as four dimensions of quality arts programs. Within this framework, 16 main concepts were identified as indicators of a school's capacity to provide all students with access to a quality education in the arts. The following paragraphs provide a brief explanation of each lens and related indicators.

The Four Lenses of School Arts Programs

Lens #1: Pedagogy. At the school level, pedagogy in arts education refers to the instructional capacity of a school’s arts instructors, whether specialists or generalist classroom teachers, as well as the overall design for providing comprehensive, accessible arts instruction. Within this lens, there are three indicators of program quality:

Indicator 1 Expert Instructors. The school employs highly qualified teachers in the visual and performing arts and contracts, with additional individuals and groups with expertise in the arts contracted as supplemental instructors and professional development coaches.

Indicator 2 Arts as Core Subjects. The school offers a curriculum of sequential, standards-based instruction in the major arts disciplines (dance, film¹, music, theatre and visual arts) that includes arts-integrated lessons.

Indicator 3 Accessibility Assessment. The school staff monitors the assessment and appropriate placement of students in arts classes and reviews the instructional schedule to ensure equitable access for all. The arts curriculum meets the needs of diverse populations of learners.

Lens #2: Student Learning. In this context, student learning refers to specific criteria for the demonstration of student learning in the arts, as articulated in the curriculum and tied to educational, artistic, and community values. Four indicators are included within this lens, which provide a multi-faceted structure for curriculum planning.

Indicator 4 Academic Focus. The arts curriculum emphasizes the acquisition and demonstration of arts knowledge, cross-curricular connections, and arts-specific learning strategies.

Indicator 5 College and Career Preparation. The arts curriculum includes real-life applications that prepare students for post-secondary education, focused training, and eventual employment.

Indicator 6 Artistic Rigor. Arts instruction is comprehensive, challenging at every grade level, contains explicit expectations for success, and is incorporated in the core curriculum.

¹ Film includes filmmaking, video, animation and broadcasting.

Indicator 7 Cultural Inclusivity. Arts instruction fosters team and community building across diverse student populations. Learning processes are designed to acknowledge and incorporate students' personal experiences along with other global perspectives.

Lens #3: Environment. The supportive environment for a quality arts program has tangible and evident program elements, including funding, facilities, material resources, instructional time, and the exhibition of student work. There are five indicators that denote the adequacy of a range of resources in providing the opportunity for quality teaching and learning experiences to occur.

Indicator 8 Fiscal Commitment. The school budget includes allocations for arts education that align with objectives set forth in the broader District Arts Education Plan.

Indicator 9 Creative Spaces. Facilities and storage areas are designed to support full implementation of sequential instruction in the major arts disciplines.

Indicator 10 Materials, Supplies and Equipment. Supplemental learning materials, adequate supplies and functional equipment are available to students in all arts facilities and courses, at every grade level.

Indicator 11 Time on Task. Designated instructional time exists for students to develop and apply knowledge and skills in the major arts disciplines and to access knowledge in other subject areas through arts-integrated learning.

Indicator 12 Visibility of Arts Learning. There is ample evidence of the rigor, range and diversity of student learning in and through the arts, as displayed in classrooms, hallways, offices, and school publications, as well as through school and community performances.

Lens #4: Community. This term refers to the relationships among those individuals and groups who directly or indirectly impact arts instruction through their beliefs, decisions and actions. The four indicators within this lens address school arts policies and practices that engage the full school community.

Indicator 13 Articulated Arts Plan. Through explicit policies and practices, school leadership makes it clear that arts education is a responsibility of the whole school and is critical to the realization of the school's mission and vision.

Indicator 14 Arts Learning Community. Teachers are provided with the planning time, professional development opportunities, and financial resources needed to participate and collaborate in reflective learning groups regarding instruction, student learning, and assessment in the arts.

Indicator 15 Informed, Engaged Parents. Parents are kept informed about the school’s arts education programs and the progress of their children, assist with arts learning activities, and attend exhibitions and performances.

Indicator 16 Broad Support. Administrators, teachers and parents collectively engage in building and nurturing the support of local arts and cultural providers, community service groups, local businesses, corporations, foundations, civic agencies, and other influential citizens.

Measuring Equity

In addition to the survey items developed to measure the 16 indicators above, school demographic data were collected to compare the level of access to arts education across different populations of students and areas of the county. The data included information on school structure and size, Title I status, and graduation rates. In the next survey deployment, school academic ratings (API) will be added, as well as student ethnicity data and detailed information on secondary arts course offerings and enrollment. When merged with the survey findings, the resulting arts education data management and reporting system has the ability to monitor the equity of access to quality arts programs and provide district decision makers with vital information to assist them in ensuring that subpopulations of students are not placed disproportionately or inappropriately into lower arts tracks or denied access to rigorous arts courses and programs of study.

Understanding the Data

The next section of the report provides a summary of findings on each of the 16 indicators of quality school arts programs. Findings are generally reported at the elementary level (K-5) and the secondary level (6-12)². District index ratings for each indicator are first presented in table format using mean scores from the survey data. These indices provide districts with a baseline assessment of

² Results on K-8 schools are not included in this report because the sample size ($n=5$) was too small to run separate, meaningful analyses during the pilot study. The data on these schools is available to the respective districts through the *Arts for All* data management system.

their status, respective to each indicator. All indices are calculated using a 10-point scale, with 10 ultimately being the desired rating in a high quality arts program. While a high index value for each indicator is not immediately predictive of the level of quality in teaching and learning experiences taking place in district classrooms, a low rating in any of these indicators may indicate a potential weakness in programming that is likely to affect the schools' overall capacity to provide instructional excellence in arts education.

Notable findings on the survey criteria used to calculate the overall index for each indicator are then listed. These are often followed by a table containing secondary index values that provide an additional measure of the status of districts on each indicator, broken down by arts discipline. A brief discussion section is also included for each indicator, containing a general interpretation of the findings.

A separate analysis of access and equity is described in the section entitled, *Equitable Access in Arts Education*. The findings include evidence on how mitigating factors including student enrollment, locale, and Title I status, affect the level of student access to arts education in the participating school districts, and hypothetically, across the county. Also available is a breakdown of the number of students who had access to sequential instruction in each arts discipline by a highly qualified teacher.

The next section, *Barriers to Arts Education*, contains the results of two survey items that ask a school administrator and an lead arts teacher to each identify what they perceive as factors that currently limit student access to a high quality, comprehensive arts education at their school. These factors point to educational policies and practices at the state and district level—and sometimes at the school level—that have a counterproductive impact on school arts programs.

The final section, *Concluding Thoughts*, draws conclusions from the survey effort and provides additional considerations for *Arts for All* districts in their continuing work to increase student access to a comprehensive arts education and to improve the quality of instruction provided.

1 Expert Instructors

Objective: The school employs highly qualified teachers in the visual and performing arts, and contracts with additional individuals and groups with expertise in the arts as supplemental instructors and professional development coaches.

District Index for Expert Instructors

| | AFA Index | Burbank | Culver City | Montebello | Paramount | Sta. Monica-Malibu |
|--------------------|------------|---------|-------------|------------|-----------|--------------------|
| Elem (N = 51) | 3.2 | 5.1 | 5.2 | 1.4 | 1.1 | 5.1 |
| Secondary (N = 32) | 2.2 | 1.4 | 2.1 | 1.8 | 1.5 | 5.1 |

Rating Scale: 1 to 10

Findings³

- Dance.** Dance instruction was most commonly offered by generalist classroom teachers (28%) or physical education teachers (12%); neither was reported as highly qualified⁴ in dance. Only 4% of schools reported providing dance instruction by a teacher with dance expertise (as the primary instructor), and with one exception, at the upper grades (3-5) only. Community dance educators, artist residencies, and afterschool instructors were also mentioned (4% of schools, in total). At the secondary level, instruction by a highly qualified dance teacher was offered in 18% of the schools.
- Music.** In elementary music, 35% of all schools primarily offered instruction by a music specialist or highly qualified classroom teacher, particularly in grades 3-5. Generalist classroom teachers were the primary providers of music instruction in 30% of schools. About 20% primarily used either a consulting music teacher, a community arts provider, or

³ See Appendix A for the figures used to calculate index values.

⁴ The federal No Child Left Behind Act definition of a Highly Quality Teacher (HQT) has three components: a teacher must hold a Bachelor's degree, be state licensed, and be able to demonstrate subject matter competency in an assigned academic area.

relied on afterschool instruction. At the secondary level, a certified music specialist or other highly qualified teacher provided instruction in nearly 100% of schools with music programs.

- **Theatre.** Elementary theatre instruction was primarily provided by generalist teachers (19% of schools), or by an English teacher without theatre expertise (7%). Only 1% of schools reported offering instruction by a highly qualified theatre teacher. As in dance, community actors, artist residencies, volunteers and afterschool instructors were also contracted to provide instruction (14% of total).
- Thirty-eight percent of the secondary schools offered theatre courses taught by highly qualified instructors, such as an English teacher, or other teacher with expertise in theatre, or an alternatively certified instructor.
- **Visual Arts.** At the elementary level, 44% of schools reported that the classroom teacher was the primary visual arts instructor, though not rated as highly qualified. Another 22% primarily used teachers considered as highly qualified, of which 8% were credentialed specialists. Community artists, residency programs and volunteers also provided instruction in 13%. At the secondary level, 81% of schools reported using credential art specialists or another highly qualified visual arts teacher as the primary instructor.
- **Film.** Where filmmaking courses were available in secondary schools, 24% of schools provided a highly qualified instructor. Another 13% relied on teachers who were not rated as highly qualified.
- An anomaly in the data, and a point of concern, was found in elementary schools with a K-6 configuration. Across schools, students in the sixth grade did not receive arts instruction unless provided by their generalist classroom teacher or, in the case of dance, by a physical education teacher. Neither type of teacher was reported as having expertise in these arts disciplines.

Index for Expert Instructors, by Arts discipline

| | Dance | Music | Theatre | Visual Arts | Film |
|------------|-------|-------|---------|-------------|------|
| Elementary | 3.2 | 6.2 | 2.2 | 4.2 | --- |
| Secondary | 2.2 | 6.1 | 2.9 | 6.6 | 1.7 |

Rating Scale: 1 to 10

When analyzed by arts discipline at both the elementary and secondary school level, the index values for Expert Instructors were highest in music and visual arts, and lowest in dance, theatre, and secondary film (film instruction was not tracked at the elementary level). The elementary values are a general indication of the level of qualification of instructors in each discipline, and, at the secondary level, they represent the type and number of high quality instructors on staff (arts specialist or arts-trained classroom teacher) in proportion to the student population size. The results demonstrate that schools, or perhaps districts, have placed a greater emphasis on providing access to high quality instructors in music and visual arts than in other arts disciplines.

Discussion

The index values for Expert Instructors indicate that the availability of highly qualified instructors varied widely across school districts and arts disciplines. Music and visual arts programs far outpaced the other arts disciplines in the number of highly qualified instructors that students had access to, which at the secondary level, determines the scale of a school's offerings in a subject area. This is undoubtedly impacted by the level of available funding for salaries, the lack of a state credentialing process in other arts disciplines, and the prioritizing of short-term objectives in the implementation of each district's arts plan.

While the data indicated that the numbers of arts teachers rated as highly qualified at the elementary level is relatively low, the quality of instruction may still be quite high in classes that contract with community artists, knowledgeable consulting teachers or afterschool instructors. However, it is far less likely that these types of educators are able to provide ongoing, sequential instruction in the time they typically are allotted to work with students.

2 Arts as Core Subjects

Objective: The school offers a curriculum of sequential, standards-based instruction in the major arts disciplines (dance, film, music, theatre and visual arts) that includes arts-integrated lessons and meets the social and cognitive needs of all students.

District Index for Arts as Core Subjects

| | AFA Index | Burbank | Culver City | Montebello | Paramount | Sta. Monica-Malibu |
|--------------------|------------|---------|-------------|------------|-----------|--------------------|
| Elem (N = 52) | 2.0 | 3.5 | 3.3 | 0.5 | 0.8 | 3.6 |
| Secondary (N = 32) | 3.7 | 4.1 | 4.2 | 3.3 | 3.3 | 3.9 |

Rating Scale: 1 to 10

Findings⁵

- More than twice as many schools reported the **use of a range of high quality instructional materials** with their music and dance programs than they did with dance or theatre. These materials included standards-based curriculum outlines, textbooks, and lesson plans. This was true at both the elementary and secondary level.
- Approximately 10% of elementary schools reported the **active use of standards-based curricular material** for dance and theatre instruction, whether in a curriculum outline or lesson plans.
- Across the five districts, relatively few schools used **state-approved student textbooks** as learning resources, and that was primarily in elementary and secondary music programs (about 20%) and secondary visual arts (41%).
- The **alignment of secondary arts instruction with state or district visual and performing arts content standards** appeared to be set by instructional policy. With few exceptions, either all courses and sections were aligned with the standards at a school, or none were

⁵ See Appendix B for the figures used to calculate index values.

aligned. The schools reported that music and visual arts were more likely to have course content in alignment (68% and 53% of schools, respectively) than were dance (23%), theatre (33%), or film (18%).

- The **use of integrated instruction** varied across arts disciplines at the elementary level. Dance was primarily taught through integrated instruction in grades K-3, then as a discrete subject in the upper grades, 4-5. Music was also taught mainly through integration at K-1, then as a discrete subject from grades 2-5. Theatre and visual arts instruction were most often taught using a balance of discreet and integrated instruction across all K-5 grade levels. At the sixth grade elementary level, arts instruction was integrated with the teaching of other subject areas, when offered.

School Level Index for Arts as Core Subjects, by Arts discipline

| | Dance | Music | Theatre | Visual Arts | Film |
|------------|-------|-------|---------|-------------|------|
| Elementary | 1.1 | 3.3 | 1.1 | 2.7 | --- |
| Secondary | 2.2 | 5.5 | 3.0 | 6.4 | 1.1 |

Rating Scale: 1 to 10

The index values for Arts as Core Subjects, by Arts discipline suggests a relatively low use of high quality, standards-based teaching materials when all schools are compared, though some variation is notable across the disciplines. The situation improves somewhat at the secondary level; primarily in music and visual arts.

Discussion

For the most part, schools are still finding their way to resources and materials that are based on the state standards and frameworks for arts education, with the exception of some music and visual arts programs. Where materials are available tend to be evenly distributed across grade levels and take into consideration the individual needs of students, although dance and theatre fall somewhat behind in this area, undoubtedly due to the general lack of instructional materials. The index values ultimately reflect the disparity in the amount of instruction available in each of the major arts disciplines. These correspond with the known trend across Arts for All districts to focus on first expanding student access and improving the quality of music and visual arts programs before doing so in the other arts disciplines.

3 Accessibility Assessment

Objective: The school staff monitors the assessment and appropriate placement of students in arts classes and reviews master schedules to ensure equitable access for all. The arts curriculum meets the needs of diverse populations of learners.

District Index for Accessibility Assessment

| | AFA Index | Burbank | Culver City | Montebello | Paramount | Sta. Monica-Malibu |
|--------------------|------------|---------|-------------|------------|-----------|--------------------|
| Elem (N = 52) | 2.5 | 2.8 | 4.4 | 1.4 | 1.0 | 5.0 |
| Secondary (N = 32) | 4.1 | 3.4 | 6.2 | 3.2 | 4.2 | 5.0 |

Rating Scale: 1 to 10

Findings⁶

- Participating districts and schools varied widely in **the amount of instruction made available** to students in each arts discipline, with music and visual arts accounting for most of it (for further details, see the Equity in Access Section). In general, students in grades 4-5 had slightly higher access to arts instruction than in other elementary grade levels. This was likely related to testing requirements and preparation for advancing to the next school level. At the high school level, art course enrollment increased significantly in grades 11 and 12, likely related to graduation and college entrance requirements.
- Half of the secondary schools **regularly monitored the appropriate placement of students** in arts classes and reviewed the master class schedule to ensure access to arts instruction for all students. Another 20-30% did so inconsistently, and the rest have not adopted this practice. At the elementary level, 37% of schools did so on a consistent basis. Nearly half have not started doing so.
- When asked to report the number of students whose **access to arts education was reduced** by the need to provide them with supplementary literary or math instructions, schools

⁶ See Appendix C for the figures used to calculate index values.

reported anywhere from zero to 100, in a broad interpretation of the question. At primary grades 2 and 3, as many as 80% of students were perceived to miss out on arts instruction due to the school-wide focus on ensuring that students gain needed literacy and math skills and do well on standardized tests. Secondary schools reported that approximately 2% of students, on the median, might have experienced reduced access to arts courses, primarily due to academic interventions.

- More than twice as many schools reported the **use of culturally sensitive teaching materials and other resources for special student populations** in their music and dance programs than they did with dance or theatre. These included EL students, those with special needs, and GATE students. This was true at both the elementary and secondary level.
- One hundred percent of secondary schools reported that **arts courses were weighted the same** as other core courses in determining a students’ academic grade point average (GPA), not counting AP courses.
- Eighty-seven percent of high schools reported their **graduation requirements** include 10 or more credits in visual and performing arts courses.

Secondary School Index for Percentage of Students Enrolled in an Art Course

| | AFA Index (%) | Burbank (%) | Culver City (%) | Montebello (%) | Paramount (%) | Sta. Monica-Malibu (%) |
|------------------------|---------------|-------------|-----------------|----------------|---------------|------------------------|
| Middle School (N = 32) | 57. | No data | 100. | 36. | 61. | 80. |
| High School (N = 32) | 48. | No data | 15. | 32. | 35. | 75. |
| Overall Percentage | 53. | No data | 58. | 34. | 48. | 77. |

Rating Scale: 1 to 10

According to the percentages in the table above, approximately half of all secondary students enrolled in at least one art class during the 2009-2010 school year, although the percentages varied widely across districts and function as indicators of access. While it appears that more students participated in arts instruction at the middle school level, the fact that there are only 3 grades at that level (6-8), compared to 4 in most high schools in the study, may have impacted the results.

Discussion

The overall index values for Accessibility Assessment indicate that in general, secondary schools do a better job at monitoring student progress and placement in the arts than elementary schools. This may be a function of having separate classes and sections for the arts disciplines, which is not typically the case in an elementary school. Of interest was the fact that so many schools reported their students in grades 2 and 3 missed out on opportunities for more arts instruction due to other academic priorities. Also of interest was the widespread response at the secondary level, claiming that relatively few students have had to forego opportunities to take art classes due to academic interventions. This data may be more reliable if collected from the students themselves. Both elementary and secondary schools varied widely in terms of being equipped to address the learning needs of student populations with a range of backgrounds and abilities. Notwithstanding, schools were twice as likely to have the materials available to do so in music and visual arts instruction than in dance, theatre, or film.

The survey data also showed that schools do not weight arts classes any differently than other academic classes when determining their grade point average for graduation, not counting AP courses. And with nearly all high schools requiring students to take at least 10 credits in the visual or performing arts to meet graduation requirements, all students who do graduate will have had at least a modicum of experience learning in and through an arts discipline, and probably received instruction from a highly qualified instructor as well.

4 Academic Focus

Objective: The arts curriculum emphasizes the acquisition and demonstration of arts knowledge, cross-curricular connections, and arts-specific learning strategies.

District Index for Academic Focus

| | AFA Index | Burbank | Culver City | Montebello | Paramount | Sta. Monica-Malibu |
|--------------------|------------|---------|-------------|------------|-----------|--------------------|
| Elem (N = 52) | 4.4 | 5.6 | 4.9 | 3.0 | 3.4 | 5.9 |
| Secondary (N = 32) | 4.1 | 4.1 | 4.8 | 3.3 | 3.7 | 5.9 |

Rating Scale: 1 to 10

Findings⁷

- Arts instruction is more directive than **inquiry-based** at the elementary school level, with a slight trending toward more inquiry use in the upper grades (30% reported using inquiry-based instruction at either a *moderately high* or *high* amount in grades 4-5). At the secondary level, the results were similar across the five major arts disciplines with the exception of visual arts (56% reported *moderately high* to *high* usage) due to the fact that course in the other arts disciplines was offered much less frequently. Where instruction was available at the secondary level, the use of inquiry was rated as *moderately high* to *high* across all arts disciplines.
- Few teachers focused on teaching **problem solving** and facilitating **creative thinking** in arts instruction at the primary grades (16%), but this increased in the upper grades (30%). At the secondary level, ratings on this criterion were also moderately low in dance, theatre, and film, but moderately high in music and visual arts. With over 50% of schools reporting no courses available in the first three, the indicators are greatly impacted by access. In schools where these disciplines were offered, between 69%–92% reported a *moderately high* to *high* focus on these learning strategies.

⁷ See Appendix D for the figures used to calculate index values.

- Nearly half of the elementary schools reported a strong emphasis on nurturing **self-expression** in student artworks. At the secondary level, the findings varied widely, due to inconsistencies in arts disciplines taught (visual arts, at the high end with 84% reporting a *moderately high to high* focus; film, at the low end with 27%). Where instruction in an arts discipline was available, ratings on self-expression were *moderately high to high*.
- At the elementary level, less than one-third of schools reported using standards-based arts-integrated lesson plans in any arts discipline, but primarily in music and visual arts in all grades, K-6. At the secondary level, the use of integrated lesson plans was reported as *moderate* in music (44%) and visual arts (53%), but *moderately low to low* in theatre (28%), dance (16%) and film (9%).
- Approximately half of the elementary schools reported that the comprehension of specific learning standards is evident in student products and performances. In contrast, nearly all secondary schools reported this was true across all arts disciplines, when instruction was available.

