

**To:** School Board, Ferndale School District (WA)  
**From:** Linda Quinn, Superintendent  
**Date:** November 26, 2019  
**Subject:** 2019 Monitoring Report  
Results Policy 2.6 (R-2.6)  
Academic Achievement: Arts

### **School Board's Monitoring Notes**

(To be completed by each member individually prior to discussion by the whole Board)

**Board Member:** \_\_\_\_\_

**Total Number of Improvement Goals = 6**

Number Demonstrating Reasonable Progress = \_\_\_\_\_

Number Not Demonstrating Reasonable Progress = \_\_\_\_\_

**Commendations**

**Recommendations**

**Other Notes**

**Overall Rating:** \_\_\_\_\_ Reasonable Progress      \_\_\_\_\_ Not Reasonable Progress

### **Superintendent's Introduction**

In the Ferndale School District, the Arts have always been an integral part of the educational program we offer to children and young people. In fact, our positive reputation as a school district has been more closely linked to our Arts programs -- especially in Music and Theater -- than to our students' academic achievement on standardized tests. The Arts are part of our heritage in Ferndale. They help students really see what they look at, hear what they listen to, and feel what they touch. They promote the understanding and sharing of cultures. They are perhaps what make us most human.

We know the full benefits of the Arts cannot be realized through occasional or random exposure, which is the reason we feel proud of the wide variety of opportunities we are providing our students in the Ferndale School District to experience the Arts.

However, a year ago, when we submitted our first report on the Arts (Policy R-2.6), we realized we did not have good benchmark data we could pull together in one place to tell the story of our students' experiences, performances, and/or achievement in the Arts. We had feelings and hunches and anecdotal information, but no organized collection of evidence we could provide to support our claim that Arts education is thriving in Ferndale.

In response to your expectation that we are able to show how our students are faring in the Arts, we established six goals. These goals were more focused on collecting and analyzing data related to our current state than on employing strategies for moving the needle in a positive direction. As is often the case, though, setting the goals, communicating our intent, and collecting the data did move the needle in several places.

The report that follows is framed by the six goals we set last year. As a result, this year-two report is partially aimed at filling the gaps we discovered when we wrote our year one report. In it, we have reported benchmark data against which we can more easily measure progress in subsequent years.

Before launching into the content of this report, we want to share a note about its format and organization: We have included the interpretations and monitoring indicators you approved a little over a year ago (August 2018) in our Phase One Report for Policy R-2.6, so that you do not have to look back and forth between two documents. All of the language from the Phase One Report is written in blue. All of the new information regarding each of the six goals is written in black.

## **Policy**

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

### **Discipline: Art**

#### **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 of 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.

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 one(s) 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:

<b>State Arts Requirements</b>	<b>Ferndale School District Practices</b>
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<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>
<p>There is no minimum number of Arts courses or minutes required at the elementary or middle level.</p>	<p>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.</p>
<p>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 (OSPI).</p>	<p>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.</p> <p>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.</p>
<p>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.</p>	<p>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.</p>

## Improvement Goals

<p>___ Has made reasonable progress</p> <p>___ Has not made reasonable progress</p>
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### 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.

→Progress

The blue charts below contain data from Spring 2018. We provided them to you a year ago as part of our Phase One Monitoring Report. We have included them again here for two reasons: first, because we have added data points you told us was missing from the original charts, specifically the total number of students at each grade level and the percentage of participation in the assessments; and second, because we want to make it easier for you to compare the 2018 charts to the ones we have created with 2019 data, which are printed in black and directly follow.

