

**MONITORING REPORT: Policy R-2.6 (Academic Achievement: Arts)**

**PHASE ONE: Interpretation, Benchmark Data, and Goals**

**DATE: August 2018**

**Policy**

**All students will master the skills and demonstrate proficiency in each required discipline and electives:**

**Discipline: Arts**

**Interpretation**

We understand this policy expresses the School Board's expectation that all students in each grade band will demonstrate mastery of state-defined Art content, concepts, and practices as measured by state and classroom-based assessments – or we will provide evidence they are making reasonable progress toward such mastery.

We further understand that this policy expresses more than the Board's desire for us to meet "the letter of the law" when it comes to Arts education. Rather, the Board wants us to provide our students with as rich an experience in the Arts as we can, given our limited resources and the need to achieve balance among all the priorities making claims on those resources.

Through this policy, the Board acknowledges Arts education as critical to the development of our children, and essential to preparing them for success in the 21st Century. They recognize the benefits of an Arts education are far-reaching. Through the Arts, students are able to:

- Discover their talents and build their confidence;
- Learn to express themselves creatively and imaginatively;
- Work together collaboratively toward a common purpose;
- Improve their critical thinking skills by learning to observe, conceptualize, interpret, and engage in problem-solving;
- Explore other cultures and develop a heightened awareness of different people, places, ideas, and perspectives;
- Develop an appreciation for beauty; and
- Practice being more tolerant, humane, and empathetic human beings.

## Implementation in the Ferndale School District of Washington State Arts Requirements

The Arts in Washington State and in the Ferndale School District include Dance, Media Arts, Music, Theatre, and Visual Arts. Instruction in one or more of these Arts areas is provided by specialists at the elementary level and by endorsed classroom teachers at the secondary level. The assessment of the State-defined content for the Arts is handled much like Social Studies. While the State has articulated K-12 learning standards for the Arts – as they have for Math, Science, and Language Arts – they have not imposed a State standardized test for the Arts. Unlike student learning in Math, Science, and Language Arts – all of which are measured by the SBA – the Arts assessment (like Social Studies) is classroom-based, in some cases teacher-designed, and always teacher-scored. Teachers may implement a classroom-based Arts assessment any time during the school year.

The State offers a selection of assessment tasks in the Arts for all grade levels, and teachers may choose which ones to use. The State assessment tasks are categorized to align with the Arts learning standards in Dance, Media Arts, Music, Theater, and Visual Arts. An individual teacher may also choose to generate his/her own Arts assessment task.

Formal reporting of the annual Arts assessment to the Office of the Superintendent of Public Instruction (OSPI) is required at all levels (elementary, middle, and high school). These classroom-based assessments assure that students have been exposed to the State’s Arts learning standards. However, there is no requirement to report how well students perform on the classroom-based Arts assessment, only that they have completed it.

Regarding Arts content, the following table shows the state requirements and the way those requirements are being implemented in the Ferndale School District:

State Arts Requirements	Ferndale School District Practices
<p>The State of Washington through the Office of Superintendent of Public Instruction has published learning standards for all grades (K-12) for each of the following content areas:</p> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Media Arts</li> <li>• Music</li> <li>• Theater</li> <li>• Visual Arts</li> </ul>	<p>In Ferndale, students at the elementary level are provided 30 minutes of music instruction two times per week. This time is primarily focused on the standards associated with Music. In addition, many elementary classroom teachers incorporate Visual Arts into their lessons, although there is currently no requirement that they do so.</p> <p>At the secondary level, music is an elective class that students may choose. They may also choose from a variety of other Art content areas including Dance, Media Arts, Theatre, and Visual Arts.</p>