Secondary School Index for Academic Focus by Arts Discipline

| | Dance | Music | Theatre | Visual Arts | Film |
|-----------|-------|-------|---------|-------------|------|
| AFA Index | 2.8 | 5.5 | 3.5 | 6.9 | 2.0 |

Rating Scale: 1 to 10

In an analysis of all secondary schools in the five districts, including middle and high schools, the range in index values for the Academic Focus indicator shows significant differences across the arts disciplines. The above findings reflect uneven access to instruction in the major arts disciplines more than a lack of attention to the academic strength of course content.

Discussion

The elementary level findings suggest that less than half of all teachers in the primary grades are teaching the arts-specific learning skills that facilitate the expansion of creative thinking in students. The trend improves only slightly in the upper elementary grades. Also of interest is that while the survey data evidences that 60 percent of teachers reportedly utilize arts-integrated instruction (see Indicator 6, Artistic Rigor), less than 30 percent currently use standards-based lesson plans in that effort, leaving doubt as to the rigor and purpose of the lessons. This concern is echoed in the finding

that half of elementary schools reported student art products and performances lacked evidence of standards-based instruction.

The findings showed that the index values are comparable at both the elementary and secondary level, specifically in terms of the variation in access to instruction across the arts disciplines. Clearly, the strongest areas of focus are music and visual arts instruction. On a positive note, as the secondary schools rated themselves highly in the criteria related to Academic Focus wherever courses in a discipline were available, it suggests that the quality of instruction is much stronger than is reflected in the index ratings at that level.

5 College and Career Preparation

Objective: The arts curriculum includes real-life applications that prepare students for post-secondary education, focused training, and eventual employment.

District Index for College and Career Preparation

| | AFA Index | Burbank | Culver City | Montebello | Paramount | Sta. Monica-Malibu |
|--------------------|------------|---------|-------------|------------|-----------|--------------------|
| Elem (N = 52) | 2.6 | 4.0 | 4.5 | 2.9 | 0.8 | 2.5 |
| Secondary (N = 32) | 2.1 | 2.0 | 2.7 | 1.8 | 1.5 | 3.5 |

Rating Scale: 1 to 10

Findings⁸

- About half of all middle and high schools reported a *moderate to high* level of **technology use** in intermediate and advanced visual arts courses. Less than one-third of schools reported a *moderate to high* level of technology use in music and film, dropping to less than 10% in dance. As film, theatre and dance courses were not offered in over half of the secondary schools, the reported index values were negatively impacted.
- Across all schools levels, approximately 22% reported **using technology as a medium to create** student performances in music. These numbers were slight elevated for visual arts projects as the elementary level (29%), increasing to 44% at the high school level. About 10% reported using technology for film at the elementary and middle school levels and 25% at the high school. The low percentages for film primarily evidence the absence of available instruction, as it is a medium based on technology.
- Twenty-five percent of schools reported that some music students attended a career orientation field trip; this dropped to 16% for visual arts, and 9% for theatre and film. **Music and visual arts students benefited far more than secondary students** in other arts disciplines in terms of opportunities to take a creative career orientation field trip.

⁸ See Appendix E for the figures used to calculate index values.

- Sixty-three percent of secondary schools reported having established **effective instructional relationships** with the business community to provide art students with technical resources, field knowledge, and/or skill building experiences that will help them succeed in the workforce.
- **Professional apprenticeships** in the professional arts or business community are almost non-existent in these five pilot districts, beyond a few select music, visual arts, and beginning theatre students at the secondary level.
- Eight of the twelve high schools offered **Regional Occupation Program (ROP) courses** related to careers in the arts. The range of offerings varied, with half providing between 4-13 sessions. The total ROP art course enrollment across districts was 1,485 students.

Secondary School Index for College & Career Preparation by Arts discipline

| | Dance | Music | Theatre | Visual Arts | Film |
|-----------|-------|-------|---------|-------------|------|
| AFA Index | 1.5 | 3.6 | 2.2 | 4.8 | 2.1 |

Rating Scale: 1 to 10

The secondary school index rating for the college and career preparation are, for the most part, *moderately low to low*. The exception is in visual arts, which achieved a moderate rating of 4.8. These findings additionally reflect uneven access to instruction across the major arts disciplines.

Discussion

The moderately low index values for College and Career Preparation suggest secondary schools have yet to make college and career preparation a central component of the student learning experience in arts education. As a step in this direction, the majority of secondary schools have established supportive relationships with the arts and business communities. In this regard, there is a notable disparity in opportunities made available for students to experience the professional aspects of a chosen arts discipline; clearly music and visual arts students benefit the most. ROP courses appeared to offer an effective way for districts to extend their course offerings and at the same time, tap professional expertise in the community as an instructional resource.

6 Artistic Rigor

Arts instruction is comprehensive, challenging at every grade level, contains explicit expectations for success, and is incorporated in the core curriculum.

District Index for Artistic Rigor

| | AFA Index | Burbank | Culver City | Montebello | Paramount | Sta. Monica-Malibu |
|--------------------|------------|---------|-------------|------------|-----------|--------------------|
| Elem (N = 52) | 4.8 | 6.2 | 5.2 | 3.3 | 3.3 | 6.8 |
| Secondary (N = 32) | 4.9 | 4.5 | 6.1 | 4.3 | 4.2 | 7.1 |

Rating Scale: 1 to 10

Findings⁹

- At the elementary level, 10% of schools reported that the curriculum leader **consistently reviews teaching outlines** in the arts disciplines to ensure instructional sequencing from course level to course level. Another 73% of schools reported they have either not discussed it or haven't taken any action. At the secondary level, 34% of schools reported their curriculum leaders review teaching outlines in the arts for instructional sequencing; the remainders do it inconsistently (22%) or not at all (44%).
- Student learning in the arts was reported to be **consistently assessed** using visual and performing arts standards and benchmarks in 15% of elementary schools and 47% of secondary schools.
- At the elementary level, schools were evenly split in terms of holding **students accountable for their participation and level of engagement in arts learning**. These criteria received *high* self-ratings by secondary schools across all arts disciplines, where instruction was available.
- Elementary schools were also split on reporting their students were **learning and mastering arts curriculum at grade level and above**. These ratings were consistent in both primary

⁹ See Appendix F for the figures used to calculate index values.

and upper elementary grades, as was true of other criteria that compromise the Artistic Rigor indicator. Again, this was in contrast to the secondary level where most schools rated themselves as *moderately high* or *high* in adequately challenging students across all arts disciplines, where instruction was available.

- Approximately 60% of the elementary schools reported using **arts integration** at a *moderate* to *high* level to help students access learning in other content areas. Secondary schools reported including integration as an instructional method as well, particularly in music (60% reporting) and visual arts (83%).

Secondary School Index for Artistic Rigor by Arts discipline

| | Dance | Music | Theatre | Visual Arts | Film |
|-----------|-------|-------|---------|-------------|------|
| AFA Index | 3.5 | 6.6 | 3.9 | 7.7 | 2.5 |

Rating Scale: 1 to 10

The considerable variations in secondary school index values on artistic rigor across the arts disciplines once again highlight the emphasis currently placed on facilitating opportunities for high quality learning experiences for students in music and visual arts. The lower scores in the other arts disciplines again reflect a lack of access to instruction more than the quality of instruction offered.

Discussion

The moderate overall index values (4.8, 4.9) for Artistic Rigor suggest that in as many as three-quarters of the elementary schools in these districts, teachers are not yet held accountable for providing sequenced instruction or consistent assessment that reflects the California Visual and Performing Arts Content Standards and related benchmarks. Additionally, it appears that just half of the schools held students accountable for participation in arts classes or meeting grade level benchmarks for arts learning. Again, music and visual arts fared better than the other arts disciplines in terms of holding students to high standards and providing challenging learning opportunities. These ratings suggest a need for on-going professional development for teachers in providing instruction that addresses learning standards and assessments, as well as an improved accountability system, in order to help raise the artistic rigor of arts instruction. Another area for capacity building is increasing their understanding of effective arts integration.

At the secondary level, most schools that provided instruction in one or more of the major arts disciplines rated themselves highly in the majority of criteria associated with Artistic Rigor. The one exception was a lack of consistent appraisal of course syllabi, in terms of ensuring sequential instruction. The high ratings were not clearly reflected in the moderate index values for Artistic Rigor due to the absence of dance, theatre and film courses in over half of the secondary schools.

7 Cultural Inclusivity

Objective: Arts instruction fosters team and community building across diverse student populations. Learning processes are designed to acknowledge and incorporate students' personal experiences along with other global perspectives.

District Index for Cultural Inclusivity

| | AFA Index | Burbank | Culver City | Montebello | Paramount | Sta. Monica-Malibu |
|--------------------|------------|---------|-------------|------------|-----------|--------------------|
| Elem (N = 52) | 5.1 | 6.1 | 8.2 | 3.4 | 3.0 | 7.7 |
| Secondary (N = 32) | 4.6 | 4.4 | 6.3 | 3.9 | 3.8 | 6.7 |

Rating Scale: 1 to 10

Findings¹⁰

- Across all grade levels, K-12, schools reported that students are encouraged to **draw on their personal background and experiences** to inform their learning in the arts. At the elementary level 57% rated themselves as *moderate to high* on this criterion. At the secondary level, schools reported the highest ratings for music (74%, *moderate to high*) and visual arts instruction (85%). Across all schools, dance and theatre received moderate ratings on this criterion (45% and 43%, respectively). Film was rated as moderately low (33%), primarily due to the absences of courses in over half of the schools. However, where instruction was available for middle and high school students, all arts disciplines received *high* ratings on this criterion. These findings were similar across all criteria for Cultural Inclusivity at the secondary level.
- More than half of elementary schools (57%) also rated themselves as moderate to high in terms of **exploring a variety of artist traditions from around the world** in arts instruction. The rest rated themselves *moderately low* or *low*, or did not offer instruction. Where course were available, 89% or more of secondary schools reported a *moderate to high* rating for each arts discipline on this criterion, with the exception of dance (76%).

¹⁰ See Appendix G for the figures used to calculate index values.

- Approximately half of elementary schools (55%) rated themselves as *moderate to high* in **employing instructional strategies that emphasize cooperation, interactive learning, and team building**. Half of the schools also rated their arts programs *moderate to high* in **enhancing a sense of community** through fostering improved relations across diverse student groups. Where courses were offered, at least 84% of secondary schools reported a *moderate to high* rating in these community-building criteria across the arts disciplines.

Secondary School Index for Cultural Inclusivity by Arts discipline

| | Dance | Music | Theatre | Visual Arts | Film |
|-----------|-------|-------|---------|-------------|------|
| AFA Index | 3.6 | 6.6 | 3.9 | 7.5 | 2.7 |

Rating Scale: 1 to 10

The range in index values for Cultural Inclusivity by Arts discipline show significant differences across the arts disciplines. As with other indicators, these results continue to reflect the uneven access to instruction in the major arts disciplines. They more accurately reflect the moderately high emphasis on the use of instruction strategies that foster cultural inclusivity in music and visual arts programs, which are offered in the great majority of schools (74% offered music instruction; 90% offered visual arts).

Discussion

While the overall index values for Cultural Inclusivity are moderate and similar for elementary and secondary, the findings indicated that where arts instruction is available at the secondary schools level, students are commonly exposed to arts learning strategies that foster self-expression, community building, and an awareness of other cultural traditions in the arts. These findings again suggest that the quality of arts instruction is higher at the secondary level than the district index values suggest.

While it is encouraging to know that just over half of the elementary arts programs address these factors of Cultural Inclusivity at a *moderately high* level, on average, approximately 44% do not. This leaves considerable room for growth in the use of instructional strategies in arts education that purposefully foster constructive attitudes and actions regarding diversity and community.

8 Fiscal Commitment

The school budget includes allocations for arts education that align with objectives set forth in the broader District Arts Education Plan.

District Index for Fiscal Commitment

| | AFA Index | Burbank | Culver City | Montebello | Paramount | Sta. Monica-Malibu |
|--------------------|-----------|---------|-------------|------------|-----------|--------------------|
| Elem (N = 49) | 1.7 | 0.1 | 2.7 | 1.2 | 4.3 | 1.3 |
| Secondary (N = 32) | 1.4 | 0.9 | 0.6 | 1.7 | 1.9 | 1.6 |

Rating Scale: 1 to 10

Findings¹¹

- Forty-three percent of elementary schools allotted **no funds for arts education from their school budget**. About 6% allotted \$28 or more **per student**; 31% allotted between \$8-18; and 15% allotted between \$2 and 8.
- Twenty percent of secondary schools allotted **no funds for arts education from their school budget**. About 10% allotted \$39 or more **per student**; 10% allotted between \$12 and 39; and 60% allotted between \$1 and 3.
- Ninety-seven percent of elementary schools and 87% of secondary schools **designated no funds from the Associates Student Body (ASB) instructional supply budget** for arts education.
- Thirty-nine percent of elementary schools and 56% of secondary schools provided between \$1 and more than \$300 per teacher for **professional development**. The average amount was less than \$75 per teacher, or the equivalent of one workshop.
- Thirty-four percent of secondary schools allotted funding for arts classes offered beyond the regular instructional day, typically in the range of 1-4 courses.

¹¹ See Appendix H for the figures used to calculate index values.

- On average, the **total available funding** for arts education remained relatively unchanged from the previous year at the elementary level, for the majority of schools. This included funding from the school budget and from community sources. Of 51 schools reporting, 12% reduced their arts budget. One-fourth reported an increase in PTA donations and 14% saw an increase in community funding.
- Half of secondary schools reduced their budget for arts education during the year, and the majority noted either no change in PTA or Booster club support (65%) or a decrease (37%). For the most part, supplemental funding derived from community sources, including grant awards, remained unchanged (54%) or decreased (31%). About 15% experienced an increase in community funding.

Discussion

The index values for Fiscal Commitment were low for most districts, reflecting current policies and practices regarding school funding for arts education. The findings showed nearly half the elementary schools currently have no budget for arts education other than whatever supplemental funding they can raise, and among those that do, few are able to provide substantial professional development opportunities for teachers. As a general rule, however, most instructional training is currently offered or provided for through the school district. While most secondary schools had some type of budget for arts education in 2009-2010 (80%), the decline in available resources from the school budget, parent support groups, and other community sources has placed additional strain on already underfunded programs.

9 Creative Spaces

Objective: Facilities and storage areas are designed to support full implementation of sequential instruction in the major arts disciplines.

District Index for Creative Spaces

| | AFA Index | Burbank | Culver City | Montebello | Paramount | Sta. Monica-Malibu |
|--------------------|------------|---------|-------------|------------|-----------|--------------------|
| Elem (N = 52) | 4.3 | 5.5 | 4.6 | 4.0 | 2.2 | 5.0 |
| Secondary (N = 30) | 4.8 | 5.1 | 4.8 | 3.7 | 3.9 | 8.5 |

Rating Scale: 1 to 10

Findings¹²

- Dance.** None of the elementary schools in these districts had a dedicated, well-equipped room for dance. Where it was offered, instruction primarily took place in the regular classroom, auditorium, multipurpose room (e.g., cafeteria) or outdoors. At the middle school level, most dance instruction took place in the school gym, with some in a regular classroom. One school had a well-equipped room for dance. Thirty-three percent of high schools had a well-equipped room for dance. At other sites, it took place in the gym or auditorium.
- Music.** At the elementary level, music instruction primarily took place in the regular classroom or a multipurpose room. A designated music room (either equipped or not) was available in 18% of schools for primary students and in 30% of schools for upper grade students. Designated, well-equipped rooms were much more the norm at the secondary level (about 55% of schools). Additional instruction took place in the regular classroom (15%), and at the middle school level, in the auditorium or multipurpose room as well (about 20%).
- Theatre.** Elementary students generally had theatre instruction either in the regular classroom or the multipurpose room, when offered, although two schools reported using the

¹² See Appendix I for the figures used to calculate index values.

auditorium and one had a dedicated space for theatre classes. At the secondary level, almost all instruction took place in a dedicated space or in a regular classroom (in some high schools).

- **Visual Arts.** Two-thirds of elementary schools offered arts instruction in the regular classroom. About 15% either used a dedicated, well-equipped room or held class outdoors. Half of the secondary schools reported that visual arts instruction took place in a well-equipped, dedicated classroom. Another common location was the regular classroom and in a few cases, outdoors.
- **Film.** Nearly all secondary school film instruction was held in a dedicated space, sometimes well equipped and sometimes not. Film courses were sometimes held in regular classrooms at the high school level as well (18% reporting).

Discussion

The primarily moderate index values for Creative Spaces mask a wide variation in the availability of learning spaces that are suitable for arts learning across schools. Generally speaking, however, the majority of elementary schools provided visual arts instruction in the regular classroom and performing arts instruction in common spaces in the buildings, as scheduling allowed. These facilities may even be considered by some as adequate for purposes of teaching the basic principals and processes of each discipline, especially if done through integrated instruction. On average, most secondary schools that offered instruction in an arts discipline had access to workable creative spaces, if not dedicated rooms, and to necessary equipment—particularly for music and visual arts. A more fine-grained analysis is needed to fully grasp the inequity of access to creative space, due to the dampening effect that a more general lack of access to arts instruction has on the indicator index values.

10 Materials, Supplies and Equipment

Objective: Supplemental learning materials, adequate supplies, and functional equipment are available to students in all arts facilities and courses, at every grade level.

District Index for Materials, Supplies and Equipment

| | AFA Index | Burbank | Culver City | Montebello | Paramount | Sta. Monica-Malibu |
|--------------------|------------|---------|-------------|------------|-----------|--------------------|
| Elem (N = 52) | 2.9 | 3.8 | 4.0 | 2.1 | 1.5 | 4.1 |
| Secondary (N = 32) | 2.5 | 2.4 | 2.6 | 2.2 | 2.6 | 2.8 |

Rating Scale: 1 to 10

Findings¹³

- At both the elementary and secondary school level, a greater amount of **standards-aligned instructional resources** were available and in use by students in music and visual arts classes than in the other arts disciplines (see Indicator 2: Arts as Core Subjects).
- The availability and condition of **technical equipment and consumable supplies** were generally rated as fairly poor at the elementary level with the exception of visual arts, which was rated as *fair to good*. Five schools rated their access to supplies and equipment as *excellent*. At the high school level, access to equipment and supplies was generally rated as *good to excellent* in visual arts, music and dance, and *fair to good* in theatre and film, where instruction in each discipline was available, although schools varied widely in their responses.
- Schools reported that **library resources**, including books, posters and videos/CDs, had been used as supplementary teaching materials in all the arts disciplines, though at a great rate in secondary schools: dance (6%, elementary; about 12%, secondary), theatre (6% and

¹³ See Appendix J for the figures used to calculate index values.

22%, respectively), music (17% and about 45%), visual arts (46% (books) and 66%), and film instruction (13%, secondary).

- Elementary schools are just beginning to tap **on-line resources** to support instruction in the arts. Downloading art lessons and engaging student in visual arts activities on line were the main uses reported by about 20% of schools. Approximately 40% reported that no online tools had been used in 2009-2010. At the secondary level, online resources were used in visual arts instruction by about one-third of schools. These included art lessons plans, digital textbooks, assessments, and student online activities. Music lesson plans and assessments were accessed through the Internet in 22% of schools.
- Elementary schools reported that the **greatest physical resource challenges** to providing a high quality, comprehensive arts program for their students were having adequate or designated space for arts instruction (31% responding) and [standards-based] instructional materials (31%). Another 21% listed equipment/musical instruments as their primary resource challenge and 17% said they were not currently challenged by physical resource limitations. At the secondary level, the percentages reversed. Thirty percent reported equipment/instruments as their greatest challenge, or they were not currently constricted by resource needs. Another 23% listed instruction materials, and 17% said creative space.

Discussion

While half of the elementary schools reported having a fairly adequate amount of supplies and equipment on hand for visual arts instruction, it was not perceived as being true for the performing arts. Maintenance was a noted challenge, according to open comments on the survey. While most schools reported having at least a modest access to books, CDs and other library resources to support instruction, it appears that, especially at the K-5 level, teachers have yet to take full advantage of the growing body of materials and ideas available through the Internet. This may be due to a lack of knowledge as to what is available, a lack of research time, or a general indication of the lack of arts instruction provided. Secondary schools evidenced having greater access to and use of supporting materials for arts instruction, particularly in visual arts and music. This is, perhaps, due to state and district policies that affect greater access to qualified instructors, a graduation requirement in the arts, and the use of a recent legislative education block grant to purchase needed supplies and equipment.

11 Time on Task

Objective: Designated instructional time exists for students to develop and apply knowledge and skills in the major arts disciplines and to access knowledge in other subject areas through arts-integrated learning.

District Index for Time on Task

| | AFA Index | Burbank | Culver City | Montebello | Paramount | Sta. Monica-Malibu |
|--------------------|-----------|---------|-------------|------------|-----------|--------------------|
| Elem (N = 51) | 4.9 | 6.5 | 7.8 | 3.7 | 2.1 | 6.1 |
| Secondary (N = 32) | 5.2 | --- | 6.4 | 4.0 | 4.2 | 8.1 |

Rating Scale: 1 to 10

Findings¹⁴

- At the elementary level, the average K-5 student received:
 - 4 hours of dance instruction
 - 16 hours of music instruction
 - 4 hours of theatre instruction
 - 14 hours of visual arts instruction
- At the middle school level,
 - 14% of students took at least one dance course
 - 36% of students took at least one music course
 - 7% of students took at least one theatre course
 - 40% of students took at least one visual arts course
 - 1% of students took at least one film course
- At the high school level,
 - 8% of students took at least one dance course
 - 35% of students took at least one music course
 - 12% of students took at least one theatre course
 - 46% of students took at least one visual arts course
 - 9% of students took at least one film course

¹⁴ See Appendix K for the figures used to calculate index values.