**Arts Classroom-Based Assessment Data for 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>	
<b>Total 5<sup>th</sup> Graders in the School District</b>	<b>370 5<sup>th</sup> Graders</b>	<b>96.2% Participation</b>	

**Reported Middle School Classroom-Based Assessment Data**

*(Not all teachers reported.)*

Grade	# of Students Enrolled	# of Students Participating	Assessment Used
7	11	11	Festival Time
8	24	24	Festival Time
8	15	15	Festival Time
<b>Total</b>	<b>50</b>	<b>50</b>	
<b>Total 8<sup>th</sup> Graders in the School District</b>	<b>365 8<sup>th</sup> Graders</b>	<b>13.7% Participation</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>	
	<b>249 = Students who</b>	<b>94% = Students who</b>	

	should participate	did participate
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For the purpose of comparison, we have recreated the same charts updated with this year's data. As we explained in our Phase One Report, there has never been any teeth (either at the State or District level) in the requirement to administer and report on Classroom Based Assessments (CBAs). Therefore, we were not achieving the level of participation we desire. By reiterating our expectations and letting teachers and principals know in advance that we would be collecting information about their administration of all CBAs, we saw significant improvement in participation at the middle level. The elementary participation level, which was already high, stayed high.

### Arts Classroom-Based Assessment Data for 2019

#### Reported Elementary Classroom-Based Assessment Data (Not all teachers reported.)

Grade	# of Students Enrolled	# of Students Participating	Assessment Used
5	74	69	Cat Food Commercial
5	74	74	What a Find
5	69	69	What a Find
5	70	70	What a Find
5	68	68	What a Find
<b>Total</b>	<b>355</b>	<b>350</b>	
<b>Total 5<sup>th</sup> Graders in District</b>	<b>372 5<sup>th</sup> Graders</b>	<b>94% Participation</b>	

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

Grade	# of Students Enrolled	# of Students Participating	Assessment Used
8	32	31	All State All Stars
8	28	28	Small Ensemble CBPA
7/8	27	27	Small Ensemble CBPA
8	27	27	Small Ensemble CBPA
7	26	26	Festival Time
8	12	12	Festival Time
8	21	21	Festival Time
<b>Total</b>	<b>173</b>	<b>172</b>	
<b>Total 8<sup>th</sup> Graders in District</b>	<b>351 8<sup>th</sup> Graders</b>	<b>49% Participation</b>	

#### Reported High School Classroom-Based Assessment Data (Not all teachers reported.)

Grade	# of Students Enrolled	# of Students Participating	Assessment Used
9	29	29	Festival Time
10	26	26	Festival Time
11	21	21	Festival Time
12	11	11	Festival Time
9	21	21	Festival Time
10	19	19	Festival Time
11	4	4	Festival Time

12	9	9	Festival Time
10	104	93	Picture This
<b>Total</b>	<b>244</b>	<b>233</b>	
	244 = Students who should participate	95% = Students who did participate	

## Comparison of Arts Classroom-Based Assessment Data

### Changes from 2017-2018 to 2018-2019

Grade 5...96% to 94% Participation

Grade 8...13% to 49% Participation

Grade 11...94% to 95% Participation

### NEXT STEPS: Arts Classroom-Based Assessments

Our goal is to achieve 100% participation in Arts assessments at each grade band. During the year ahead, the District Teaching & Learning Team will work with each building leader to create a comprehensive assessment calendar for his or her school to make sure each assessment is scheduled. We will also work to strengthen the learning culture around the arts for both staff and students. Beyond simply completing the required assessments, we want to be able to use the information they yield about our students' knowledge and skills to inform our instruction. In short, our desired outcome is that all buildings have a better coordinated and more effective assessment program to assess student learning and classroom instruction in Arts.

\_\_\_ Has made reasonable progress

\_\_\_ Has not made reasonable progress

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.**

### →Progress

The K-12 Arts Learning Standards consist of Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) describing what students should know and be able to do in the five Arts disciplines. Those disciplines include: Dance, Media Arts, Music, Theater, and Visual Arts. When the National Core Arts Standards were published in 2014, the Office of Superintendent of Public Instruction (OSPI) in our state engaged a cadre of arts educators representing each of the various Arts disciplines to review our Washington State Learning Standards related to the Arts. Based on the input of these experts, updates were made to the State's Art Standards in 2014. The Art Standards were again revised in 2017, and an updated version was adopted that year. Washington students are now required to complete 2.0 credits in the Arts to qualify for graduation. However, a student may elect to substitute 1.0 credit of Art with a personal pathway choice.