There is no minimum number of Arts courses or minutes required at the elementary or middle level.	As stated above, all elementary students in the Ferndale School District receive 30 minutes of music instruction (Art) two times each week. All middle and high school students may elect Arts courses but are not currently required to do so.
Since 2008-2009 school year, all school districts have been required to implement state-developed elementary, middle, and high schools assessments, or other evaluation strategies chosen by the District, to assure students have the opportunity to learn the essential academic learning requirements in the Arts. Beginning that same year, school districts have been required annually to submit an implementation verification report regarding their Arts assessments to the office of the superintendent of public instruction.	In Ferndale, music instruction occurs on a regular basis in all elementary schools. Assessment of the Arts standards for this discipline is completed through the regular report card “grading” process, which generally reflects student participation in at least one classroom-based Arts assessment task.  At the secondary level, Art is offered as an elective. As a result not all students receive instruction in the Arts or exposure to the State’s Arts standards. Secondary students who do elect a course in the Arts are assessed through the regular report card grading process, which often reflects their participation in at least one classroom-based Arts assessment task.
Beginning with the Class of 2019, all students in the State will be required to complete 2 credits of Art as a graduation requirement. 1.0 credit must be in Visual or Performing Arts and 1.0 credit may be in a Personalized Pathway Requirement.	Beginning with the Class of 2019, all Ferndale students will be required to complete 2 credits of Art as a graduation requirement. 1.0 credit must be in Visual or Performing Arts and 1.0 credit may be in a Personalized Pathway Requirement.

**Arts Classroom-Based Assessment Data for 2017-2018**  
**Reported Elementary Classroom-Based Assessment Data**  
*(Not all teachers reported.)*

Grade	# of Students Enrolled	# of Students Participating	Assessment Used
5	91	90	What A Find
5	59	55	What A Find
5	71	71	Rhythm Components
5	50	50	What A Find
5	90	90	Cat Food Commercial
<b>Total</b>	<b>361</b>	<b>356</b>	

**Reported Middle School Classroom-Based Assessment Data**  
*(Not all teachers reported.)*

Grade	# of Students Enrolled	# of Students Participating	Assessment Used
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7	11	11	Festival Time
8	24	24	Festival Time
8	15	15	Festival Time
<b>Total</b>	<b>50</b>	<b>50</b>	

### Reported High School Classroom-Based Assessment Data

(Not all teachers reported.)

Grade	# of Students Enrolled	# of Students Participating	Assessment Used
9	31	31	Festival Time
9	32	32	Festival Time
10	11	11	Festival Time
10	26	26	Festival Time
11	16	16	Festival Time
11	11	11	Festival Time
11	19	19	A Zoo Mug
11	59	45	Picture This
11	12	12	Choice: Vegetarian Palette or Perfect Gift
12	9	9	Festival Time
12	23	23	Festival Time
<b>Total</b>	<b>249</b>	<b>235</b>	

### Improvement Goals

Creating this report has caused us to realize we do not currently have good benchmark data for the Arts. Therefore we have established the following goals related to Arts education for the year ahead:

1. Increase accountability across all grades for the State-required classroom-based Art assessments and the subsequent reporting. Currently we do not have all teachers reporting on these assessments. By the end of the year, we need to improve this statistic.
2. Conduct an audit of our Arts program to determine alignment of our current curricula with State standards. By the end of the year, we need to be able to show evidence of alignment.
3. At the secondary level, collect enrollment data in all Arts classes and end of course grades to determine both the participation and the success rates of our students in the Arts. By the end of the year, we need to be able to show the participation and pass rate of students in the Arts so we can set numerical improvement goals, if needed.
4. Analyze the impact of the new Arts graduation requirement for the Class of 2019. By the end of the year, we need to be able to show how our students are meeting this requirement and what are its implications for our master schedule, if any.

5. Conduct an equity audit of the enrollment status in all of our Arts courses at Ferndale High School to determine whether students from all sub-groups are accessing the various areas of the Arts at the same rates. By the end of the year, we need to be able to show the student make-up of our Arts courses so we can set a numerical improvement goals, if needed.
6. Catalogue all of the Arts experiences the District provides students beyond the school day – such as Missoula Children’s Theater, high school plays and musicals, marching band, art-related guest speakers, assemblies, field trips, and clubs. By the end of the year, we need to be able to list all the extracurricular opportunities available in the Arts, along with the number of students participating in these opportunities.