Discussion

The index values for the Time on Task index was calculated at the elementary level by totaling the number of students who reportedly received 36 hours of standards-based arts instruction during the school year, the equivalent of one art course at the secondary level. Because the goal is for every child to receive a sequential education in the four major arts disciplines, nine hours of instruction in each arts discipline was set as a baseline measure of quality for this indicator. The elementary level findings indicate that over the total population of students in the five participating school districts, the average student did receive the requisite number of instructional hours in music and visual arts, but fell far short in dance and theatre.

At the high school level, Time on Task was calculated based on the percentage of students who took at least one course in an arts discipline during the year, across the 6-12 grade span. The figures indicate that some took more than one art class during the year, and most commonly in music and visual arts. This may be a function of student demand or of access to an instructor, or the result of matriculation practices within a district. The data also showed that more students took art courses during grade 7 than grades 8 and 9, particularly in music and visual arts. In high school, more took art courses during grades 11 and 12 than during 9 and 10, particularly in visual arts. The percentage involved in film doubled as well. This may be a function of academic scheduling or due to a last minute push to meet graduation and college entry requirements.

These percentages do not account for the wide variation in access to instruction in the different arts disciplines, however, the index values for each district provide an indication of that range.

12 Visibility of Arts Learning

Objective: There is ample evidence of the rigor, range and diversity of student learning in and through the arts, as displayed in classrooms, hallways, offices, and school publications, as well as through school and community performances.

District Index for Visibility of Arts Learning

| | AFA Index | Burbank | Culver City | Montebello | Paramount | Sta. Monica-Malibu |
|--------------------|-----------|---------|-------------|------------|-----------|--------------------|
| Elem (N = 51) | 5.2 | 6.4 | 6.9 | 5.2 | 2.5 | 5.4 |
| Secondary (N = 32) | 3.4 | 4.9 | 3.6 | 2.6 | 2.0 | 4.8 |

Rating Scale: 1 to 10

Findings¹⁵

- Dance.** Students with access to dance instruction at the K-3 level typically performed in the classroom and school auditorium once or twice during the school year. Dance students in grades 4-6 and in middle school also performed once or twice a year, on average, in the school auditorium or other central space, although some also did in the classroom or at another district venue. The majority of high school dance students also performed 1 to 2 times a year, at the school, at another district venue, in the community, and in 1 case, shared their performances on the Internet.
- Music.** K-3 students in music programs also performed once or twice a year primarily in the school auditorium, but also in the classroom or another district venue. In the upper grades, visibility extended to community venues as well, once or twice a year. Middle school students performed in the school auditorium and other district venues up to 8 times a year, and 1 to 2 times a year at a community site. More than a third shared their performances on the Internet. At the high school level, the number of community performances increased up to eight times a year (33%), or monthly in one case.

¹⁵ See Appendix L for the figures used to calculate index values.

- **Theatre.** K-3 and 4-6 students with theatre instruction typically performed once or twice a year in the classroom or school auditorium, and upper grade students occasionally did so at another district venue, in the community or through an Internet site. At the middle school level, the performances increased to 3 to 4 times a year at the school and other district venues, and once or twice in the community. High school performances at the school auditorium or other district venue varied widely across schools, from 1 to 2 times per year to weekly. 60% of schools reported their theatre students performed in the community 1 to 2 times as well. Two schools reported their students had performances posted on an Internet site several times during the year.
- **Visual Arts.** Where instruction was offered, schools reported displaying the work of their K-6 students in multiple ways. Most schools displayed student artwork in the classrooms and other places in the building numerous times, half sent artwork to other district venues or community sites, and 20-30% included student work in publications, and school or district websites on occasion. This pattern continued and increased at the middle and high school level as well, with ongoing displays in the school, between 1 to 8 times at another district venue, up to 4 times at community sites. Between 50-70% of secondary schools reported student work had been included in publications and exhibited on school or district websites at least once—and in several cases, multiple times during the year, demonstrating that the amount varied considerably from school to school.
- **Film.** At the middle school level, students had multiple opportunities to share their media projects around the school, but only once or twice a year at other district venues, on the school website or other Internet sites. These opportunities increased at the high school level to 3-4 times a year around the school and other district or community venues, and 5-8 times a year or more on the school website and other Internet sites.

Discussion

In general, the visibility of student artwork and performances increased with advancing grade levels, starting with classroom exhibits and performances in the primary grades, then expanding to larger school spaces, district displays and performances at the upper grades, and finally branching out into the community in middle school and high school. Students appear to have had opportunities to

showcase their work on websites through the school district, although the extent to which that happened and in what context is unclear.

The overall index values are somewhat difficult to interpret because they are based on one survey item with a wide variation in responses that reflect the independence of each school's approach to showcasing student art. That being said, the differences across the five participating districts suggest that district policies, the availability of instruction in the various arts disciplines, and classroom instructional practices may be partly responsible for the survey results.

13 Articulated Arts Plan

Objective: Through explicit policies and practices, school leadership makes it clear that arts education is a responsibility of the whole school and is critical to the realization of the school’s mission and vision.

District Index for Articulated Arts Plan

| | AFA Index | Burbank | Culver City | Montebello | Paramount | Sta. Monica-Malibu |
|--------------------|------------|---------|-------------|------------|-----------|--------------------|
| Elem (N = 52) | 2.1 | 5.1 | 1.3 | 0.9 | 0.0 | 3.0 |
| Secondary (N = 32) | 4.4 | 2.8 | 3.9 | 3.8 | 5.0 | 7.0 |

Rating Scale: 1 to 10

Findings¹⁶

- Across all schools, K-12, 38% of schools reported having **an organized approach to arts education in place** that aligned with their school-wide instructional plan. At the elementary level, 27% of schools reported having one, another 19% were working to create one, and 42% were not. At the secondary level, 50% had one in place, 25% were working on one, and another 25% were not.
- Currently, 68% of elementary and secondary schools do not have **a written school arts plan** that aligns with the school board-approved arts education policy and the district arts plan. Just 14% of elementary schools have completed one; another 8% are working on it. At the secondary level, 28% have completed one and 16% are working on it.
- Ten percent of all schools have **an effective transition plan** in place between school levels to help ensure fluid sequencing of instruction and student retention in arts programs as they advance. This includes 4% of elementary schools and 16% of secondary schools. Another 17% of schools have begun work on a transition plan, while the remaining 74% have not.

¹⁶ See Appendix M for the figures used to calculate index values.

Discussion

The overall index scores and related survey findings reflect the fact that secondary schools have made more progress than elementary schools in developing articulated plans for arts education, whether written or not. This may be due to the presence of arts specialists and a more structured program of courses at the secondary level that would naturally require deliberation and planning. The prevailing lack of effective transition plans between school levels denotes a policy gap that undoubtedly affects the number of students who continue to be engaged in the arts at the middle and high school level, as well as failing to ensure effective sequencing in instruction. However, the fact that 20 percent of elementary schools and 30 percent of secondary schools have at least begun addressing the issue is an encouraging development and a point of progress to monitor.

14 Arts Learning Community

Objective: Teachers are provided with the planning time, professional development opportunities, and financial resources needed to participate and collaborate in reflective learning groups regarding instruction, student learning, and assessment in the arts.

District Index for Arts Learning Community

| | AFA Index | Burbank | Culver City | Montebello | Paramount | Sta. Monica-Malibu |
|--------------------|------------|---------|-------------|------------|-----------|--------------------|
| Elem (N = 52) | 1.4 | 1.7 | 1.5 | 0.6 | 1.1 | 2.7 |
| Secondary (N = 32) | 5.0 | 4.8 | 6.7 | 3.8 | 4.8 | 6.7 |

Rating Scale: 1 to 10

Findings¹⁷

- Teachers **discuss student artwork, assessment and arts instruction at cross-curricular planning meetings** in just 12% of elementary schools. Another 12% have initiated putting this practice into place; 77% have not. At the secondary level, 38% of schools report that teachers discuss arts instruction and outcomes at cross-curricular meetings; another 13 percent have begun to plan for it. However, half of the secondary schools have not.
- Ten percent of elementary schools report that a group of **teachers meets regularly to engage in professional development dialogue** about instruction, student needs, and learning outcomes in and through the arts. Another 21 percent report the practice is in the planning stages; 69% schools have yet to follow suit. At the secondary level, 50% of schools have an active arts learning group in place. Another 16% are in the process of establishing groups; 35% currently do not have one.
- At the elementary school, 4% of schools report that **data on student arts learning are consistently collected, reviewed and compared across class levels**, and another 15% do it

¹⁷ See Appendix N for the figures used to calculate index values.

inconsistently. At the secondary level, 22% collect and review data on a consistent basis and another 16%, inconsistently. This is currently not practiced in 80% of the elementary schools and 63% of secondary schools, or 72% overall.

- Teachers **use arts learning outcomes to evaluate the teaching curriculum and their instructional methods** in 17% of elementary schools on a consistent basis, and in another 15% on an inconsistent basis. At the secondary level, 30% of schools report that art teachers use student outcomes to evaluate their teaching choices; another 32% are working to start this practice. It is not currently evidenced in 68% of elementary and 31% of secondary schools, or 49% overall.
- On average, elementary teachers meet for approximately 1.5 hours each month for **collaborative arts education planning**. This timeframe expanded to 2-4 hours in middle schools, depending on the arts discipline: dance, 3 hours; film, 2.5; music, 4; theatre, 2; and visual arts, 2. The hours for planning time expanded again at the high school level, again varying across disciplines: dance, 3.5; film, 11.5; music, 6; theatre, 4; and visual arts, 4.5.

Discussion

The index values reveal a considerable difference between elementary and secondary schools in terms of establishing an arts education learning community within the school. We can surmise that elementary schools are in the very beginning stages of adopting this practice, as three-quarters have not yet moved in this direction. Things improve at the secondary level, where it can be assumed that the presence of arts specialists on staff is a principal factor. Even so, only half the secondary schools reported they currently have a process in place for sharing out or participating in professional dialogue about instruction, content, outcomes or assessment in the arts.

Without established learning communities in place, the fact that more than two-thirds of elementary schools are not collecting and reviewing student data or using learning outcomes to evaluate the arts curriculum and instructional methods is easily understood. That being said, with schools reporting that elementary teachers at every grade level use 90 minutes a month, on average, for collaborative planning for arts education, it is suggestive that some discussion, planning, and teaching of the arts is taking place. The unusually high number of hours spent on collaborative planning in film likely reflects the highly integrative, team-oriented, and technical nature of the arts discipline.

15 Informed, Engaged Parents

Objective: Parents are kept informed about the school’s arts education programs and the progress of their children, assist with arts learning activities, and attend exhibitions and performances.

District Index for Informed, Engaged Parents

| | AFA Index | Burbank | Culver City | Montebello | Paramount | Sta. Monica-Malibu |
|--------------------|------------|---------|-------------|------------|-----------|--------------------|
| Elem (N = 52) | 4.4 | 6.0 | 6.6 | 3.0 | 2.1 | 6.1 |
| Secondary (N = 32) | 5.4 | 6.7 | 4.4 | 4.6 | 5.4 | 5.7 |

Rating Scale: 1 to 10

Findings¹⁸

- Fourteen percent of elementary schools and 45% of secondary schools reported **keeping parents informed on the importance of arts education** on a regular basis. Fewer than 15% provided them with information on how to encourage their student’s arts learning in school and at home.
- Parents were reportedly kept *moderately high* or *highly* aware of the specifics about their **student’s progress in arts learning** in less than 10% of elementary schools and half of secondary schools.
- Twenty-six percent of elementary schools reported their parents were kept *moderately high* or *highly* aware about arts education through **the use of periodic report cards that document student learning in key visual and performing arts standards**; 61% of secondary schools reported likewise.
- At the elementary level, 48% reported *moderately high* or *high* **attendance at student exhibitions and performances**. At the secondary level, 68% of schools attracted such attendance rates.

¹⁸ See Appendix O for the figures used to calculate index values.

- Parent participation was more prevalent at the elementary schools, where 34% reported a *moderately high* or *high* participation rate in **classroom learning activities and field trips** in the arts. At the secondary level, only 8% of schools reported a high participation rate by parents. This criterion received a *not applicable* rating by 30% of secondary schools.
- Parent participation was rated at a *moderately high* or *high* level in **actively supporting the arts program** in 29% of secondary schools. This included chaperoning class trips, organizing an arts booster club, and/or attending fundraisers. Half rated this criterion as *low* or *not applicable*.
- Twenty-six percent of high schools reported that parents were *moderately high* or *highly* informed about **arts-related career pathways** for students. Half rated this criterion as *low* or *not applicable*.
- The most **common ways that elementary schools inform** parents about arts education news in the school or classroom were through school flyers, newsletters and PTA meetings. About half also relied on person-to-person contact, student or teacher invitations, classroom flyers and newsletters and email notices. Approximately 25% used the school or class website, or announced it at a school board meeting. A small percentage mentioned computer-based social networking tools, such as Teleparent®, Facebook®, Twitter® and blogging.
- At the secondary level, the most commonly reported way schools reached parents was through person-to-person contact (81%). Between 50-66% also used newsletters, invitations, email messages, the school website and announcements at parent groups. Another third listed various meetings, such as PTA, Booster club, community organizations or clubs, and the school board. A few used computer-based social networking tools, such as Facebook® (16%), and Twitter® (6%).

Discussion

The overall index values suggest that on average, most schools are doing a moderate job of engaging and informing parents about their arts programs. The practice is more consistent at the secondary level, undoubtedly because arts programs are better established and more events that could involve parents take place, although it is still not occurring regularly in half the schools. While elementary

schools do little to keep parents informed about the specific progress of their student's learning in the arts, it may be because so little discreet, or discipline-based instruction is offered by classroom teachers, or because a adequate reporting system is not established. The secondary schools are much better about grading students based on state standards, which may be a function of a school or district's report card design as much as instructional choices.

While the findings showed about one-third of schools at both levels enjoy fairly strong engagement by parents in school arts activities and events, this is an area where improvement could be pursued. Interestingly, half the high schools either did not provide parents with much information on career choices in the arts, or marked the topic as not applicable on the survey. This finding corresponds with the schools' relatively low emphasis on creative career orientation as a core component of arts instruction, as reported under Indicator 5, College and Career Preparation.

16 Broad Support

Objective: Administrators, teachers and parents collectively engage in building and nurturing the support of local arts and cultural providers, community service groups, local businesses, corporations, foundations, civic agencies, and other influential citizens.

District Index for Broad Support

| | AFA Index | Burbank | Culver City | Montebello | Paramount | Sta. Monica-Malibu |
|--------------------|------------|---------|-------------|------------|-----------|--------------------|
| Elem (N = 52) | 4.2 | 5.1 | 6.8 | 2.7 | 2.7 | 6.1 |
| Secondary (N = 32) | 2.3 | 2.8 | 2.9 | 1.8 | 1.2 | 4.1 |

Rating Scale: 1 to 10

Findings¹⁹

- Opportunities to **attend community performance or exhibitions** were evenly distributed across elementary grade levels, but not across school sites. Nine percent of schools reported at least some students attended dance performance(s), 14% sent students to music performance(s), and 23% sent students to theatre performance(s).
- About 60% of elementary schools reported at least some students **attended a professional level performance or demonstration assembly at school** and about 35% reported that students received classroom instruction by a visiting artist. Again, access was fairly evenly distributed across the grade levels, but not across sites.
- At the high school level, sending students to **attend community performances or exhibitions** was the most frequent community-based activity available. This was true across most of the arts disciplines, with the exception of dance. No field trip was reported for dance students at any school in the five districts.

¹⁹ See Appendix P for the figures used to calculate index values.

- **Music and visual arts students benefited far more than secondary students** in other arts disciplines in terms of opportunities to be an audience member at community or exhibition venues, attend a professional arts performance or demonstration-oriented assembly, and/or receive instruction from a visiting artist. Schools reported making such opportunities available for students studying music and visual arts more than twice as often as for students working in other arts disciplines. This finding appeared to correspond with the availability of instruction.
- Both elementary and secondary schools **received supplementary funding for arts education from similar community-based sources**. The most common source was the PTA (73%, elementary and 50%, secondary). Donations from parents (37% and 44%, respectively) and the local education foundation (56% and 38%) were also common. Private and business donations were listed twice as often at the secondary level (44%) as at the elementary level (23%). Fewer than 28% of schools at either level received funding from grants, community service organizations, Booster clubs, and arts providers. A handful (10%) listed a parcel tax or school bond as sources of fiscal support in 2009-2010.
- Schools varied widely in the **amount of supplemental funding** they were able to attract for their school arts program. At the elementary level, the range was \$0 to \$115,000 with a median amount of \$2500. At the secondary level, the range was nearly identical (0 to \$120,000), but the mean was \$8,545.
- Across all schools, the amount of supplemental income received from community sources added **\$1 per student to arts education budgets** at the elementary level, and \$2.50 per student at the secondary level.

Secondary School Index for Broad Support by Arts discipline

| | Dance | Music | Theatre | Visual Arts | Film |
|-----------|-------|-------|---------|-------------|------|
| AFA Index | 1.6 | 3.3 | 1.4 | 3.0 | 0.7 |

Rating Scale: 1 to 10

A follow-up analysis of secondary schools indicated that index scores for Broad Support by Arts discipline were low or moderately low across the five districts. These values verify other evidence that suggests that across all schools, music and visual arts students enjoy the most support from community sources, while dance, theatre and film students benefit the least.

Discussion

The moderately low to moderate index values for Broad Support and the survey results for each criterion suggest that the amount of community support the five districts and individual schools were able to attract varied widely, in terms of learning opportunities and supplemental funding. It was also apparent that music and visual arts programs benefited most from established relationships with the community. As has been shown repeatedly, it is likely that this is due to the fact that there were fewer courses and less instruction available in the other arts disciplines, which therefore attracted less support from the community. However, a deeper investigation is needed to understand this equity issue more fully.

In terms of supplemental funding, the amount that schools received varied widely. In preliminary analysis, there was no discernable pattern in the data to indicate why some schools received supplemental money and others did not. However, open-ended responses on the surveys suggested it was primarily the result of PTA support, competitive grant awards, and special programs funded in select schools.

Equity in Access

Providing quality arts learning for all Los Angeles students

The Impact of Poverty

Once the index values for each School Arts indicator were determined, additional analyses were run to investigate whether a school's location, enrollment numbers, or Title I status had any bearing on the level of student access to a high quality, comprehensive education in the arts. The results are as follows:

- Across the five districts, there was no significant difference in access to arts instruction between schools located in a mid-size urban city in Los Angeles County or in an urban fringe neighborhood.
- The variation in the level of student access to quality arts programs was statistically significant between districts, suggesting that community context and district policy play a role in equity.
- Small elementary schools (450 students or less) appeared to have slightly better access to standards-based instruction and adequate materials, supplies and equipments than larger schools. This finding is confounded by the fact that all but one of the small schools was in the same district, so a conclusive outcome has not been established.
- At the secondary level, the largest schools (over 1800 students) appeared to provide students with better access to a comprehensive, high quality arts program than at smaller schools, based on statistically significant differences in 9 of the 16 indicators. These included Arts as Core Subjects, Academic Focus, College and Career Preparation, Artistic Rigor, Cultural Inclusivity, Creative Space, Material and Equipment, Visibility of Student Learning, and Broad Support of the community.
- Within the five districts in the study, **students who attend high poverty, Title I designated schools have fewer options in accessing a high-quality education in the arts than other**

students. A comparison across the schools showed a statistically significant difference on 13 of the 16 indicators at the elementary level and on five at the secondary level.

- While secondary schools appeared to be somewhat equivalent in their level of fiscal support, space, materials and equipment, scheduling, and the exhibition of student work, Title I schools were less likely to have an articulated plan for arts education or have attained supplemental support from the surrounding business and/or arts community.
- Students at secondary Title I schools were also less likely to have a high quality arts curriculum in terms of college and career preparation, artistic rigor, and cultural inclusivity, when instruction was available.

Student Access to Instruction in the Major Arts Disciplines

Students Who Received Ongoing, Sequential Instruction by a Highly Qualified Arts Teacher

| | Total Enrollment* | Dance | Music | Theatre | Visual Arts | Film |
|------------|-------------------|-------|-------|---------|-------------|------|
| Elementary | 10,802 | 1,497 | 6,050 | 554 | 3,146 | --- |
| Secondary | 20,135 | 2,324 | 7,183 | 1,827 | 8,536 | 786 |

* Student totals in 4 of the 5 districts. Burbank USD student enrollment figures were not made available.

The following paragraphs provide a breakdown of the inequities of student access to on-going, sequential instruction by a highly qualified teacher across all five reporting districts, by school level and arts discipline. These figures are preliminary estimates, based on survey response rates.

- **Dance.** Fifteen percent of elementary schools reported offering dance instruction by a highly qualified teacher. Another 21% offered sporadic instruction across grade levels and classrooms. At the secondary level, 18% provided instruction by highly qualified instructors and 29% by other certified teachers without substantial expertise in dance. Sixty-two percent of elementary schools and 53% of secondary schools offered no dance instruction.
- **Music.** Fifty-two percent of elementary schools reported offering music instruction by a highly qualified teacher. Another 22% offered sporadic instruction across grade levels and classrooms. At the secondary level, 78% provided instruction by highly qualified instructors and 3% by other

certified teachers without substantial expertise in music. Twenty-six percent of elementary schools and 19% of secondary schools offered no music instruction.