At about the same time as the most recent Arts Standards adoption at the State level (2017), Ferndale teachers in all of the performing arts disciplines (Band, Choir, Orchestra, and Dance) used their PLC (Professional Learning Communities) time to take a deep-dive look at their instructional practices and curriculum materials to determine where they were aligned with the new State Standards and to make adjustments where they were not. A notebook documenting their work resides in the District Teaching & Learning Department office.

At Ferndale High School, all Media Arts courses fall under the umbrella of Career & Technical Education (CTE). Since CTE requires instructors to teach their courses according to State and industry-approved frameworks, and to verify on an annual basis that they are doing so, we feel confident asserting that our Media Arts courses have addressed this alignment goal. Documentation to support our claim is maintained by the Director of Career & Technical Education.

For our Visual Arts courses, alignment with State Standards has not been analyzed and verified for several years.

Regarding Arts curriculum materials, sheet music is purchased on a rotating basis. Instructors in all of the performing arts programs (Dance, Theater, and Music) have access to a library of material from which they can select. Staff also, on an annual basis, purchase new materials for their performance groups. For our Media Arts and Visual Arts programs, we do not have book(s) or printed material(s) that we distribute to students. In this sense, our Arts programs do not fit perfectly into what we consider our regular cycle of curriculum adoption and/or renewal. However, we have included a placeholder for the Arts in our recently-developed Review/Adoption Cycle. Our purpose for doing so is to designate a specific time when Learning Standards for all Arts disciplines, grades K-12, will be reviewed and updated as necessary.

**NEXT STEPS: Arts Curriculum Alignment**

To complete our curriculum alignment goal, we need to facilitate a study of Ferndale’s Visual Arts programs to ensure they are aligned with the most current State Standards.

To maintain curriculum alignment over time, we need to make sure the Arts have a place in the Curriculum Review/Adoption Cycle. Until 2018-2019, the Ferndale School District had not published, maintained, or followed a K-12 curriculum adoption schedule for a number of years. By creating such a schedule, we can ensure we are refreshing our curricular materials and related instructional practices on a ten-year cycle, which is consistent with best practice and budgetary limitations.

We have included our Curriculum Review/Adoption Cycle below as evidence of the progress we have made to ensure our Arts Course of Study remains up-to-date and aligned to State standards.

**Ferndale School District Curriculum Review/Adoption Cycle**

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
				K-12 Health & PE	K-12 Health & PE	K-12 Art	K-12 Art		



<b>Year 1-2</b>  <b>Planning, Development and Pilot</b>	Elem ELA		Elem Science	Elem Math					
	MS Science	MS Science	MS Tech	MS Soc Studies	MS Soc Studies		MS ELA	MS ELA MS Math	MS Math
	HS Algebra HS Biology	HS Geometry HS Chemistry	HS ELA HS Alg II HS Physics	HS ELA	HS World Language HS Soc Studies	HS Soc Studies			
<b>Year 3/4</b>  <b>Prof Development for Program Implementation and/or Purchase</b>		Elem ELA		Elem Science	Elem Science, Math	K-12 Health & PE	<b>K-12 Art</b>	<b>K-12 Art</b>	
		HS Algebra HS Biology	HS Geo HS Alg II HS Chemistry	MS Tech MS Science	HS Physics	HS ELA	HS World Language HS Soc Studies	MS Soc Studies, Science HS Soc Studies	MS ELA
<b>Year 4</b>  <b>Implementation and Purchase</b>			Elem ELA			Elem Science, Math	K-12 Health & PE	<b>K-12 Art</b>	<b>K-12 Art</b>
		HS Algebra	HS Alg/Geo HS Biology	HS Alg II HS Chemistry	MS Tech	HS Physics	HS ELA	HS World Language HS Soc Studies	MS Soc Studies MS Science HS Soc Studies

\_\_\_ Has made reasonable progress  
 \_\_\_ Has not made reasonable progress

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.