- **Theatre.** Nine percent of elementary schools reported offering theatre instruction by a highly qualified teacher. Another 28% offered sporadic instruction across grade levels and classrooms. At the secondary level, 38% provided instruction by highly qualified instructors and 9% by other certified teachers without substantial expertise in theatre. Sixty-three percent of elementary schools and 53% of secondary schools offer no theatre instruction.
- **Visual Arts.** Thirty-six percent of elementary schools reported offering visual arts instruction by a highly qualified teacher. Another 25% offered sporadic instruction across grade levels and classrooms. At the secondary level, 81% provided instruction by highly qualified instructors and 16% by other certified teachers without substantial expertise in theatre. Thirty-nine percent of elementary schools and 13% of secondary schools offered no visual arts instruction.
- **Film.** 25% of secondary schools reported offering film (including video, broadcasting and animation) instruction by highly qualified instructors and 13% by other certified teachers without substantial expertise in filmmaking. Forty-seven percent of secondary schools offered no film instruction.

Barriers to Arts Education

Policies and practices that limit quality, access and equity

What is holding back the tide?

Ninety-four percent of the principals and 80 percent of the schools' lead art teachers (or similar representative) responded to the request to list any factors they believed currently limited student access to a high quality, comprehensive arts education at their school. At the elementary level, the lists between the principal and art teachers were similar both in content and in order of commonly listed topics. The top three factors listed were funding, time and the capacity of classroom teachers to provide instruction. This latter factor included the need to build their confidence in teaching an unfamiliar subject, the need for professional development funding, and the need for time in the professional day to schedule training sessions. Both also mentioned the competing academic focus on literacy and math, lack of adequate space, and other support resources (e.g., bus transportation fees). Several art teachers additionally pointed out that a lack of planning and prioritizing for arts education in the school instructional schedule was part of the challenge, as well as the need for art specialists in schools. One administrator believed there was a lack of community support for including arts instruction and another felt there was already too much emphasis on the arts.

For secondary school principals, funding, time and the lack of staffing needed to increase course offerings were the top factors that limited student access to arts education. For the art teacher (or Visual and Performing Arts Chair) funding, course scheduling conflicts and staffing were the top factors. Principals also mentioned the need for designated space and the constant replacement or upgrading of equipment, scheduling, special student population needs, time for instruction and teacher training. The art teachers also listed designated space, equipment and supplies, competing academic focus, special student population needs, declining enrollment and the lack of prioritizing for arts education.

Overcoming the Barriers

While some of the art teachers suggested their schools could choose to make the arts more of a priority in the academic schedule, it was apparent in the findings that school administrators believed they lacked the necessary funding to do so, specifically in hiring qualified instructors or training generalist teachers and in providing designated creative spaces with up-to-date equipment. While scheduling and other academic priorities do pose realistic challenges to expanding school art programs, without the funds available and directed toward providing the most basic requirements for quality instruction to occur, it is difficult to envision a significant increase in opportunities for students to access a comprehensive education in the arts. As a temporary solution, a partial answer may lie in sharing resources across schools or even across districts. Creating a countywide supply dump is another possibility, providing another way for the broader community to contribute to the quality of available arts instruction. However, a more permanent solution is for schools to find a satisfactory resolution to the larger challenge of inadequate and inconsistent funding for school arts.

Concluding Thoughts

Making plans and marking progress

New Perspectives on Quality, Equity and Access in School Arts

The Arts for All School Arts Survey provides the first definitive picture of quality, equity and access in arts education for schools within the Los Angeles County public school system. While the survey was a pilot effort that included just 5 of the 81 school districts, it has effectively opened the lid on the state of arts education in the county. The survey and resulting data management & reporting system contain a wealth of information about the extent to which schools have the capacity and structure to provide students with a comprehensive education in the arts. Within the *Arts for All* initiative, it provides an evaluative baseline for schools to use as a guide in discussing and improving their arts programs.

In an initial analysis of the survey data, several things struck us. For one, the longstanding rumors are true: a shortage of instructional time and salaries for highly qualified arts instructors really *are* serious roadblocks to the development of comprehensive arts education programs. Additionally, schools apparently *are* chronically challenged by the need for adequate creative spaces, standards-based teaching materials, quality supplies, and functional equipment and musical instruments. And another confirmation: there is tremendous variation in the level and quality of arts education that students have access to within schools and districts across the county. Most profoundly, it's apparent that children attending Title I schools in high poverty neighborhoods do not have the same level of access to quality arts instruction as other children in the county.

But there is also strong evidence of the work these five *Arts for All* districts have been engaged in and reporting on over the past seven years: in improving the curriculum, in filling instructional gaps across the arts disciplines, in increasing student time on task, in filling and refilling the art supply closets, in making visible the creative talents of students, and informing parents that their schools have active and thriving arts programs that are essential to meeting the shared academic, civic, artistic and professional objectives of the schools and the community at large. The focus the districts have placed on

strengthening the music and visual art programs in all their schools is clearly visible throughout the data, particularly for the six and seven-year veteran *Arts for All* districts: Santa Monica Malibu USD, Culver City USD, and Burbank USD.

The 16 indicators also brought to light the edge of the districts and individual schools' capacities to provide high quality, comprehensive arts programs for their students. Secondary schools seem to be doing moderately well in delivering the instruction they can currently afford to offer. They have expert instructors, monitor student progress, showcase their best work, and keep parents informed of activities and performances. That being said, the low index scores on college and career preparation in the arts is an issue that merits further investigation. Elementary schools, on the other hand, appear to be all over the map in terms of developing a solid orientation toward offering high-quality arts instruction. The apparent lack of accountability or a school-wide plan for arts education, the lack of adequate time in the teaching day, the constant pressure to meet academic targets in math and reading, and the lack of communities of arts learners within school buildings stand out in the data as intervening factors in the effort to increase quality and access to arts education at this level. Setting down supportive policies and changing school practices regarding arts education, or the lack thereof, could help set a clearer course for incremental change.

There are a few caveats to keep in mind, however. The 16 indicators combined and intertwined factors of quality, access, and equity, making it difficult to interpret each aspect independently. The largest influence on the indicators for each district was student access, and when the analysis of data was based on an average, it tended to hide the variation in program quality within and across the districts. It also did not acknowledge the level of quality instruction that is occurring, *where instruction is available*. If an analysis were run solely on schools that do offer instruction in the various arts disciplines, the resulting index values for each indicator would undoubtedly be much higher. These are the types of smaller studies the individual districts can run, using the data management system, to investigate the strengths and weaknesses within their own school arts programs. That being said, the too-good-to-be-true outcomes on indicators such as Time on Task, given the sparseness of instruction available in some of the arts disciplines, suggest that a recalibration of some of the index composite values is also in order.

It is also prudent to recall that the data collected with the survey was self-reported and much of it required a subjective judgment, or opinion. In addition, the three pilot versions were long; each contained between 40 and 60 items, and many of those required multiple responses. Survey fatigue may have

therefore played a role in skewing some data, as a few principals reported to the researchers that where an item did not pertain to their school, they simply left it blank rather than marking it “not offered”. It’s a seemingly small difference, perhaps, but one that does impact the level of accuracy with which numbers can be interpreted. Any requested information that was difficult for a principal to access may have garnered an estimate, throwing off the results on items such as budget considerations or the number of students who enrolled in art classes during the year. Such post-analysis realizations evidence the effective piloting of the survey instruments and will help strengthen the reliability and validity of data collected during future deployments.

Appendices

Appendix A

Indicator 1 Data Tables

Lens #1. Pedagogy: Expert Instructors

Descriptive results for the items contributing to the Expert Instructors Index:

| Who is the PRIMARY elem. instructor for DANCE, at each grade level? | | | | | | | | | | | | |
|--|--|-------------------------------------|--------------------------------------|--|---|------------------------------|-------------------------|--------------------------------------|-----------------------------|-----------|-----------------|--|
| DANCE | Certified PE teacher, HQT in dance (%) | Classroom teacher, HQT in dance (%) | Consulting teacher, HQT in dance (%) | Certified PE teacher, not HQT in dance (%) | Classroom teacher, not HQT in dance (%) | Community dance provider (%) | Artist in residence (%) | Unpaid parent or other volunteer (%) | After-school instructor (%) | Other (%) | Not offered (%) | |
| Elem (n=42) | | | | | | | | | | | | |
| Kinder | 0 | 0 | 0 | 3 | 26 | 10 | 8 | 0 | 0 | 3 | 51 | |
| 1st grade | 0 | 3 | 0 | 5 | 28 | 5 | 3 | 0 | 0 | 3 | 54 | |
| 2nd grade | 0 | 0 | 0 | 5 | 28 | 8 | 3 | 0 | 3 | 5 | 50 | |
| 3rd grade | 2 | 0 | 7 | 14 | 20 | 11 | 2 | 0 | 5 | 2 | 43 | |
| 4th grade | 2 | 0 | 7 | 14 | 20 | 11 | 2 | 0 | 2 | 2 | 39 | |
| 5th grade | 6 | 0 | 6 | 17 | 23 | 6 | 3 | 0 | 0 | 0 | 40 | |
| 6th grade | 0 | 0 | 0 | 25 | 50 | 0 | 0 | 0 | 0 | 0 | 25 | |

| Who is the PRIMARY elem. instructor for THEATRE, at each grade level? | | | | | | | | | | | | |
|--|---|---------------------------------------|--|---|---|--------------------------------|-------------------------|--------------------------------------|-----------------------------|-----------|-----------------|--|
| THEATRE | Certified English teacher, HQT in theatre (%) | Classroom teacher, HQT in theatre (%) | Consulting teacher, HQT in theatre (%) | Certified English teacher, not HQT in theatre (%) | Classroom teacher, not HQT in theatre (%) | Community theatre provider (%) | Artist in residence (%) | Unpaid parent or other volunteer (%) | After-school instructor (%) | Other (%) | Not offered (%) | |
| Elem (n=42) | | | | | | | | | | | | |
| Kinder | 0 | 3 | 0 | 3 | 13 | 5 | 8 | 0 | 3 | 0 | 69 | |
| 1st grade | 0 | 3 | 0 | 3 | 21 | 8 | 3 | 3 | 3 | 0 | 59 | |
| 2nd grade | 3 | 0 | 0 | 8 | 20 | 5 | 3 | 0 | 0 | 5 | 58 | |
| 3rd grade | 0 | 0 | 0 | 5 | 18 | 8 | 3 | 3 | 0 | 3 | 63 | |
| 4th grade | 0 | 2 | 0 | 2 | 12 | 12 | 7 | 2 | 0 | 2 | 60 | |
| 5th grade | 0 | 0 | 0 | 1 | 21 | 9 | 6 | 6 | 0 | 0 | 55 | |
| 6th grade | 0 | 0 | 0 | 25 | 25 | 0 | 0 | 0 | 0 | 0 | 50 | |

| Who is the PRIMARY elem. instructor for MUSIC, at each grade level? | | | | | | | | | | | | |
|--|---|-------------------------------------|--------------------------------------|---|------------------------------|-------------------------|--------------------------------------|-----------------------------|-----------|-----------------|--|--|
| MUSIC | Certified Music Specialist HQT in music (%) | Classroom teacher, HQT in music (%) | Consulting teacher, HQT in Music (%) | Classroom teacher, not HQT in music (%) | Community music provider (%) | Artist in residence (%) | Unpaid parent or other volunteer (%) | After-school instructor (%) | Other (%) | Not offered (%) | | |
| Elem (n=42) | | | | | | | | | | | | |
| Kinder | 12 | 2 | 9 | 30 | 14 | 7 | 0 | 0 | 2 | 23 | | |
| 1st grade | 16 | 0 | 7 | 33 | 12 | 7 | 2 | 5 | 2 | 16 | | |
| 2nd grade | 35 | 2 | 9 | 19 | 7 | 5 | 0 | 9 | 2 | 12 | | |
| 3rd grade | 48 | 2 | 5 | 18 | 2 | 2 | 0 | 9 | 0 | 14 | | |
| 4th grade | 54 | 4 | 4 | 17 | 2 | 4 | 0 | 8 | 0 | 6 | | |
| 5th grade | 63 | 5 | 2 | 15 | 2 | 5 | 0 | 2 | 0 | 5 | | |
| 6th grade | 0 | 0 | 0 | 75 | 0 | 0 | 0 | 0 | 0 | 25 | | |

| Who is the PRIMARY elem. instructor for VISUAL ARTS, at each grade level? | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|
|--|--|--|--|--|--|--|--|--|--|--|--|--|

| VISUAL ARTS | Certified Visual Arts Specialist (%) | Classroom teacher, HQT in visual arts (%) | Consulting teacher, HQT in visual arts (%) | Classroom teacher, not HQT in visual arts (%) | Community visual arts provider (%) | Artist in residence (%) | Unpaid parent or other volunteer (%) | After-school instructor (%) | Other (%) | Not offered (%) |
|--------------------|--------------------------------------|---|--|---|------------------------------------|-------------------------|--------------------------------------|-----------------------------|-----------|-----------------|
| Elem (n=42) | | | | | | | | | | |
| Kinder | 12 | 5 | 12 | 32 | 2 | 7 | 2 | 0 | 0 | 27 |
| 1st grade | 10 | 5 | 10 | 33 | 5 | 8 | 3 | 0 | 0 | 28 |
| 2nd grade | 10 | 5 | 10 | 34 | 5 | 7 | 2 | 0 | 2 | 24 |
| 3rd grade | 7 | 5 | 12 | 38 | 2 | 7 | 2 | 0 | 2 | 24 |
| 4th grade | 8 | 0 | 15 | 38 | 5 | 10 | 3 | 0 | 3 | 20 |
| 5th grade | 9 | 3 | 18 | 35 | 6 | 12 | 3 | 0 | 0 | 15 |
| 6th grade | 0 | 0 | 0 | 100 | 0 | 0 | 0 | 0 | 0 | 0 |

What types of secondary teachers provided instruction in each arts discipline?

| DANCE | Certified PE teacher, HQT in dance (%) | Certified (non-PE) teacher, HQT in dance (%) | Alternatively certified instructor, HQT in dance (%) | Certified PE teacher, not HQT in dance (%) | Certified (non-PE) teacher, not HQT in dance (%) | Other (%) | Not offered (%) |
|--------------|--|--|--|--|--|-----------|-----------------|
| Secondary | | | | | | | |
| n = 32 | 6 | 6 | 6 | 9 | 13 | 7 | 53 |

| THEATRE | Certified English teacher, HQT in theatre (%) | Certified (non-English) teacher, HQT in theatre (%) | Alternatively certified instructor, HQT in theatre (%) | Certified English teacher, not HQT in theatre (%) | Certified (non-English) teacher, not HQT in theatre (%) | Other (%) | Not offered (%) |
|----------------|---|---|--|---|---|-----------|-----------------|
| Secondary | | | | | | | |
| n = 32 | 19 | 16 | 3 | 6 | 0 | 3 | 53 |

| MUSIC | Certified Music Specialist HQT in music (%) | Certified teacher, HQT in music (%) | Alternatively certified instructor, HQT in Music (%) | Certified teacher, not HQT in music (%) | Other (%) | Not offered (%) |
|--------------|---|-------------------------------------|--|---|-----------|-----------------|
| Secondary | | | | | | |
| n = 32 | 47 | 31 | 0 | 0 | 3 | 19 |

| VISUAL ARTS | Certified Visual Arts Specialist (%) | Certified teacher, HQT in visual arts (%) | Alternatively certified instructor, HQT in visual arts (%) | Certified teacher, not HQT in visual arts (%) | Other (%) | Not offered (%) |
|--------------------|--------------------------------------|---|--|---|-----------|-----------------|
| Secondary | | | | | | |
| n = 32 | 31 | 50 | 0 | 13 | 3 | 3 |

| FILM | Certified Visual Arts Specialist (%) | Certified teacher, HQT in Film (%) | Alternatively certified instructor, HQT in Film (%) | Certified teacher, not HQT in Film (%) | Other (%) | Not offered (%) |
|-------------|--------------------------------------|------------------------------------|---|--|-----------|-----------------|
| Secondary | | | | | | |
| n = 32 | 9 | 13 | 3 | 13 | 0 | 47 |

| Indicate the percentage of students who received on-going, sequential instruction from a highly qualified teachers during the 2009-2010 school year. | | Dance | Music | Theatre | Visual Arts | Film |
|--|---------------------------------|-------|-------|---------|-------------|------|
| | | (%) | (%) | (%) | (%) | (%) |
| Values are overall percent based on total population whenever possible. | | | | | | |
| | Elementary | | | | | |
| | Kindergarten (<i>N</i> = 1837) | 14 | 39 | 4 | 24 | --- |
| | 1st grade (<i>N</i> = 1828) | 6 | 37 | 9 | 30 | --- |
| | 2nd grade (<i>N</i> = 1792) | 5 | 43 | 4 | 31 | --- |
| | 3rd grade (<i>N</i> = 1810) | 8 | 42 | 4 | 29 | --- |
| | 4th grade (<i>N</i> = 1763) | 27 | 89 | 4 | 31 | --- |
| | 5th grade (<i>N</i> = 1772) | 11 | 88 | 4 | 30 | --- |

Appendix B

Indicator 2 Data Tables

Lens #1. Pedagogy: Arts as Core Subjects

Descriptive results for the items contributing to the Arts as Core Subjects index:

| Elementary (n = 43) | | | Dance | Music | Theatre | Visual Arts |
|--------------------------|-------------|--|-------|-------|---------|-------------|
| | | | (%) | (%) | (%) | (%) |
| Kinder | Balanced | | 10 | 12 | 8 | 30 |
| | Discrete | | 15 | 28 | 5 | 16 |
| | Integrated | | 28 | 42 | 11 | 34 |
| | Not offered | | 48 | 19 | 76 | 20 |
| 1st grade | Balanced | | 8 | 16 | 13 | 34 |
| | Discrete | | 10 | 28 | 5 | 9 |
| | Integrated | | 26 | 37 | 15 | 32 |
| | Not offered | | 56 | 19 | 67 | 25 |
| 2nd grade | Balanced | | 10 | 21 | 17 | 32 |
| | Discrete | | 15 | 37 | 2 | 16 |
| | Integrated | | 18 | 23 | 17 | 30 |
| | Not offered | | 58 | 19 | 63 | 23 |
| 3rd grade | Balanced | | 12 | 20 | 17 | 38 |
| | Discrete | | 17 | 43 | 2 | 11 |
| | Integrated | | 17 | 18 | 12 | 31 |
| | Not offered | | 54 | 18 | 68 | 20 |
| 4th grade | Balanced | | 2 | 15 | 12 | 30 |
| | Discrete | | 33 | 52 | 10 | 23 |
| | Integrated | | 14 | 23 | 14 | 32 |
| | Not offered | | 50 | 10 | 64 | 16 |
| 5th grade | Balanced | | 3 | 18 | 13 | 39 |
| | Discrete | | 30 | 60 | 9 | 14 |
| | Integrated | | 18 | 15 | 13 | 36 |
| | Not offered | | 48 | 8 | 66 | 11 |
| 6th grade (n = 4) | Balanced | | 0 | 0 | 0 | 0 |
| | Discrete | | 0 | 0 | 0% | 0 |
| | Integrated | | 25 | 50 | 0% | 50 |
| | Not offered | | 75 | 50 | 100 | 50 |

For each arts discipline listed, check which of the teaching materials were in ACTIVE use during the 2009-2010 school year (i.e., not sitting on a shelf). Values represent the percentage of “yes, in active use” responses.

| | | Dance | Music | Theatre | Visual Arts | Film |
|---|----------------------------|-------|-------|---------|-------------|------|
| ACCESS to state standards and frameworks in art form | | (%) | (%) | (%) | (%) | (%) |
| Elementary | | | | | | |
| | Kinder (<i>n</i> = 52) | 17 | 31 | 15 | 38 | |
| | 1st grade (<i>n</i> = 52) | 12 | 29 | 15 | 38 | |
| | 2nd grade (<i>n</i> = 52) | 12 | 33 | 17 | 38 | |
| | 3rd grade (<i>n</i> = 52) | 17 | 44 | 15 | 38 | |
| | 4th grade (<i>n</i> = 52) | 15 | 56 | 18 | 42 | |
| | 5th grade (<i>n</i> = 52) | 8 | 54 | 13 | 37 | |
| | 6th grade (<i>n</i> = 32) | 3 | 3 | 0 | 6 | |
| Secondary (<i>n</i> = 32) | | 31 | 63 | 41 | 59 | 13 |

| | | Dance | Music | Theatre | Visual Arts | Film |
|---|----------------------------|-------|-------|---------|-------------|------|
| STANDARDS-based curriculum outline | | (%) | (%) | (%) | (%) | (%) |
| Elementary | | | | | | |
| | Kinder (<i>n</i> = 52) | 13 | 22 | 12 | 29 | |
| | 1st grade (<i>n</i> = 52) | 8 | 20 | 12 | 31 | |
| | 2nd grade (<i>n</i> = 52) | 10 | 22 | 12 | 29 | |
| | 3rd grade (<i>n</i> = 52) | 10 | 27 | 15 | 29 | |
| | 4th grade (<i>n</i> = 52) | 13 | 37 | 15 | 31 | |
| | 5th grade (<i>n</i> = 52) | 10 | 35 | 13 | 29 | |
| | 6th grade (<i>n</i> = 32) | 0 | 3 | 0 | 3 | |
| Secondary (<i>n</i> = 32) | | 28 | 69 | 34 | 72 | 9 |

| | | Dance | Music | Theatre | Visual Arts | Film |
|--|----------------------------|-------|-------|---------|-------------|------|
| STANDARDS-based arts lesson plans | | (%) | (%) | (%) | (%) | (%) |
| Elementary | | | | | | |
| | Kinder (<i>n</i> = 52) | 15 | 29 | 4 | 25 | |
| | 1st grade (<i>n</i> = 52) | 8 | 31 | 8 | 23 | |
| | 2nd grade (<i>n</i> = 52) | 8 | 35 | 10 | 25 | |
| | 3rd grade (<i>n</i> = 52) | 13 | 40 | 13 | 25 | |
| | 4th grade (<i>n</i> = 52) | 13 | 48 | 15 | 29 | |
| | 5th grade (<i>n</i> = 52) | 12 | 42 | 10 | 27 | |
| | 6th grade (<i>n</i> = 32) | 0 | 3 | 0 | 3 | |
| Secondary (<i>n</i> = 32) | | 19 | 53 | 28 | 81 | 9 |

| | | Dance | Music | Theatre | Visual Arts | Film |
|-----------------------------------|----------------------------|-------|-------|---------|-------------|------|
| STATE-approved textbook(s) | | (%) | (%) | (%) | (%) | (%) |
| Elementary | | | | | | |
| | Kinder (<i>n</i> = 52) | 0 | 13 | 2 | 2 | |
| | 1st grade (<i>n</i> = 52) | 0 | 8 | 2 | 2 | |
| | 2nd grade (<i>n</i> = 52) | 0 | 17 | 2 | 2 | |
| | 3rd grade (<i>n</i> = 52) | 0 | 27 | 2 | 0 | |
| | 4th grade (<i>n</i> = 52) | 0 | 25 | 4 | 4 | |
| | 5th grade (<i>n</i> = 52) | 0 | 23 | 2 | 2 | |
| | 6th grade (<i>n</i> = 32) | 0 | | 0 | 0 | |
| Secondary (<i>n</i> = 32) | | 6 | 22 | 9 | 41 | 6 |

| Enter the PERCENTAGE of the ART SECTIONS (not courses) provided during the 2009-2010 school year that were instructionally aligned with either the California Visual and Performing Standards (instead of PE standards) or District key dance standards (round to the nearest five percent). | | Dance | Music | Theatre | Visual Arts | Film |
|--|--------------------------------|-------|-------|---------|-------------|------|
| | | (%) | (%) | (%) | (%) | (%) |
| Secondary (n = 32) | | | | | | |
| | 100% of sections are aligned | 23 | 68 | 33 | 53 | 18 |
| | 60-90% of sections are aligned | 3 | 6 | 0 | 12 | 0 |
| | 50% of sections are aligned | 0 | 0 | 7 | 3 | 7 |
| | 10-40% of sections are aligned | 6 | 0 | 3 | 18 | 0 |
| | 0% of sections are aligned | 68 | 26 | 57 | 13 | 75 |

Appendix C

Indicator 3 Data Tables

Lens #1. Pedagogy: Accessibility Assessment

Descriptive results for the items contributing to the Accessibility Assessment Index:

| Please indicate (✓) your school's participation level in each activity listed on the left. | | | | |
|---|--------------|----------------|------------------------------|---------------|
| ADMINISTRATION and teaching staff monitor the appropriate placement of students in arts classes. | Consistently | Inconsistently | Discussed, but not occurring | Not discussed |
| | (%) | (%) | (%) | (%) |
| Elementary (<i>n</i> = 52) | 37 | 17 | 10 | 37 |
| Secondary (<i>n</i> = 32) | 50 | 31 | 0 | 19 |

| ADMINISTRATION reviews the Master class schedule to ensure access to arts instruction for all students. | Consistently | Inconsistently | Discussed, but not occurring | Not discussed |
|--|--------------|----------------|------------------------------|---------------|
| | (%) | (%) | (%) | (%) |
| Secondary | 50 | 19 | 16 | 16 |

| For each grade level, record the number of students whose opportunities to receive arts instruction during the 2000-2010 school year have been reduced, in order to provide them with supplemental literacy or math instruction. Values reported converted to percents (%) based on student grade level population. | | | | |
|--|-------------------------------|-------------|------------|-------------|
| Elementary | | Minimum (%) | Median (%) | Maximum (%) |
| | Kindergarten (<i>n</i> = 32) | 0 | 0 | 100 |
| | 1st grade (<i>n</i> = 32) | 0 | 35 | 100 |
| | 2nd grade (<i>n</i> = 32) | 0 | 81 | 100 |
| | 3rd grade (<i>n</i> = 32) | 0 | 85 | 100 |
| | 4th grade (<i>n</i> = 30) | 0 | 11 | 100 |
| | 5th grade (<i>n</i> = 21) | 0 | 0 | 100 |
| Secondary | | | | |
| | Dance (<i>n</i> = 9) | 0 | 0 | 4 |
| | Music (<i>n</i> = 14) | 0 | 2 | 95 |
| | Theatre (<i>n</i> = 8) | 0 | 0 | 2 |
| | Visual Arts (<i>n</i> = 12) | 0 | 1 | 96 |
| | Film (<i>n</i> = 6) | 0 | 2 | 5 |

How are VISUAL AND PERFORMING ARTS courses weighted compared to other core academic courses in determining a student's overall GPA? Check (✓) one answer only.

| | more weight | same weight | varies on course | less weight | Not applicable |
|--------------------|-------------|-------------|------------------|-------------|----------------|
| Secondary (n = 21) | 0 | 76 | 0 | 0 | 24 |

What, if any is the minimum number of VISUAL AND PERFORMING ARTS credits required for high school graduation? Enter a whole number only.

| Number of Credits | 20 | 10 | 1 | 0 |
|--------------------|----|----|---|---|
| Secondary (n = 15) | 7 | 80 | 7 | 7 |

| CULTURALLY sensitive curriculum that supports English Learners (EL) | | Dance (%) | Music (%) | Theatre (%) | Visual Arts (%) | Film (%) |
|--|---------------------------|-----------|-----------|-------------|-----------------|----------|
| Elementary | | | | | | |
| | Kinder (n = 52) | 12 | 29 | 8 | 31 | |
| | 1st grade (n = 52) | 15 | 27 | 10 | 29 | |
| | 2nd grade (n = 52) | 12 | 33 | 17 | 29 | |
| | 3rd grade (n = 52) | 12 | 25 | 17 | 27 | |
| | 4th grade (n = 52) | 12 | 37 | 17 | 31 | |
| | 5th grade (n = 52) | 12 | 23 | 12 | 25 | |
| | 6th grade (n = 32) | 0 | 0 | 0 | 3 | |
| | Secondary (n = 32) | 19 | 38 | 19 | 47 | 9 |

| ARTS CURRICULUM that supports students with special needs | | Dance (%) | Music (%) | Theatre (%) | Visual Arts (%) | Film (%) |
|--|---------------------------|-----------|-----------|-------------|-----------------|----------|
| Elementary | | | | | | |
| | Kinder (n = 52) | 10 | 27 | 4 | 23 | |
| | 1st grade (n = 52) | 6 | 23 | 6 | 23 | |
| | 2nd grade (n = 52) | 10 | 25 | 10 | 25 | |
| | 3rd grade (n = 52) | 12 | 25 | 10 | 23 | |
| | 4th grade (n = 52) | 12 | 29 | 12 | 25 | |
| | 5th grade (n = 52) | 10 | 25 | 6 | 23 | |
| | 6th grade (n = 32) | 0 | 0 | 0 | 3 | |
| | Secondary (n = 32) | 19 | 50 | 25 | 59 | 9 |

| ARTS CURRICULUM that supports a range of learning abilities and skills | | Dance (%) | Music (%) | Theatre (%) | Visual Arts (%) | Film (%) |
|---|---------------------------|-----------|-----------|-------------|-----------------|----------|
| Elementary | | | | | | |
| | Kinder (n = 52) | 2 | 21 | 6 | 21 | |
| | 1st grade (n = 52) | 2 | 19 | 8 | 19 | |
| | 2nd grade (n = 52) | 2 | 23 | 13 | 17 | |
| | 3rd grade (n = 52) | 6 | 25 | 13 | 21 | |
| | 4th grade (n = 52) | 12 | 38 | 19 | 27 | |
| | 5th grade (n = 52) | 10 | 33 | 13 | 25 | |
| | 6th grade (n = 32) | 0 | 0 | 0 | 3 | |
| | Secondary (n = 32) | 34 | 59 | 34 | 75 | 16 |

Appendix D

Indicator 4 Data Tables

Lens #2. Student Learning: Academic Focus

Descriptive results for the items contributing to the Academic Focus Index:

Using a scale of 1 to 5, indicate the level of emphasis placed on the following aspects of teaching and learning in your school's arts program. Values represent the percent of schools indicating each selection.

| INSTRUCTION is more inquiry-based than directive. | High (%) | Moderately High (%) | Moderate (%) | Moderately Low (%) | Low (%) | Not Offered (%) |
|--|-----------------|----------------------------|---------------------|---------------------------|----------------|------------------------|
| Elementary K-3 (<i>n</i> = 51) | 4 | 16 | 20 | 24 | 37 | - |
| Elementary 4-6 (<i>n</i> = 50) | 6 | 24 | 18 | 24 | 28 | - |
| Secondary Dance (<i>n</i> = 29) | 4 | 21 | 4 | 11 | 4 | 57 |
| Secondary Music (<i>n</i> = 30) | 10 | 24 | 21 | 17 | 3 | 24 |
| Secondary Theatre (<i>n</i> = 30) | 17 | 10 | 10 | 7 | 0 | 57 |
| Secondary Visual Arts (<i>n</i> = 32) | 22 | 34 | 22 | 9 | 0 | 13 |
| Secondary Film (<i>n</i> = 29) | 14 | 11 | 0 | 4 | 0 | 71 |

| Instruction is designed to teach PROBLEM SOLVING strategies and facilitate creative thinking. | High (%) | Moderately High (%) | Moderate (%) | Moderately Low (%) | Low (%) | Not Offered (%) |
|--|-----------------|----------------------------|---------------------|---------------------------|----------------|------------------------|
| Elementary K-3 (<i>n</i> = 51) | 0 | 16 | 31 | 10 | 43 | - |
| Elementary 4-6 (<i>n</i> = 50) | 4 | 26 | 26 | 10 | 34 | - |
| Secondary Dance (<i>n</i> = 29) | 25 | 11 | 4 | 4 | 4 | 54 |
| Secondary Music (<i>n</i> = 30) | 37 | 27 | 10 | 3 | 0 | 23 |
| Secondary Theatre (<i>n</i> = 30) | 37 | 3 | 3 | 0 | 0 | 57 |
| Secondary Visual Arts (<i>n</i> = 32) | 35 | 35 | 19 | 0 | 0 | 10 |
| Secondary Film (<i>n</i> = 29) | 22 | 4 | 4 | 0 | 0 | 70 |

| SELF-EXPRESSION is clearly evident in student performances. | High (%) | Moderately High (%) | Moderate (%) | Moderately Low (%) | Low (%) | Not Offered (%) |
|--|-----------------|----------------------------|---------------------|---------------------------|----------------|------------------------|
| Elementary K-3 (<i>n</i> = 51) | 20 | 22 | 31 | 6 | 22 | - |
| Elementary 4-6 (<i>n</i> = 50) | 22 | 28 | 28 | 4 | 18 | - |
| Secondary Dance (<i>n</i> = 29) | 29 | 7 | 7 | 4 | 0 | 54 |
| Secondary Music (<i>n</i> = 30) | 43 | 7 | 27 | 0 | 0 | 23 |
| Secondary Theatre (<i>n</i> = 30) | 37 | 3 | 3 | 0 | 0 | 57 |
| Secondary Visual Arts (<i>n</i> = 32) | 52 | 32 | 0 | 3 | 3 | 10 |
| Secondary Film (<i>n</i> = 29) | 19 | 8 | 4 | 0 | 0 | 69 |

Using a scale of 1 to 5, indicate the level of emphasis placed on the following aspects of teaching and learning in your school's arts program. Values represent the percent of schools indicating each selection.

| | The COMPREHENSION of specific learning standards is evident in student products and performances. | High (%) | Moderately High (%) | Moderate (%) | Moderately Low (%) | Low (%) | Not Offered (%) |
|--|--|-----------------|----------------------------|---------------------|---------------------------|----------------|------------------------|
| | Elementary K-3 (<i>n</i> = 51) | 2 | 22 | 22 | 24 | 31 | - |
| | Elementary 4-6 (<i>n</i> = 50) | 2 | 26 | 28 | 20 | 24 | - |
| | Secondary Dance (<i>n</i> = 29) | 11 | 29 | 4 | 4 | 0 | 54 |
| | Secondary Music (<i>n</i> = 30) | 50 | 17 | 10 | 0 | 0 | 23 |
| | Secondary Theatre (<i>n</i> = 30) | 30 | 10 | 3 | 0 | 0 | 57 |
| | Secondary Visual Arts (<i>n</i> = 32) | 39 | 35 | 10 | 6 | 0 | 10 |
| | Secondary Film (<i>n</i> = 29) | 19 | 7 | 4 | 0 | 0 | 70 |

| STANDARDS-based arts-integrated lesson plans were in active use (not sitting on a shelf) | Dance | Music | Theatre | Visual Arts | Film |
|---|--------------|--------------|----------------|--------------------|-------------|
| Kindergarten (<i>n</i> = 52) | 10 | 19 | 2 | 25 | - |
| Elementary 1 (<i>n</i> = 52) | 4 | 17 | 8 | 23 | - |
| Elementary 2 (<i>n</i> = 52) | 4 | 21 | 8 | 23 | - |
| Elementary 3 (<i>n</i> = 52) | 6 | 19 | 10 | 27 | - |
| Elementary 4 (<i>n</i> = 52) | 6 | 29 | 10 | 23 | - |
| Elementary 5 (<i>n</i> = 52) | 4 | 23 | 10 | 21 | - |
| Elementary 6 (<i>n</i> = 52) | 0 | 0 | 0 | 3 | - |
| Secondary (<i>n</i> = 32) | 16 | 44 | 28 | 53 | 9 |

Appendix E

Indicator 5 Data Tables

Lens #2. Student Learning: College and Career Preparation

Descriptive results for the items contributing to the College and Career Preparation Index:

| For the arts course(s) offered at your school, check the answer that best reflects the extent to which technology is used to engage students in interactive and generative arts learning. Values represent the percent of schools indicating each selection. | | | | | | |
|---|---|-----------------|---------------------|----------------|-----------------------------|------------------------|
| | Technology is used to engage students in interactive and generative arts learning. | High (%) | Moderate (%) | Low (%) | No/Not Available (%) | Not Offered (%) |
| | Secondary (<i>n</i> = 32) | | | | | |
| | Beginning Dance (<i>n</i> = 27) | 4 | 4 | 33 | 0 | 59 |
| | Intermediate/Advanced Dance (<i>n</i> = 27) | 0 | 4 | 26 | 0 | 70 |
| | Beginning Music (<i>n</i> = 30) | 0 | 27 | 33 | 7 | 33 |
| | Intermediate/Advanced Music (<i>n</i> = 30) | 0 | 33 | 27 | 3 | 37 |
| | Beginning Theatre (<i>n</i> = 28) | 7 | 7 | 25 | 4 | 57 |
| | Intermediate/Advanced Theatre (<i>n</i> = 28) | 11 | 4 | 29 | 0 | 57 |
| | Beginning Visual Arts (<i>n</i> = 29) | 17 | 30 | 37 | 7 | 10 |
| | Intermediate/Advanced Visual Arts (<i>n</i> = 29) | 14 | 38 | 28 | 0 | 21 |
| | Beginning Film (<i>n</i> = 4) | 13 | 17 | 4 | 0 | 67 |
| | Intermediate/Advanced Film (<i>n</i> = 4) | 13 | 13 | 0 | 0 | 75 |

| | Technology is USED AS A MEDIUM to create student works of art. | Musical Performance (%) | Visual Arts Projects (%) | Film, Video, & Broadcast (%) |
|--|---|--------------------------------|---------------------------------|---|
| | Elementary K-3 (<i>n</i> = 52) | 19 | 31 | 10 |
| | Elementary 4-6 (<i>n</i> = 52) | 27 | 27 | 13 |
| | Middle School (<i>n</i> =32) | 19 | 19 | 9 |
| | High School (<i>n</i> =32) | 28 | 44 | 25 |

[High School VAPA Department Chair]: Rate your level of agreement with the following statement:

Effective instructional relationships have been established with the business community to provide ART STUDENTS with technical resources, field knowledge, and/or skill-building experiences that will help them succeed in the workforce.

| | | | |
|----------------|------------|------------|-------------------|
| Strongly Agree | Agree | Disagree | Strongly Disagree |
| 16% | 47% | 32% | 5% |

For each type of arts course listed below, indicate the [career-oriented] activities in which at least some students will have participated during the 2009-2010 school year. Check (✓) ALL that apply.*

| | Creative career orientation field trip (%) | Arts-based internship or apprentice-ship (%) |
|----------------------|--|--|
| Beginning dance | | |
| High School (n = 32) | 0 | 0 |
| Intermediate dance | | |
| High School (n = 32) | 0 | 0 |
| Advanced dance | | |
| High School (n = 32) | 0 | 0 |
| Beginning music | | |
| High School (n = 32) | 9 | 6 |
| Intermediate music | | |
| High School (n = 32) | 19 | 6 |
| Advanced music | | |
| High School (n = 32) | 25 | 3 |
| Beginning theatre | | |
| High School (n = 32) | 9 | 3 |

| | | |
|--------------------------|----|---|
| Intermediate theatre | | |
| High School (n = 32) | 9 | 0 |
| Advanced theatre | | |
| High School (n = 32) | 9 | 0 |
| Beginning visual arts | | |
| High School (n = 32) | 16 | 3 |
| Intermediate visual arts | | |
| High School (n = 32) | 13 | 3 |
| Advanced visual arts | | |
| High School (n = 32) | 16 | 6 |
| Beginning Film | | |
| High School (n = 32) | 0 | 0 |
| Intermediate Film | | |
| High School (n = 32) | 6 | 0 |
| Advanced Film | | |
| High School (n = 32) | 9 | 0 |

| [For schools with high school students]: How many arts-related course SECTIONS are funded through the Regional Occupational Program (ROP)? Enter a whole number only. | No sections | About 2 sections | 2-4.5 sections | 4.5-8.5 sections | 8.5-12.5 sections | 12.5+ sections |
|--|--------------------|-------------------------|-----------------------|-------------------------|--------------------------|-----------------------|
| Secondary (n = 12) | 33% | 8% | 8% | 33% | 17% | 0% |

| [For schools with high school students]: How many students are enrolled in arts-related course SECTIONS are funded through the Regional Occupational Program (ROP)? Enter a whole number only. | None | up to 65 | 65-135 | 135-290 | 290-445 | more than 445 |
|---|-------------|-----------------|---------------|----------------|----------------|----------------------|
| Secondary (n = 11) | 27% | 18% | 18% | 18% | 9% | 9% |

Total enrollment in ROP funded courses across all secondary schools: 1,485 HS kids
 Number of schools with ROP classes: 8 out of 12 high schools.