→Progress

At the two Ferndale middle schools, Art offerings include the following courses: Band, Choir, Orchestra, and General Art. Since all Art courses at the middle level are electives, some

students choose to take other electives such as Spanish. In other words, not all middle school students take an Art course. Conversely, some middle school students take more than one art course.

A review of all middle-level Art classes taken during the 2018-2019 reveals the following:

- Total number of graded students in middle-level Art program classes = 1782 students
- Number of students who failed 1<sup>st</sup> semester in a middle-level Art class = 6 (0.3%) students
- Number of students who failed 2<sup>nd</sup> semester in a middle-level art class = 2 (0.1%) students

At Ferndale High School, Art offerings are more diverse. The chart below shows a breakdown of the various available course offerings in 2018-2019 and the success rate of our students in each of them.

Course	Total Number of Graded Students	Success Rate (Number of students failing)
Choir	209	99% (2 students)
Orchestra	107	99% (1 student)
Guitar	38	100% (0 students)
History of Rock and Roll	37	81% (3 students)
Theater Arts	83	100% (0 students)
Ceramics	359	98% (0 students)
Photo	301	97% (9 students)
Band	229	98% (5 students)
Drawing	396	98% (6 students)
Video	144	97% (4 students)
<b>Total Number of Students Graded</b>	<b>1903</b>	<b>98% = Overall Success Rate</b>

### NEXT STEPS: Arts Course Grades

With respect to grading and pass rates, our data suggests that students are successful in the Arts at both the middle level and the high school.

A strength of our middle-level Arts programs has been a consistent professional staff. We have four music teachers providing three music programs (Band, Choir, and Orchestra) at each middle school and one staff member teaching Visual Arts at both middle schools. A challenge of our middle-level Arts programs has been creating schedules that allow these five teachers to offer classes at the most opportune times at each middle school and still meet all contract provisions. Scheduling may, in fact, create barriers to enrollment for some students.

Another challenge at our middle school is the steadily declining number of students who are electing Music courses. Specifically, one of our middle schools has collapsed three Choirs into two and still has run a Choir class with fewer than ten students. If we are going to preserve our Music programs, we need first to understand why students are not choosing electives in this particular Art discipline.

<input type="checkbox"/> Has made reasonable progress  <input type="checkbox"/> Has not made reasonable progress
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### 5. 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.**

**→Progress**

We have collected 2018-2019 data about the number of students who took various Art classes at the high school. As explained above, Washington State Graduation Requirements include 2.0 credits of Art. Of those 2.0 credits, 1.0 must be taken in either Performing or Visual Arts (in other words, one of the five Art disciplines of Dance, Media Arts, Music, Theater, and Visual Arts). The other 1.0 credit may be fulfilled through a Personalized Pathway Course. Personalized Pathway Courses are those that lead to a specific post high school career or educational outcome chosen by the student and based on his or her interests and High School and Beyond Plan. Such courses may include Career & Technical Education offerings which are intended to provide a career focus for the student's learning.

The 2018-2019 data we collected did not reveal that any student failed to graduate based solely on not meeting the 2.0 credit Arts/Personalized Pathway Course requirement. Put a slightly different way, not one of the 28 non-graduates in the Class of 2019, was prevented from graduating with their class as a result of the Art requirement -- as reported by our Ferndale High School Administrative Team and Counseling Department.

Since FHS is on an A/B Block schedule, students have the opportunity to take eight credit's worth of courses each year, or the equivalent of 32 credits during their four-year high school careers. Because of this eight-period schedule, which, unlike other school districts, we have maintained even during years when the budget was very tight, our students did not encounter significant difficulty meeting graduation requirements when the State upped the minimum number from 22 to 24.

With over 1900 graded students in our Arts programs at Ferndale High School, passing at a 98% success rate, we feel confident declaring that high school Arts are working well in our District.