Appendix F

Indicator 6 Data Tables

Lens #2. Student Learning: Artistic Rigor

Descriptive results for the items contributing to the Artistic Rigor Index:

Please indicate your school's participation level in each listed activity. Values represent the percent of schools indicating each selection.

| | CURRICULUM leader reviews teaching outlines in the major arts disciplines to ensure instructional sequencing from course level to course level. | Consistently | Inconsistently | Discussed, But Not Occurring | Not Discussed |
|--|--|---------------------|-----------------------|-------------------------------------|----------------------|
| | | (%) | (%) | (%) | (%) |
| | Elementary (<i>n</i> = 52) | 10 | 17 | 15 | 58 |
| | Secondary (<i>n</i> = 32) | 34 | 22 | 22 | 22 |

| | STUDENT learning is assessed using visual and performing arts standards and benchmarks at every grade level. | Consistently | Inconsistently | Discussed, But Not Occurring | Not Discussed |
|--|---|---------------------|-----------------------|-------------------------------------|----------------------|
| | | (%) | (%) | (%) | (%) |
| | Elementary (<i>n</i> = 52) | 15 | 29 | 13 | 42 |
| | Secondary (<i>n</i> = 32) | 47 | 22 | 6 | 25 |

| | STUDENTS are held accountable for their participation and engagement. | High | Moderately High | Moderate | Moderately Low | Low | Not Offered |
|--|--|-------------|------------------------|-----------------|-----------------------|------------|--------------------|
| | | (%) | (%) | (%) | (%) | (%) | (%) |
| | Elementary K-3 (<i>n</i> = 51) | 14 | 31 | 20 | 10 | 25 | - |
| | Elementary 4-6 (<i>n</i> = 50) | 18 | 34 | 18 | 10 | 20 | - |
| | Secondary Dance (<i>n</i> = 29) | 32 | 7 | 4 | 4 | 0 | 54 |
| | Secondary Music (<i>n</i> = 30) | 60 | 17 | 0 | 0 | 0 | 23 |
| | Secondary Theatre (<i>n</i> = 30) | 37 | 7 | 0 | 0 | 0 | 57 |
| | Secondary Visual Arts (<i>n</i> = 32) | 48 | 35 | 6 | 0 | 0 | 10 |
| | Secondary Film (<i>n</i> = 29) | 22 | 4 | 4 | 0 | 0 | 70 |

| | STUDENTS are learning and mastering curriculum at course level and beyond. | High | Moderately High | Moderate | Moderately Low | Low | Not Offered |
|--|---|-------------|------------------------|-----------------|-----------------------|------------|--------------------|
| | | (%) | (%) | (%) | (%) | (%) | (%) |
| | Elementary K-3 (<i>n</i> = 51) | 0 | 18 | 31 | 10 | 41 | - |
| | Elementary 4-6 (<i>n</i> = 50) | 2 | 20 | 30 | 12 | 36 | - |
| | Secondary Dance (<i>n</i> = 29) | 25 | 7 | 11 | 4 | 0 | 54 |
| | Secondary Music (<i>n</i> = 30) | 53 | 20 | 3 | 0 | 0 | 23 |
| | Secondary Theatre (<i>n</i> = 30) | 20 | 20 | 3 | 0 | 0 | 57 |
| | Secondary Visual Arts (<i>n</i> = 32) | 32 | 52 | 3 | 3 | 0 | 10 |
| | Secondary Film (<i>n</i> = 29) | 11 | 11 | 7 | 0 | 0 | 70 |

| The arts are used as an INTEGRATION strategy to access learning in other content areas. | High (%) | Moderately High (%) | Moderate (%) | Moderately Low (%) | Low (%) | Not Offered (%) |
|--|-----------------|----------------------------|---------------------|---------------------------|----------------|------------------------|
| Elementary K-3 (<i>n</i> = 51) | 10 | 20 | 29 | 14 | 27 | - |
| Elementary 4-6 (<i>n</i> = 50) | 8 | 22 | 30 | 16 | 24 | - |
| Secondary Dance (<i>n</i> = 29) | 4 | 11 | 14 | 11 | 7 | 54 |
| Secondary Music (<i>n</i> = 30) | 17 | 23 | 20 | 10 | 7 | 23 |
| Secondary Theatre (<i>n</i> = 30) | 27 | 0 | 17 | 3 | 0 | 53 |
| Secondary Visual Arts (<i>n</i> = 32) | 35 | 29 | 19 | 6 | 0 | 10 |
| Secondary Film (<i>n</i> = 29) | 19 | 0 | 7 | 4 | 0 | 70 |

Appendix G

Indicator 7 Data Tables

Lens #2. Student Learning: Cultural Inclusivity

Descriptive results for the items contributing to the Cultural Inclusivity Index:

| Using a scale of 1 to 5, indicate the level of emphasis placed on the following factors of cultural inclusion and collaboration in your school's arts program. Values represent the percent of schools indicating each selection. | | | | | | | |
|---|---|----------|---------------------|--------------|--------------------|---------|-----------------|
| | STUDENTS are encouraged to draw on their personal background and experiences to inform their learning in the arts. | High (%) | Moderately High (%) | Moderate (%) | Moderately Low (%) | Low (%) | Not Offered (%) |
| | Elementary (<i>n</i> = 52) | 25 | 15 | 17 | 13 | 13 | 15 |
| | Secondary Dance (<i>n</i> = 29) | 28 | 7 | 10 | 0 | 3 | 52 |
| | Secondary Music (<i>n</i> = 30) | 45 | 19 | 10 | 0 | 0 | 26 |
| | Secondary Theatre (<i>n</i> = 30) | 27 | 13 | 3 | 0 | 0 | 57 |
| | Secondary Visual Arts (<i>n</i> = 32) | 53 | 19 | 13 | 3 | 0 | 13 |
| | Secondary Film (<i>n</i> = 28) | 11 | 18 | 4 | 0 | 0 | 68 |

| | A VARIETY of arts traditions are explored from around the world. | High (%) | Moderately High (%) | Moderate (%) | Moderately Low (%) | Low (%) | Not Offered (%) |
|--|---|----------|---------------------|--------------|--------------------|---------|-----------------|
| | Elementary (<i>n</i> = 52) | 13 | 21 | 23 | 13 | 13 | 15 |
| | Secondary Dance (<i>n</i> = 29) | 14 | 14 | 7 | 7 | 4 | 54 |
| | Secondary Music (<i>n</i> = 30) | 35 | 26 | 6 | 6 | 0 | 26 |
| | Secondary Theatre (<i>n</i> = 30) | 17 | 17 | 7 | 3 | 0 | 57 |
| | Secondary Visual Arts (<i>n</i> = 32) | 39 | 35 | 16 | 0 | 0 | 10 |
| | Secondary Film (<i>n</i> = 29) | 15 | 11 | 4 | 4 | 0 | 67 |

| | Arts instructional strategies emphasize cooperation, interactive learning, and team building. | High (%) | Moderately High (%) | Moderate (%) | Moderately Low (%) | Low (%) | Not Offered (%) |
|--|--|----------|---------------------|--------------|--------------------|---------|-----------------|
| | Elementary (<i>n</i> = 52) | 15 | 15 | 25 | 10 | 21 | 13 |
| | Secondary Dance (<i>n</i> = 29) | 32 | 4 | 7 | 0 | 4 | 54 |
| | Secondary Music (<i>n</i> = 30) | 55 | 13 | 6 | 0 | 0 | 26 |
| | Secondary Theatre (<i>n</i> = 30) | 40 | 0 | 3 | 0 | 0 | 57 |
| | Secondary Visual Arts (<i>n</i> = 32) | 39 | 39 | 13 | 0 | 0 | 10 |
| | Secondary Film (<i>n</i> = 29) | 15 | 15 | 4 | 0 | 0 | 67 |

| | The SCHOOL'S arts program enhances a sense of community through fostering improved relations across diverse student groups. | High (%) | Moderately High (%) | Moderate (%) | Moderately Low (%) | Low (%) | Not Offered (%) |
|--|--|----------|---------------------|--------------|--------------------|---------|-----------------|
| | Elementary (<i>n</i> = 52) | 6 | 27 | 19 | 10 | 19 | 19 |
| | Secondary Dance (<i>n</i> = 29) | 15 | 19 | 4 | 0 | 7 | 56 |
| | Secondary Music (<i>n</i> = 30) | 45 | 26 | 3 | 0 | 0 | 26 |
| | Secondary Theatre (<i>n</i> = 30) | 33 | 7 | 3 | 0 | 0 | 57 |
| | Secondary Visual Arts (<i>n</i> = 32) | 47 | 30 | 13 | 0 | 0 | 10 |
| | Secondary Film (<i>n</i> = 29) | 15 | 15 | 0 | 4 | 0 | 67 |

Appendix H

Indicator 8 Data Tables

Lens #3. Environment. Fiscal Commitment

Descriptive results for the items contributing to the Fiscal Commitment Index:

| What PERCENTAGE of the school's Associated Student Body (ASB) instructional supply budget was designated for the arts in 2009-2010? | 0% | 5% | 10% | 15% | 20% | 25% |
|--|-----------|-----------|------------|------------|------------|------------|
| | (%) | (%) | (%) | (%) | (%) | (%) |
| Elementary (<i>n</i> = 48) | 96 | 2 | 0 | 0 | 0 | 2 |
| Secondary (<i>n</i> = 27) | 74 | 7 | 15 | 0 | 0 | 4 |

| How much of the school's 2009-2010 budget (district, state and federal education funding) was designated for arts education? Round your answer to the nearest dollar. [Value was then divided by school enrollment to determine budget \$/student.] | | | | | | |
|--|------------|---------------------|---------------------|----------------------|----------------------|-----------------|
| | \$0 | \$2 | \$2-8 | \$8-18 | \$18-28 | \$28+ |
| Elementary (<i>n</i> = 35) | 43% | 9% | 6% | 31% | 6% | 6% |
| | \$0 | up to \$2.50 | \$2.50-12.50 | \$12.50-39.25 | \$39.25-66.00 | \$60.00+ |
| Secondary (<i>n</i> = 20) | 20% | 30% | 30% | 10% | 5% | 5% |

| How much of the school's 2009-2010 budget (district, state and federal education funding) was designated for PROFESSIONAL DEVELOPMENT in the arts? Round your answer to the nearest dollar. [Value was then divided by total teaching staff to determine PD budget \$/teacher.] | | | | | | |
|--|------------|-------------------|-----------------|------------------|-----------------|---------------|
| | \$0 | up to \$75 | \$75-225 | \$225-375 | \$375+ | |
| Elementary (<i>n</i> = 36) | 61% | 22% | 3% | 11% | 3% | |
| | \$0 | up to \$12 | \$12-27 | \$27-65 | \$65-105 | \$105+ |
| Secondary (<i>n</i> = 18) | 44% | 17% | 6% | 17% | 11% | 6% |

| Did the school budget (from district, state and federal education funds only) provide resources for students to take arts classes beyond the six-period day in 2009-2010 (i.e., before or afterschool arts classes)? | 10 or more arts classes | 5 to 9 arts classes | 1 to 4 arts classes | None |
|---|--------------------------------|----------------------------|----------------------------|-------------|
| Secondary (<i>n</i> = 27) | 0 | 4 | 30 | 67 |

Compared to 2008-2009 allotments, please indicate (√) the status of arts education funding at your school in 2009-2010.

| | Increased | Unchanged | Decreased |
|--|------------------|------------------|------------------|
| A. School budget (district, state and federal funds) | | | |
| Elementary (<i>n</i> = 51) | 12 | 63 | 25 |
| Secondary (<i>n</i> = 29) | 17 | 31 | 52 |
| B. PTA/Booster Clubs | | | |
| Elementary (<i>n</i> = 50) | 24 | 64 | 12 |
| Secondary (<i>n</i> = 29) | 8 | 65 | 27 |
| C. Other community funding (grants, donations, bond, local tax) | | | |
| Elementary (<i>n</i> = 49) | 14 | 71 | 14 |
| Secondary (<i>n</i> = 26) | 15 | 54 | 31 |

Appendix I

Indicator 9 Data Tables

Lens #3. Environment: Creative Spaces

Descriptive results for the items contributing to the Creative Spaces Index:

Enter the type of facility or space most commonly used for instruction in the major arts disciplines offered. Choose from those listed.

| DANCE | dedicated well-equipped room (%) | dedicated ill-equipped room (%) | Auditorium (%) | gymnasium (%) | Regular classroom (%) | multi-purpose room or cafeteria (%) | Outdoors (%) | Other (%) | Not offered (%) |
|----------------------------|----------------------------------|---------------------------------|----------------|---------------|-----------------------|-------------------------------------|--------------|-----------|-----------------|
| Elementary (n = 49) | | | | | | | | | |
| Primary Grades (K—3) | 0 | 0 | 12 | 0 | 20 | 18 | 16 | 0 | 33 |
| Upper Grades (4—6) | 0 | 0 | 13 | 0 | 10 | 29 | 17 | 0 | 31 |
| Secondary | | | | | | | | | |
| Middle School (n = 11) | 9 | 0 | 0 | 27 | 9 | 0 | 0 | 0 | 55 |
| High School (n = 12) | 33 | 0 | 17 | 17 | 0 | 8 | 0 | 0 | 25 |

| MUSIC | dedicated well-equipped room (%) | dedicated ill-equipped room (%) | Auditorium (%) | gymnasium (%) | Regular classroom (%) | multi-purpose room or cafeteria (%) | Outdoors (%) | Other (%) | Not offered (%) |
|----------------------------|----------------------------------|---------------------------------|----------------|---------------|-----------------------|-------------------------------------|--------------|-----------|-----------------|
| Elementary (n = 50) | | | | | | | | | |
| Primary Grades (K—3) | 12 | 6 | 8 | 0 | 44 | 22 | 0 | 0 | 8 |
| Upper Grades (4—6) | 24 | 6 | 10 | 0 | 32 | 22 | 0 | 2 | 4 |
| Secondary | | | | | | | | | |
| Middle School (n=14) | 57 | 0 | 14 | 0 | 14 | 7 | 0 | 0 | 7 |
| High School n=13 | 54 | 0 | 0 | 0 | 15 | 0 | 0 | 8 | 23 |

| THEATRE | dedicated well-equipped room (%) | dedicated ill-equipped room (%) | Auditorium (%) | gymnasium (%) | Regular classroom (%) | multi-purpose room or cafeteria (%) | Outdoors (%) | Other (%) | Not offered (%) |
|----------------------------|----------------------------------|---------------------------------|----------------|---------------|-----------------------|-------------------------------------|--------------|-----------|-----------------|
| Elementary (n = 49) | | | | | | | | | |
| Primary Grades (K—3) | 2 | 0 | 6 | 0 | 29 | 20 | 0 | 0 | 43 |
| Upper Grades (4—6) | 2 | 0 | 6 | 0 | 23 | 23 | 0 | 0 | 45 |
| Secondary | | | | | | | | | |
| Middle School n=11 | 27 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 64 |
| High School n=13 | 54 | 0 | 8 | 0 | 23 | 0 | 0 | 0 | 15 |

| VISUAL ARTS | dedicated well- equipped room (%) | dedicated ill- equipped room (%) | Auditorium (%) | gym- nasium (%) | Regular classroom (%) | multi- purpose room or cafeteria (%) | Outdoors (%) | Other (%) | Not offered (%) |
|-----------------------------|---|--|-----------------------|---------------------------|---------------------------------|--|---------------------|------------------|---------------------------|
| Elementary (<i>n</i> = 49) | | | | | | | | | |
| Primary Grades (K—3) | 16 | 0 | 6 | 0 | 65 | 0 | 12 | 0 | 0 |
| Upper Grades (4—6) | 14 | 0 | 6 | 0 | 67 | 0 | 12 | 0 | 0 |
| Secondary (<i>n</i> =) | | | | | | | | | |
| Middle School <i>n</i> =15 | 53 | 0 | 0 | 0 | 27 | 0 | 20 | 0 | 0 |
| High School <i>n</i> =17 | 47 | 6 | 0 | 0 | 41 | 0 | 6 | 0 | 0 |

| FILM/ VIDEO/ BROADCAST | dedicated well- equipped room (%) | dedicated ill- equipped room (%) | Auditorium (%) | gym- nasium (%) | Regular classroom (%) | multi- purpose room or cafeteria (%) | Outdoors (%) | Other (%) | Not offered (%) |
|---------------------------------------|---|--|-----------------------|---------------------------|---------------------------------|--|---------------------|------------------|---------------------------|
| Secondary (<i>n</i> =) | | | | | | | | | |
| Middle School <i>n</i> =9 | 11 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 78 |
| High School <i>n</i> =11 | 36 | 0 | 0 | 0 | 18 | 0 | 0 | 0 | 45 |

Appendix J

Indicator 10 Data Tables

Lens #3. Environment: Materials, Supplies, and Equipment

Descriptive results for the items contributing to the Materials, Supplies, and Equipment Index:

| For each grade level, indicate which of the teaching tools listed below have been ACTIVELY used during the 2009-2010 school year (i.e., not sitting on a shelf). | | | | | | |
|---|----------------------------|--------------|--------------|----------------|--------------------|-------------|
| SUPPORTING library resources: books, posters, etc. | | Dance (%) | Music (%) | Theatre (%) | Visual Arts (%) | Film (%) |
| Elementary (<i>n</i> = 52) | | | | | | |
| | Kinder | 6 | 19 | 6 | 48 | |
| | 1st grade | 6 | 17 | 2 | 42 | |
| | 2nd grade | 6 | 21 | 8 | 50 | |
| | 3rd grade | 6 | 19 | 4 | 50 | |
| | 4th grade | 8 | 27 | 4 | 50 | |
| | 5th grade | 2 | 19 | 4 | 37 | |
| | 6th grade (<i>n</i> = 33) | 0 | 0 | 0 | 6 | |
| Secondary (<i>n</i> = 32) | | 9 | 44 | 22 | 66 | 13 |
| VIDEOS/CDs on arts instruction and learning. | | | | | | |
| Elementary (<i>n</i> = 52) | | | | | | |
| | Kinder | 8 | 25 | 4 | 12 | |
| | 1st grade | 4 | 19 | 4 | 8 | |
| | 2nd grade | 6 | 27 | 8 | 12 | |
| | 3rd grade | 8 | 23 | 8 | 13 | |
| | 4th grade | 8 | 33 | 12 | 10 | |
| | 5th grade | 10 | 23 | 8 | 12 | |
| | 6th grade (<i>n</i> = 33) | 3 | 3 | 0 | 3 | |
| Secondary (<i>n</i> = 32) | | 16 | 47 | 22 | 66 | 13 |

| Which of the following ONLINE TOOLS (Internet-based) have been used to facilitate learning in each arts discipline during 2009-2010? | | | | | | |
|---|-----------|-----------|-------------|-----------------|----------|--|
| Arts lesson plans | Dance (%) | Music (%) | Theatre (%) | Visual Arts (%) | Film (%) | |
| Elementary K-3 (n = 52) | 10 | 13 | 6 | 21 | | |
| Elementary 4-6 (n = 52) | 8 | 15 | 6 | 15 | | |
| Secondary (n = 32) | 19 | 22 | 16 | 47 | 9 | |
| Arts textbooks | | | | | | |
| Elementary K-3 (n = 52) | 2 | 10 | 2 | 4 | | |
| Elementary 4-6 (n = 52) | 2 | 10 | 2 | 4 | | |
| Secondary (n = 32) | 3 | 13 | 13 | 28 | 3 | |
| Arts assessments | | | | | | |
| Elementary K-3 (n = 52) | 0 | 4 | 0 | 4 | | |
| Elementary 4-6 (n = 52) | 0 | 12 | 0 | 4 | | |
| Secondary (n = 32) | 9 | 22 | 16 | 38 | 6 | |
| Student online activities | | | | | | |
| Elementary K-3 (n = 52) | 6 | 6 | 8 | 21 | | |
| Elementary 4-6 (n = 52) | 4 | 6 | 8 | 17 | | |
| Secondary (n = 32) | 9 | 22 | 19 | 34 | 16 | |
| None | | | | | | |
| Elementary K-3 (n = 52) | 38 | 46 | 40 | 42 | | |
| Elementary 4-6 (n = 52) | 40 | 46 | 37 | 17 | | |
| Secondary (n = 32) | 16 | 16 | 6 | 9 | 9 | |
| Discipline not offered | | | | | | |
| Elementary K-3 (n = 52) | 35 | 19 | 35 | 15 | | |
| Elementary 4-6 (n = 52) | 33 | 13 | 35 | 38 | | |
| Secondary (n = 32) | 34 | 19 | 31 | 9 | 38 | |

| Rate the availability of equipment and supplies to support instruction in each arts discipline listed below. | | | | | |
|---|---------------|----------|----------|----------|-----------------|
| | Excellent (%) | Good (%) | Fair (%) | Poor (%) | Not offered (%) |
| DANCE: Relevant music, equipment & props | | | | | |
| Elementary (n = 52) | 0 | 10 | 35 | 17 | 38 |
| Secondary (n = 30) | 7 | 20 | 10 | 7 | 57 |
| MUSIC: Musical instruments & their maintenance | | | | | |
| Elementary (n = 52) | 0 | 10 | 35 | 17 | 38 |
| Secondary (n = 31) | 29 | 32 | 10 | 3 | 26 |
| THEATRE: Lighting, sound equipment, scenery & props | | | | | |
| Elementary (n = 52) | 8 | 8 | 27 | 25 | 33 |
| Secondary (n = 29) | 14 | 10 | 10 | 10 | 55 |
| VISUAL ARTS: Consumable supplies & functional equipment | | | | | |
| Elementary (n = 52) | 13 | 35 | 27 | 10 | 15 |
| Secondary (n = 32) | 19 | 50 | 13 | 6 | 13 |
| FILM/VIDEO/ BROADCAST: Technology resources, including digital cameras, computers & software | | | | | |

| | | | | | |
|--|----|----|----|----|----|
| Secondary (<i>n</i> = 27) | 7 | 11 | 19 | 7 | 56 |
| FOR ALL ARTS DISCIPLINES: Technology resources, including digital cameras, computers and software | | | | | |
| Elementary (<i>n</i> = 52) | 2 | 31 | 33 | 25 | 10 |
| Secondary (<i>n</i> = 30) | 10 | 23 | 37 | 10 | 20 |

| | | | | |
|--|--------------------|---------------------------|----------------|------|
| Of the three types of PHYSICAL RESOURCES below, which currently presents the GREATER challenge in providing a high quality, comprehensive arts program for your students? | | | | |
| | Teaching Materials | Equipment, Instruments | Creative Space | None |
| | (%) | (%) | (%) | (%) |
| Elementary (<i>n</i> = 48) | 31 | 21 | 31 | 17 |
| Secondary (<i>n</i> = 30) | 23 | 30 | 17 | 30 |

| | | | | | |
|--|-----------|------|------|------|----------------|
| Rate the availability of equipment and supplies to support instruction in each arts discipline listed below. | | | | | |
| DANCE: Relevant music, equipment & props | Excellent | Good | Fair | Poor | Not offered |
| | (%) | (%) | (%) | (%) | (%) |
| Elementary (<i>n</i> = 52) | 0 | 10 | 35 | 17 | 38 |
| Secondary (<i>n</i> = 30) | 7 | 20 | 10 | 7 | 57 |
| MUSIC: Musical instruments & their maintenance | | | | | |
| Elementary (<i>n</i> = 52) | 0 | 10 | 35 | 17 | 38 |
| Secondary (<i>n</i> = 31) | 29 | 32 | 10 | 3 | 26 |
| THEATRE: Lighting, sound equipment, scenery & props | | | | | |
| Elementary (<i>n</i> = 52) | 8 | 8 | 27 | 25 | 33 |
| Secondary (<i>n</i> = 29) | 14 | 10 | 10 | 10 | 55 |
| VISUAL ARTS: Consumable supplies & functional equipment | | | | | |
| Elementary (<i>n</i> = 52) | 13 | 35 | 27 | 10 | 15 |
| Secondary (<i>n</i> = 32) | 19 | 50 | 13 | 6 | 13 |
| FILM/VIDEO/ BROADCAST: Technology resources, including digital cameras, computers & software | | | | | |
| Secondary (<i>n</i> = 27) | 7 | 11 | 19 | 7 | 56 |
| FOR ALL ARTS DISCIPLINES: Technology resources, including digital cameras, computers and software | | | | | |
| Elementary (<i>n</i> = 52) | 2 | 31 | 33 | 25 | 10 |
| Secondary (<i>n</i> = 30) | 10 | 23 | 37 | 10 | 20 |

Appendix K

Indicator 11 Data Tables

Lens #3. Environment: Time on Task

Descriptive results for the items contributing to the Time on Task Index:

| For each grade level, record the number of HOURS PER YEAR of STANDARDS-BASED ARTS instruction the average student will receive during the 2009-2010 school year. | | Dance | Music | Theatre | Visual Arts |
|---|----------------------------|-------|-------|---------|-------------|
| | Elementary (<i>n</i> =45) | (%) | (%) | (%) | (%) |
| | Kindergarten | 3 | 13 | 2 | 14 |
| | 1st grade | 4 | 13 | 3 | 13 |
| | 2nd grade | 3 | 12 | 3 | 13 |
| | 3rd grade | 4 | 15 | 3 | 14 |
| | 4th grade | 5 | 20 | 5 | 16 |
| | 5th grade | 4 | 21 | 5 | 16 |
| | 6th grade (<i>n</i> = 3) | 0 | 0 | 0 | 50* |

*One school provided 50 hours of visual arts instruction to 6th grade students.

| Record the number of students at each grade level who will have taken at least one ART course during the school day in 2009-2010. Enter a whole number. Do NOT include summer school programs. | Dance | Music | Theatre | Visual Arts | Film |
|--|---|-------|---------|-------------|------|
| | (%) | (%) | (%) | (%) | (%) |
| | Values are overall percent based on total population whenever possible. | | | | |
| Secondary | | | | | |
| 6th grade (<i>N</i> = 3607) | 15 | 50 | 7 | 31 | 0 |
| 7th grade (<i>N</i> = 3740) | 14 | 31 | 9 | 49 | 0 |
| 8th grade (<i>N</i> = 3963) | 14 | 29 | 5 | 39 | 1 |
| 9th grade (<i>N</i> = 2,354) | 7 | 38 | 10 | 33 | 4 |
| 10th grade (<i>N</i> = 2,208) | 10 | 32 | 10 | 38 | 5 |
| 11th grade (<i>N</i> = 2,169) | 9 | 34 | 14 | 52 | 11 |
| 12th grade (<i>N</i> = 2,094) | 7 | 34 | 15 | 60 | 14 |

* Note: Reported as percentages

Appendix L

Indicator 12 Data Tables

Lens #3. Environment: Visibility of Arts Learning

Descriptive results for the numerous items contributing to the Visibility of Arts Learning index:

| For each school level, how often will students perform at each location listed below during the 2009-2010 school year? | | | | | | | | |
|--|--------|---------|-----------------|-----------------|-----------------|--------|-------|-------------|
| DANCE | Weekly | Monthly | 5-8 times/ year | 3-4 times/ year | 1-2 times/ year | Varies | Never | Not offered |
| | % | % | % | % | % | % | % | % |
| In the classroom | | | | | | | | |
| Elementary K-3 (n = 34) | 3 | 0 | 3 | 3 | 26 | 24 | 15 | 26 |
| Elementary 4-6 (n = 31) | 0 | 0 | 0 | 0 | 13 | 23 | 42 | 23 |
| In the school auditorium or other central space | | | | | | | | |
| Elementary K-3 (n = 36) | 3 | 0 | 3 | 17 | 61 | 3 | 14 | 3 |
| Elementary 4-6 (n = 36) | 0 | 0 | 0 | 8 | 72 | 8 | 11 | 0 |
| Secondary MS (n =) | 0 | 0 | 0 | 9 | 27 | | 9 | 55 |
| Secondary HS (n = 11) | 0 | 0 | 27 | 9 | 36 | | 9 | 18 |
| At another district venue or school | | | | | | | | |
| Elementary K-3 (n = 25) | 0 | 0 | 0 | 0 | 8 | 72 | 20 | 0 |
| Elementary 4-6 (n = 33) | 0 | 0 | 0 | 0 | 15 | 69 | 15 | 0 |
| Secondary MS (n =) | 0 | 0 | 0 | 0 | 13 | | 25 | 63 |
| Secondary HS (n = 9) | 0 | 0 | 11 | 0 | 56 | | 22 | 11 |
| At community sites | | | | | | | | |
| Elementary K-3 (n = 23) | 0 | 0 | 0 | 0 | 9 | 65 | 26 | 0 |
| Elementary 4-6 (n = 23) | 0 | 0 | 0 | 0 | 4 | 74 | 22 | 0 |
| Secondary MS (n =) | 0 | 0 | 0 | 0 | 0 | | 29 | 71 |
| Secondary HS (n = 9) | 0 | 0 | 11 | 0 | 67 | | 11 | 11 |
| On Internet sites | | | | | | | | |
| Elementary K-3 (n = 23) | 0 | 0 | 0 | 0 | 0 | 65 | 35 | 0 |
| Elementary 4-6 (n = 23) | 0 | 0 | 0 | 0 | 0 | 70 | 30 | 0 |
| Secondary MS (n =) | 0 | 0 | 0 | 0 | 0 | | 29 | 71 |
| Secondary HS (n = 5) | 0 | 0 | 0 | 0 | 20 | | 40 | 40 |

| MUSIC | Weekly | Monthly | 5-8 times/ year | 3-4 times/ year | 1-2 times/ year | Varies | Never | Not offered |
|--|--------|---------|-----------------------|-----------------------|-----------------------|--------|-------|----------------|
| | % | % | % | % | % | % | % | % |
| In the classroom | | | | | | | | |
| Elementary K-3 (<i>n</i> = 34) | 6 | 0 | 3 | 3 | 35 | 24 | 18 | 12 |
| Elementary 4-6 (<i>n</i> = 33) | 9 | 0 | 3 | 3 | 15 | 15 | 39 | 15 |
| In the school auditorium or other central space | | | | | | | | |
| Elementary K-3 (<i>n</i> = 44) | 0 | 0 | 5 | 27 | 57 | 2 | 9 | 0 |
| Elementary 4-6 (<i>n</i> = 40) | 3 | 3 | 3 | 18 | 55 | 8 | 13 | 3 |
| Secondary MS (<i>n</i> = 17) | 6 | 6 | 12 | 47 | 12 | | 6 | 12 |
| Secondary HS (<i>n</i> = 13) | 15 | 8 | 23 | 8 | 23 | | 8 | 15 |
| At another district venue or school | | | | | | | | |
| Elementary K-3 (<i>n</i> = 25) | 0 | 0 | 0 | 0 | 16 | 72 | 12 | 0 |
| Elementary 4-6 (<i>n</i> = 28) | 0 | 0 | 0 | 0 | 50 | 43 | 7 | 0 |
| Secondary MS (<i>n</i> = 11) | 0 | 0 | 9 | 27 | 45 | | 9 | 9 |
| Secondary HS (<i>n</i> = 10) | 0 | 0 | 20 | 20 | 40 | | 10 | 10 |
| At community sites | | | | | | | | |
| Elementary K-3 (<i>n</i> = 24) | 0 | 0 | 0 | 0 | 13 | 71 | 17 | 0 |
| Elementary 4-6 (<i>n</i> = 24) | 0 | 0 | 0 | 0 | 38 | 42 | 21 | 0 |
| Secondary MS (<i>n</i> = 10) | 0 | 0 | 0 | 10 | 70 | | 10 | 10 |
| Secondary HS (<i>n</i> = 9) | 0 | 11 | 33 | 22 | 11 | | 11 | 11 |
| On Internet sites | | | | | | | | |
| Elementary K-3 (<i>n</i> = 23) | 0 | 0 | 0 | 0 | 0 | 74 | 26 | 0 |
| Elementary 4-6 (<i>n</i> = 23) | 4 | 0 | 0 | 0 | 0 | 65 | 30 | 4 |
| Secondary MS (<i>n</i> = 8) | 0 | 0 | 13 | 25 | 0 | | 50 | 13 |
| Secondary HS (<i>n</i> = 6) | 0 | 0 | 17 | 17 | 17 | | 17 | 33 |

| THEATRE | Weekly | Monthly | 5-8 times/ year | 3-4 times/ year | 1-2 times/ year | Varies | Never | Not offered |
|--|--------|---------|-----------------------|-----------------------|-----------------------|--------|-------|----------------|
| | % | % | % | % | % | % | % | % |
| In the classroom | | | | | | | | |
| Elementary K-3 (<i>n</i> = 35) | 6 | 0 | 0 | 0 | 23 | 23 | 26 | 23 |
| Elementary 4-6 (<i>n</i> = 32) | 3 | 3 | 0 | 0 | 13 | 19 | 31 | 3 |
| In the school auditorium or other central space | | | | | | | | |
| Elementary K-3 (<i>n</i> = 34) | 0 | 0 | 3 | 3 | 65 | 9 | 21 | 0 |
| Elementary 4-6 (<i>n</i> = 31) | 0 | 0 | 3 | 6 | 55 | 13 | 23 | 0 |
| Secondary MS (<i>n</i> = 14) | 0 | 7 | 0 | 21 | 21 | | 7 | 43 |
| Secondary HS (<i>n</i> = 12) | 17 | 0 | 25 | 17 | 17 | | 8 | 17 |
| At another district venue or school | | | | | | | | |
| Elementary K-3 (<i>n</i> = 26) | 0 | 0 | 0 | 0 | 15 | 62 | 23 | 0 |
| Elementary 4-6 (<i>n</i> = 22) | 0 | 0 | 0 | 0 | 0 | 68 | 32 | 0 |
| Secondary MS (<i>n</i> = 8) | 0 | 0 | 0 | 13 | 0 | | 25 | 63 |
| Secondary HS (<i>n</i> = 9) | 11 | 0 | 0 | 0 | 56 | | 22 | 11 |
| At community sites | | | | | | | | |
| Elementary K-3 (<i>n</i> = 24) | 0 | 0 | 0 | 0 | 4 | 67 | 29 | 0 |
| Elementary 4-6 (<i>n</i> = 22) | 0 | 0 | 0 | 0 | 14 | 59 | 27 | 0 |
| Secondary MS (<i>n</i> = 9) | 0 | 0 | 0 | 0 | 33 | | 11 | 56 |
| Secondary HS (<i>n</i> = 10) | 0 | 0 | 0 | 0 | 60 | | 30 | 10 |
| On Internet sites | | | | | | | | |
| Elementary K-3 (<i>n</i> = 23) | 0 | 0 | 0 | 0 | 4 | 57 | 39 | 0 |
| Elementary 4-6 (<i>n</i> = 22) | 0 | 0 | 0 | 0 | 5 | 59 | 36 | 0 |
| Secondary MS (<i>n</i> = 6) | 0 | 0 | 0 | 0 | 0 | | 17 | 83 |
| Secondary HS (<i>n</i> = 5) | 0 | 20 | 0 | 20 | 0 | | 20 | 40 |

| How often student artwork was exhibited in the following places: | | | | | | | | |
|---|--------|---------|-----------------|-----------------|-----------------|--------|-------|-------------|
| VISUAL ARTS | Weekly | Monthly | 5-8 times/ year | 3-4 times/ year | 1-2 times/ year | Varies | Never | Not offered |
| | % | % | % | % | % | % | % | % |
| In the classroom | | | | | | | | |
| Elementary K-3 (n = 46) | 30 | 35 | 11 | 11 | 4 | 9 | 0 | 0 |
| Elementary 4-6 (n = 44) | 27 | 36 | 9 | 9 | 7 | 9 | 2 | 0 |
| In the school auditorium or other central space | | | | | | | | |
| | Weekly | Monthly | 5-8 times/ year | 3-4 times/ year | 1-2 times/ year | Never | | Not offered |
| Elementary K-3 (n = 43) | 2 | 37 | 7 | 23 | 30 | 0 | | 0 |
| Elementary 4-6 (n = 41) | 2 | 39 | 2 | 22 | 32 | 2 | | 0 |
| Secondary MS (n = 14) | 14 | 29 | 7 | 29 | 14 | 0 | | 7 |
| Secondary HS (n = 17) | 29 | 18 | 6 | 18 | 24 | 6 | | 0 |
| At another district venue or school | | | | | | | | |
| Elementary K-3 (n = 32) | 0 | 0 | 3 | 3 | 69 | 25 | | 0 |
| Elementary 4-6 (n = 29) | 0 | 0 | 0 | 3 | 55 | 41 | | 0 |
| Secondary MS (n = 9) | 0 | 0 | 0 | 11 | 78 | 11 | | 0 |
| Secondary HS (n = 14) | 0 | 0 | 14 | 21 | 43 | 14 | | 7 |
| At community sites | | | | | | | | |
| Elementary K-3 (n = 31) | 0 | 0 | 0 | 0 | 58 | 39 | | 3 |
| Elementary 4-6 (n = 29) | 0 | 0 | 0 | 0 | 55 | 41 | | 3 |
| Secondary MS (n = 10) | 0 | 0 | 0 | 10 | 90 | 0 | | 0 |
| Secondary HS (n = 16) | 0 | 0 | 6 | 44 | 31 | 13 | | 6 |
| On Internet sites | | | | | | | | |
| Elementary K-3 (n = 21) | 0 | 0 | 0 | 0 | 0 | 90 | | 10 |
| Elementary 4-6 (n = 21) | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| Secondary MS (n = 5) | 0 | 20 | 0 | 0 | 20 | 60 | | 0 |
| Secondary HS (n = 10) | 0 | 0 | 20 | 20 | 10 | 30 | | 20 |
| In publications | | | | | | | | |
| Elementary K-3 (n = 26) | 4 | 0 | 0 | 4 | 31 | 54 | | 8 |
| Elementary 4-6 (n = 26) | 4 | 0 | 0 | 4 | 31 | 54 | | 8 |
| Secondary MS (n = 7) | 14 | 14 | 0 | 29 | 14 | 29 | | 0 |
| Secondary HS (n = 11) | 9 | 9 | 27 | 18 | 18 | 18 | | 0 |
| On school or district websites | | | | | | | | |
| Elementary K-3 (n = 26) | 8 | 0 | 0 | 0 | 19 | 65 | | 8 |
| Elementary 4-6 (n = 26) | 8 | 0 | 0 | 4 | 15 | 65 | | 8 |
| Secondary MS (n = 7) | 0 | 14 | 0 | 14 | 29 | 43 | | 0 |
| Secondary HS (n = 12) | 8 | 8 | 0 | 8 | 25 | 33 | | 17 |

How often student film projects were exhibited in locations around the school and community, by percentage of schools responding.

| FILM | Weekly % | Monthly % | 5-8 times/ year % | 3-4 times/ year % | 1-2 times/ year % | Never % | Not offered % |
|--|--------------------|---------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------|-----------------------------|
| Around the school | | | | | | | |
| Secondary MS (<i>n</i> = 7) | 14 | 14 | 0 | 0 | 14 | 0 | 57 |
| Secondary HS (<i>n</i> = 14) | 7 | 7 | 0 | 21 | 14 | 14 | 36 |
| At another district venue or school | | | | | | | |
| Secondary MS (<i>n</i> = 5) | 0 | 0 | 0 | 0 | 40 | 0 | 60 |
| Secondary HS (<i>n</i> = 12) | 0 | 0 | 0 | 25 | 8 | 25 | 42 |
| At community sites | | | | | | | |
| Secondary MS (<i>n</i> = 5) | 0 | 0 | 0 | 0 | 0 | 20 | 80 |
| Secondary HS (<i>n</i> = 12) | 0 | 0 | 0 | 8 | 33 | 25 | 33 |
| On school websites | | | | | | | |
| Secondary MS (<i>n</i> = 5) | 0 | 0 | 0 | 0 | 40 | 0 | 60 |
| Secondary HS (<i>n</i> = 12) | 8 | 0 | 0 | 8 | 0 | 42 | 42 |
| On Internet sites | | | | | | | |
| Secondary MS (<i>n</i> = 5) | 0 | 0 | 0 | 0 | 20 | 20 | 60 |
| Secondary HS (<i>n</i> = 12) | 0 | 8 | 17 | 0 | 0 | 33 | 42 |

Appendix M

Indicator 13 Data Tables

Lens #4. Community: Articulated Arts Plan

Descriptive results for the items contributing to the Articulated Arts Plan Index:

| For each of the following arts education practices, please indicate (√) the level of implementation at your school. Values represent the percentage (%) of schools indicating each selection. | | | | |
|---|--|-----------|--------------------|--------------|
| | ADMINISTRATION and staff have an organized approach to arts education that aligns with the school wide instructional plan. | In place | Being put in place | Not in place |
| | Elementary (<i>n</i> = 52) | 27 | 19 | 54 |
| | Secondary (<i>n</i> = 32) | 50 | 25 | 25 |
| | Total (N = 84) | 38 | 22 | 40 |
| | There is a written school arts plan that aligns with the DISTRICT arts policy and plan. | | | |
| | Elementary (<i>n</i> = 52) | 14 | 8 | 79 |
| | Secondary (<i>n</i> = 32) | 28 | 16 | 56 |
| | Total (N = 84) | 21 | 12 | 68 |
| | AN EFFECTIVE transition plan in each major arts discipline has been established with feeder schools (i.e., elementary or K-8 schools). | | | |
| | Elementary (<i>n</i> = 52) | 4 | 12 | 85 |
| | Secondary (<i>n</i> = 32) | 16 | 22 | 63 |
| | Total (N = 84) | 10 | 17 | 74 |

Appendix N

Indicator 14 Data Tables

Lens #4. Community: Arts Learning Community

Descriptive results for the items contributing to the Arts Learning Community Index:

| For each of the following arts education practices, please indicate (√) the level of implementation at your school. Values represent the percent (%) of schools indicating each selection. | | | | |
|--|--|-----------|--------------------|--------------|
| | TEACHERS discuss student artwork, assessment and arts instruction at cross-curricular planning meetings. | In place | Being put in place | Not in place |
| | Elementary (<i>n</i> = 52) | 12 | 12 | 77 |
| | Secondary (<i>n</i> = 32) | 38 | 13 | 50 |
| | Total (N = 84) | 25 | 12 | 63 |

| | | | | |
|--|---|-----------|-----------|-----------|
| | A GROUP of teachers meets regularly to engage in professional dialogue about instruction, student needs, and learning outcomes in and through the arts. | | | |
| | Elementary (<i>n</i> = 52) | 10 | 21 | 69 |
| | Secondary (<i>n</i> = 32) | 50 | 16 | 35 |
| | Total (N = 84) | 30 | 18 | 52 |

| Please indicate (√) your school's participation level in each activity listed on the left. Values represent the percent (%) of schools indicating each selection. | | | | | |
|---|---|--------------|----------------|------------------------------|---------------|
| | DATA on student arts learning is collected, reviewed and compared across course levels. | Consistently | Inconsistently | Discussed, but not occurring | Not discussed |
| | Elementary (<i>n</i> = 52) | 4 | 15 | 13 | 67 |
| | Secondary (<i>n</i> = 32) | 22 | 16 | 16 | 47 |
| | Total (N = 84) | 13 | 16 | 15 | 57 |

| | | | | | |
|--|---|-----------|-----------|----------|-----------|
| | TEACHERS use arts learning outcomes to evaluate the curriculum and instructional methods. | | | | |
| | Elementary (<i>n</i> = 52) | 17 | 16 | 4 | 64 |
| | Secondary (<i>n</i> = 32) | 38 | 32 | 6 | 25 |
| | Total (N = 84) | 27 | 24 | 5 | 44 |

For further clarification, an additional item asked: During the 2009-2010 school year, how many HOURS PER MONTH are used for COLLABORATIVE PLANNING in each arts discipline? Count the hours for each teacher involved (e.g., 4 teachers X 2 hours per teacher = 8 hours per month). Round your answers to the nearest whole number.

| Grade Level/ Arts discipline | Elementary Hours per Month* | Secondary Hours per Month* |
|---|--|---------------------------------------|
| Kindergarten (<i>n</i> =48) | 1.5 | |
| 1 st Grade (<i>n</i> =48) | 1.3 | |
| 2 nd Grade (<i>n</i> =48) | 1.4 | |
| 3 rd Grade (<i>n</i> =48) | 1.4 | |
| 4 th Grade (<i>n</i> =48) | 1.5 | |
| 5 th Grade (<i>n</i> =39) | 1.3 | |
| Middle School Dance (<i>n</i> =8) | | 3.0 |
| Middle School Music (<i>n</i> =16) | | 4.2 |
| Middle School Theatre (<i>n</i> =9) | | 1.9 |
| Middle School Visual Arts (<i>n</i> =15) | | 1.9 |
| Middle School Film (<i>n</i> =9) | | 2.5 |
| High School Dance (<i>n</i> =12) | | 3.5 |
| High School Music (<i>n</i> =15) | | 5.8 |
| High School Theatre (<i>n</i> =14) | | 3.9 |
| High School Visual Arts (<i>n</i> =15) | | 4.3 |
| High School Film (<i>n</i> =12) | | 11.6 |

*Mean values

Appendix O

Indicator 15 Data Tables

Lens #4. Community: Informed, Engaged Parents

Descriptive results for the items contributing to the Informed, Engaged Parents Index:

| Using a rating scale of 1 to 5, please indicate (√) the level of parent awareness about arts education at your school. Values represent the percent (%) of schools indicating each selection. | | | | | | | |
|--|--|-----------------|----------------------------|---------------------|---------------------------|----------------|----------------|
| | PARENTS (or guardians) regularly receive information on the importance of arts learning. | High (%) | Moderately High (%) | Moderate (%) | Moderately Low (%) | Low (%) | N/A (%) |
| | Elementary (<i>n</i> = 50) | 4 | 10 | 22 | 10 | 42 | 12 |
| | Secondary (<i>n</i> = 31) | 13 | 32 | 16 | 16 | 16 | 7 |
| | PARENTS are provided with specifics about their student's progress in arts learning. | High (%) | Moderately High (%) | Moderate (%) | Moderately Low (%) | Low (%) | N/A (%) |
| | Elementary (<i>n</i> = 50) | 0 | 8 | 20 | 16 | 40 | 16 |
| | Secondary (<i>n</i> = 31) | 29 | 26 | 13 | 10 | 16 | 7 |
| | PERIODIC report cards document student learning in key visual and performing arts standards. | High (%) | Moderately High (%) | Moderate (%) | Moderately Low (%) | Low (%) | N/A (%) |
| | Elementary (<i>n</i> = 50) | 10 | 16 | 18 | 16 | 24 | 16 |
| | Secondary (<i>n</i> = 31) | 29 | 32 | 7 | 13 | 13 | 7 |
| | PARENTS attend student exhibitions and performances. | High (%) | Moderately High (%) | Moderate (%) | Moderately Low (%) | Low (%) | N/A (%) |
| | Elementary (<i>n</i> = 50) | 30 | 18 | 20 | 8 | 16 | 8 |
| | Secondary (<i>n</i> = 31) | 32 | 36 | 7 | 7 | 10 | 10 |
| | (K-5; 6-8) PARENTS participate in classroom learning activities and field trips in the arts. | High (%) | Moderately High (%) | Moderate (%) | Moderately Low (%) | Low (%) | N/A (%) |
| | Elementary (<i>n</i> = 50) | 18 | 16 | 24 | 10 | 22 | 6 |
| | Secondary 6-8 (<i>n</i> = 23) | 4 | 4 | 35 | 17 | 9 | 30 |
| | (K-5; 6-8) PARENTS regularly receive information on how to encourage their student's arts learning in school and at home. | High (%) | Moderately High (%) | Moderate (%) | Moderately Low (%) | Low (%) | N/A (%) |
| | Elementary (<i>n</i> = 50) | 2 | 6 | 14 | 16 | 50 | 12 |
| | Secondary 6-8 (<i>n</i> = 22) | 5 | 9 | 18 | 27 | 23 | 18 |

| | | | | | | |
|---|-------------|------------------------|-----------------|-----------------------|------------|------------|
| (6-8; 9-12) PARENTS actively support the school arts program (e.g., chaperone class trips, organize an arts booster club, and/or attend arts fundraisers). | High | Moderately High | Moderate | Moderately Low | Low | N/A |
| | (%) | (%) | (%) | (%) | (%) | (%) |
| Secondary 9-12 (<i>n</i> = 24) | 25 | 4 | 21 | 8 | 17 | 25 |

| | | | | | | |
|--|-------------|------------------------|-----------------|-----------------------|------------|------------|
| [9-12 only]: PARENTS regularly receive information on arts-related career pathways. | High | Moderately High | Moderate | Moderately Low | Low | N/A |
| | (%) | (%) | (%) | (%) | (%) | (%) |
| Secondary 9-12 (<i>n</i> = 23) | 4 | 22 | 22 | 13 | 17 | 22 |

| How are parents informed about arts education news in the school or classroom? Check (√) all that apply. Values represent the percent (%) of schools indicating each selection. | | | |
|--|-----------------------------------|--|----------------------------------|
| Information platform | Elementary (<i>n</i> = 52) | | Secondary (<i>n</i> = 32) |
| Person-to-person contact | 52 | | 81 |
| School flyers or newsletters | 81 | | 66 |
| Student or teacher invitations | 56 | | 66 |
| Translated flyers or newsletters | 58 | | 63 |
| School website | 31 | | 56 |
| Classroom flyers or newsletters | 58 | | 53 |
| Email notices/digital newsletters | 40 | | 50 |
| District website | 27 | | 50 |
| Parenting groups | 19 | | 50 |
| PTA/Booster Club meetings | 77 | | 38 |
| Community organizations or clubs | 19 | | 38 |
| Attending school board meetings | 23 | | 31 |
| Televised (cable) school board meetings | 17 | | 22 |
| Social networking sites (Facebook) | 12 | | 16 |
| Twitter | 4 | | 6 |
| Blogs | 2 | | 0 |
| Other | 12 | | 0 |

Appendix P

Indicator 16 Data Tables

Lens #4. Community: Broad Support

Descriptive results for the items contributing to the Broad Support Index:

| For each type of arts course listed below, indicate the activities in which at least some students will have participated during the 2009-2010 school year. Check (√) ALL that apply.* | | | | | | | |
|---|-----------|--|-----------|-------------|---|--|-------------------|
| | | Audience member at community performance or exhibition venue | | | Professional arts performance or demonstration assembly (%) | Classroom instruction by a visiting artist (%) | No activities (%) |
| | | Dance (%) | Music (%) | Theatre (%) | | | |
| Elementary (n = 52) | | | | | | | |
| | Kinder | 6 | 12 | 15 | 58 | 35 | 23 |
| | 1st grade | 6 | 15 | 25 | 62 | 25 | 23 |
| | 2nd grade | 10 | 12 | 25 | 60 | 35 | 19 |
| | 3rd grade | 10 | 15 | 29 | 60 | 35 | 21 |
| | 4th grade | 8 | 10 | 19 | 62 | 44 | 19 |
| | 5th grade | 12 | 17 | 23 | 50 | 42 | 10 |

| | | Audience member at community performance or exhibition venue (%) | Professional arts performance or demonstration assembly (%) | Classroom instruction by a visiting artist (%) | Course(s) not offered (%) |
|--------------------------|--|--|---|--|---------------------------|
| | | | | | |
| Beginning Dance | | 22 | 13 | 9 | 44 |
| Intermediate Dance | | 13 | 9 | 9 | 56 |
| Advanced Dance | | 13 | 6 | 6 | 53 |
| Beginning Music | | 28 | 28 | 22 | 28 |
| Intermediate Music | | 38 | 34 | 28 | 28 |
| Advanced Music | | 44 | 41 | 31 | 31 |
| Beginning Theatre | | 25 | 13 | 16 | 44 |
| Intermediate Theatre | | 13 | 6 | 13 | 50 |
| Advanced Theatre | | 13 | 16 | 13 | 47 |
| Beginning Visual arts | | 31 | 25 | 44 | 13 |
| Intermediate Visual arts | | 28 | 25 | 38 | 19 |
| Advanced Visual arts | | 22 | 25 | 34 | 31 |
| Beginning Film | | 13 | 3 | 9 | 50 |
| Intermediate Film | | 9 | 0 | 3 | 59 |
| Advanced Film | | 13 | 3 | 9 | 53 |

*Note: For each grade level or beginning and intermediate courses, the expectation is that students would have participated in at least two (2) of these activities. For the advanced courses, the expectation is that students would have participated in at least three (3) of these activities.

Please put a check (✓) by ALL sources of supplemental community funding for arts education during the 2009-2010 school year.

| Supplemental funding source | Elementary (n = 52) | Secondary (n = 32) |
|--|---------------------|--------------------|
| | (%) | (%) |
| PTA | 73 | 50 |
| School or District Education Foundation | 56 | 38 |
| Other parental support or donations | 37 | 44 |
| Individual, business, or corporate donations | 23 | 44 |
| Public and private grant programs | 35 | 25 |
| Community service groups | 27 | 28 |
| Community arts providers' budget(s) | 21 | 19 |
| [High School]: Booster club(s) | - | 25 |
| Parcel or other local tax | 8 | 6 |
| School bond | 2 | 3 |

How much supplemental arts funding do you anticipate receiving during the 2009-2010 school year? (DO include funding from grant programs and/or donations from the PTA, Booster clubs, other parent groups, individuals, and local, state or national organizations, a school bond or any local tax.) Round your answer to the nearest dollar.

| | Minimum | Median | Maximum | Median/student |
|---------------------|---------|--------|-----------|----------------|
| Elementary (n = 47) | \$0 | \$2500 | \$115,000 | \$1 |
| Secondary (n = 20) | \$0 | \$8545 | \$120,000 | \$2.5 |

Access to Community Arts Opportunities, by Arts Discipline

| | School District | | | | | |
|--------------------|-----------------|---------|-------------|------------|-----------|--------------------|
| | Total | Burbank | Culver City | Montebello | Paramount | Sta. Monica-Malibu |
| DANCE | | | | | | |
| Sample Size | 32 | 7 | 3 | 9 | 8 | 5 |
| Mean | 1.6 | 1.2 | 0.6 | 1.9 | 0.63 | 4.3 |
| MUSIC | | | | | | |
| Sample Size | 32 | 7 | 3 | 9 | 8 | 5 |
| Mean | 3.3 | 3.7 | 3.0 | 3.5 | 1.1 | 6.0 |
| THEATRE | | | | | | |
| Sample Size | 32 | 7 | 3 | 9 | 8 | 5 |
| Mean | 1.4 | 2.1 | 0.0 | .07 | 0.6 | 3.8 |
| VISUAL ARTS | | | | | | |
| Sample Size | 32 | 7 | 3 | 9 | 8 | 5 |
| Mean | 3.0 | 3.5 | 7.4 | 2.35 | 1.9 | 2.7 |
| FILM | | | | | | |
| Sample Size | 32 | 7 | 3 | 9 | 8 | 5 |
| Mean | 0.7 | 1.0 | 0.0 | 0.0 | 0.7 | 2.0 |

Appendix Q

Equity in Access Data Tables

Descriptive results for the items contributing to the measurement of Equity in Access to Arts Instruction:

A Comparison of Non-Title I and Title I Schools on the 16 School Arts Indicators

| Elementary Indicators | | Title I: No | Title I: Yes | Significant Difference? |
|--------------------------|-----------------------------------|----------------|-----------------|----------------------------|
| Lens 1: PEDAGOGY | | | | |
| 1 | Expert Instructors | 5.0 | 2.1 | X |
| 2 | Arts as Core Subjects | 3.5 | 1.1 | X |
| 3 | Accessibility Assessment | 4.9 | 1.9 | X |
| Lens 2: STUDENT LEARNING | | | | |
| 4 | Academic Focus | 6.1 | 3.5 | X |
| 5 | College and Career Preparation | 3.8 | 1.8 | |
| 6 | Artistic Rigor | 7.0 | 3.7 | X |
| 7 | Cultural Inclusivity | 7.6 | 4.2 | X |
| Lens 3: ENVIRONMENT | | | | |
| 8 | Fiscal Commitment | 1.3 | 2.4 | |
| 9 | Creative Spaces | 4.9 | 3.6 | X |
| 10 | Materials, Supplies and Equipment | 4.2 | 2.2 | X |
| 11 | Time on Task | 6.8 | 3.7 | X |
| 12 | Visibility of Arts Learning | 5.8 | 4.5 | |
| Lens 4: COMMUNITY | | | | |
| 13 | Articulated Arts Plan | 3.5 | 0.6 | X |
| 14 | Arts Learning Community | 2.8 | 0.9 | X |
| 15 | Informed, Engaged Parents | 7.4 | 3.0 | X |
| 16 | Broad Support | 7.5 | 3.1 | X |

| Secondary Indicators | | Title I: No | Title I: Yes | Significant Difference? |
|--------------------------|-----------------------------------|----------------|-----------------|----------------------------|
| Lens 1: PEDAGOGY | | | | |
| 1 | Expert Instructors | 3.9 | 1.7 | |
| 2 | Arts as Core Subjects | 3.5 | 4.0 | |
| 3 | Accessibility Assessment | 5.2 | 3.6 | |
| Lens 2: STUDENT LEARNING | | | | |
| 4 | Academic Focus | 5.4 | 3.4 | |
| 5 | College and Career Preparation | 3.4 | 1.5 | X |
| 6 | Artistic Rigor | 6.7 | 4.3 | X |
| 7 | Cultural Inclusivity | 6.3 | 3.9 | X |
| Lens 3: ENVIRONMENT | | | | |
| 8 | Fiscal Commitment | 1.7 | 1.9 | |
| 9 | Creative Spaces | 6.6 | 3.6 | |
| 10 | Materials, Supplies and Equipment | 2.9 | 2.1 | |
| 11 | Time on Task | 5.6 | 5.0 | |
| 12 | Visibility of Arts Learning | 4.5 | 2.5 | |
| Lens 4: COMMUNITY | | | | |
| 13 | Articulated Arts Plan | 6.7 | 3.8 | X |
| 14 | Arts Learning Community | 6.3 | 4.3 | |
| 15 | Informed, Engaged Parents | 5.0 | 5.5 | |
| 16 | Broad Support | 3.6 | 1.4 | X |

Comparison of Indicators by School Population Size (significant differences reported)

| | Elementary Schools, regrouped student population | | | | | |
|--|--|----------------|------------------|------------------|------------------|-------------------|
| | Total | 0-450 students | 451-550 students | 551-650 students | 651-750 students | over 750 students |
| Elementary Indicator 2: Arts are Core | | | | | | |
| Sample Size | 40 | 7 | 8 | 7 | 9 | 9 |
| Mean | 1.6 | 2.7* | 2.3* | 0.5* | 1.4 | 1.2 |
| Elementary Indicator 10: Materials, Supplies, Equipment | | | | | | |
| Sample Size | 40 | 7 | 8 | 7 | 9 | 9 |
| Mean | 2.6 | 3.4* | 3.3* | 1.3* | 2.7* | 1.4 |

*Statistically significant; using a .05 *p* value.

| | Secondary Schools, regrouped student population | | | | |
|--|---|--------------------|-------------------|--------------------|-------------------------|
| | Total | Up to 900 students | 901-1150 students | 1151-1800 students | More than 1800 students |
| Secondary Indicator 2: Arts are Core | | | | | |
| Sample Size | 22 | 5 | 6 | 5 | 6 |
| Mean | 3.5 | 1.5* | 2.6* | 4.0* | 5.7* |
| Secondary Indicator 4: Academic Focus | | | | | |
| Sample Size | 22 | 5 | 6 | 5 | 6 |
| Mean | 4.2 | 2.4* | 3.5* | 4.2* | 6.7* |
| Secondary Indicator 5: College and Career Preparation | | | | | |
| Sample Size | 22 | 5 | 6 | 5 | 6 |
| Mean | 2.3 | 1.2* | 1.0* | 2.3* | 4.4* |
| Secondary Indicator 6: Artistic Rigor | | | | | |
| Sample Size | 22 | 5 | 6 | 5 | 6 |
| Mean | 5.3 | 3.1* | 5.0 | 5.4 | 7.2* |
| Secondary Indicator 7: Cultural Inclusivity | | | | | |
| Sample Size | 22 | 5 | 6 | 5 | 6 |
| Mean | 4.9 | 2.9* | 3.8* | 5.1 | 7.3* |
| Secondary Indicator 9: Creative Spaces | | | | | |
| Sample Size | 22 | 5 | 6 | 5 | 6 |
| Mean | 4.7 | 2.3* | 2.8* | 6.7* | 6.8* |
| Secondary Indicator 10: Materials, Supplies and Equip | | | | | |
| Sample Size | 22 | 5 | 6 | 5 | 6 |
| Mean | 2.4 | 1.0* | 1.9* | 2.3 | 4.1* |

(continued on next page)

Secondary Indicators, continued

| Secondary Indicator 12: Visibility of Student Learning | | | | | |
|---|-----|------|------|------|------|
| Sample Size | 22 | 5 | 6 | 5 | 6 |
| Mean | 3.3 | 1.6* | 2.0* | 3.5* | 5.8* |
| Secondary Indicator 16: Broad Support | | | | | |
| Sample Size | 22 | 5 | 6 | 5 | 6 |
| Mean | 2.3 | 1.2* | 1.6* | 1.9* | 4.3* |

*Statistically significant; using a .05 *p* value.

Elementary Students, by the Numbers

| Indicate the number of students who received on-going, sequential instruction from a highly qualified teachers during the 2009-2010 school year. | | Dance | Music | Theatre | Visual Arts |
|--|---|--------------|--------------|----------------|--------------------|
| | | (n) | (n) | (n) | (n) |
| | Elementary | | | | |
| | Kindergarten (<i>N</i> = 1837) | 261 | 715 | 80 | 438 |
| | 1st grade (<i>N</i> = 1828) | 105 | 671 | 171 | 552 |
| | 2nd grade (<i>N</i> = 1792) | 94 | 772 | 79 | 548 |
| | 3rd grade (<i>N</i> = 1810) | 150 | 769 | 76 | 529 |
| | 4th grade (<i>N</i> = 1763) | 485 | 1563 | 69 | 550 |
| | 5th grade (<i>N</i> = 1772) | 201 | 1560 | 79 | 529 |
| | Total Students (<i>N</i>=10,802) | 1,497 | 6,050 | 554 | 3,146 |

Elementary students, by Percentage

| Indicate the percentage of students who received on-going, sequential instruction from a highly qualified teachers during the 2009-2010 school year. | | Dance | Music | Theatre | Visual Arts |
|--|-------------------------|-------|-------|---------|-------------|
| | | (%) | (%) | (%) | (%) |
| Values are overall percent based on total population. | | | | | |
| Elementary | | | | | |
| | Kindergarten (N = 1837) | 14 | 39 | 4 | 24 |
| | 1st grade (N = 1828) | 6 | 37 | 9 | 30 |
| | 2nd grade (N = 1792) | 5 | 43 | 4 | 31 |
| | 3rd grade (N = 1810) | 8 | 42 | 4 | 29 |
| | 4th grade (N = 1763) | 27 | 89 | 4 | 31 |
| | 5th grade (N = 1772) | 11 | 88 | 4 | 30 |

Secondary Students, by Frequency

| Record the number of students at each grade level who will have taken at least one ART course during the school day in 2009-2010. Enter a whole number. Do NOT include summer school programs. | | Dance | Music | Theatre | Visual Arts | Film |
|--|-----------------------------------|--------------|--------------|--------------|--------------|------------|
| | | (n) | (n) | (n) | (n) | (n) |
| Secondary | | | | | | |
| | 6th grade (N = 3607) | 530 | 1808 | 242 | 1134 | 0 |
| | 7th grade (N = 3740) | 525 | 1154 | 328 | 1840 | 11 |
| | 8th grade (N = 3963) | 558 | 1156 | 189 | 1545 | 43 |
| | 9th grade (N = 2,354) | 163 | 895 | 227 | 785 | 93 |
| | 10th grade (N = 2,208) | 224 | 702 | 224 | 849 | 115 |
| | 11th grade (N = 2,169) | 187 | 748 | 299 | 1123 | 229 |
| | 12th grade (N = 2,094) | 137 | 720 | 318 | 1260 | 295 |
| | Total Students (N= 20,135) | 2,324 | 7,183 | 1,827 | 8,536 | 786 |

Secondary Students, by Percentage

| Record the number of students at each grade level who will have taken at least one ART course during the school day in 2009-2010. Enter a whole number. Do NOT include summer school programs. | | Dance | Music | Theatre | Visual Arts | Film |
|--|--------------------------|-----------|-----------|-----------|-------------|----------|
| | | (%) | (%) | (%) | (%) | (%) |
| Values are overall percent based on total population. | | | | | | |
| Secondary | | | | | | |
| | 6th grade (n = 10) | 15 | 50 | 7 | 31 | 0 |
| | 7th grade (n = 12) | 14 | 31 | 9 | 49 | 0 |
| | 8th grade (n = 12) | 14 | 29 | 5 | 39 | 1 |
| | 9th grade (n = 8) | 7 | 38 | 10 | 33 | 4 |
| | 10th grade (n = 8) | 10 | 32 | 10 | 38 | 5 |
| | 11th grade (n = 8) | 9 | 34 | 14 | 52 | 11 |
| | 12th grade (n = 8) | 7 | 34 | 15 | 60 | 14 |
| | Total Percentages | 11 | 36 | 10 | 43 | 5 |

Appendix R

Barriers to Arts Education Data Tables

[School Administrator and Lead Art Teacher]:

Please LIST any factors that you believe currently limit student access to a high quality, comprehensive arts education at your school.

Open-ended Responses by ELEM Principal and Lead Art Teacher

| Limiting Factors: Principals | | Limiting Factors: Art Teacher | |
|------------------------------|-----|-------------------------------|-----|
| Elem (<i>n</i> =51) | (%) | Elem (<i>n</i> =45) | (%) |
| Funding | 57 | Time | 53 |
| Time | 53 | Funding | 49 |
| Capacity, Training | 24 | Capacity, Training | 38 |
| API Focus | 20 | Space, Materials, Equip | 24 |
| Resources | 14 | Lack of Prioritizing | 20 |
| Space, Facilities | 6 | API Focus | 11 |
| | | No Art Specialists | 9 |

Other: lack of parent or community support, no arts curriculum available.

Open-ended Responses by SECONDARY Principal and VAPA Chair

| Limiting Factors: Principals | | Limiting Factors: VAPA Chair | |
|------------------------------|-----|------------------------------|-----|
| Sec (<i>n</i> =29) | (%) | Sec (<i>n</i> =23) | (%) |
| Funding | 59 | Funding | 30 |
| API focus | 41 | Scheduling | 30 |
| Access/staffing | 31 | Access/staffing | 30 |
| Space & equipment | 20 | Space, equip, supplies | 22 |
| Scheduling | 14 | API focus | 17 |
| Special student population | 10 | Special student population | 13 |
| Time | 10 | Prioritizing | 9 |
| Training | 20 | Enrollment figures | 9 |

Other: poor matriculation, time in the day, access to technology, community support