**NEXT STEPS: Arts Courses and Program Offerings**

We have data to show that our students are successful in the Arts programs we currently offer, which include a robust course of study in Choir, Orchestra, Band, and Visual Arts. We believe our next steps should include (1) looking into the possibility of allowing high school students to *begin* a Music program at the high school level; (2) looking into the possibility of offering Drama as a course during the school day as opposed to an extra-curricular option only; and (3) considering how we might better utilize our Career & Technical Education courses to expand our Media Art offerings beyond Digital Photography and Video Productions to include Social Media and Live Productions.

<input type="checkbox"/> Has made reasonable progress
<input type="checkbox"/> Has not made reasonable progress

- 6. 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 Art at the same rates. By the end of the**

year, we need to be able to show the student make-up of our advanced courses so we can set numerical improvement goals, if needed.

→Progress

We used our definition of equity to conduct an equity audit of participation in Advanced Placement courses at Ferndale High School. That definition reads as follows:

*Equity is defined as the condition that would be achieved if one’s racial identity, gender, or socio-economic status no longer predicted in any statistical sense how one fares.*

In the charts below, we have displayed the results of our equity audit.

**High School Art Program (2018-2019)**

Art Program Enrollment Data (% is Based on 1903 Students in Program)		OPSI Report Card School Demographics (% is Based on 1470 Total Students in School)	
Male	969 of 1903 (51%)	Male	756 of 1470 (51.4%)
Female	934 of 1903 (49%)	Female	714 of 1470 (48.6%)
Native American	166 of 1903 (8.7%)	Native American	96 of 1470 (6.5%)
Asian	122 of 1903 (6.4%)	Asian	64 of 1470 (4.4%)
Hispanic / Latino	354 of 1903 (18.6%)	Hispanic / Latino	315 of 1470 (21.4%)
White	1670 of 1903 (88%)	White	888 of 1470 (60.4%)
ELL Status	80 of 1903 (4.2%)	ELL Status	82 of 1470 (5.6%)
Students with 504	148 of 1903 (7.8%)	Students with 504 plans	109 of 1470 (7.4%)
Students with IEPs	223 of 1903 (12%)	Students with IEPs	213 of 1470 (14.5%)

**Middle School Art Program (2018-2019)**

Art Program Enrollment Data (% is Based on 1782 graded Students in Program)		OPSI Report Card School Demographics (% is Based on 1065 Total Students in School)	
Male	746 of 1782 (42%)	Male	522 of 1065 (49%)
Female	1034 of 1782 (58%)	Female	531 of 1065 (51%)
Native American	141 of 1782 (7.9%)	Native American	85 of 1065 (8.0%)
Asian	109 of 1782 (6.1%)	Asian	44 of 1065 (4.1%)

Hispanic / Latino	365 of 1782 (20%)	Hispanic / Latino	209 of 1065 (19.6%)
White	1586 of 1782 (89%)	White	62 of 1065 (59%)
ELL Status	93 of 1782 (5.2%)	ELL Status	62 of 1065 (5.8%)
Students with 504 plans	128 of 1782 (7.2%)	Students with 504 plans	65 of 1065 (6.1%)
Students with IEPs	235 of 1782 (13.2%)	Students with IEPs	189 of 1065 (18%)

### High School Choir Program Enrollment: 209 students (2018-2019)

HS Choir Program Enrollment Data (% is Based on 209 Students in Program)		OPSI Report Card School Demographics (% is Based on 1470 Total Students in School)	
Male	83 of 209 (40%)	Male	756 of 1470 (51.4%)
Female	126 of 209 (60%)	Female	714 of 1470 (48.6%)
Native American	4 of 209 (2.0%)	Native American	96 of 1470 (6.5%)
Asian	12 of 209 (5.7%)	Asian	64 of 1470 (4.4%)
Hispanic / Latino	21 of 209 (10%)	Hispanic / Latino	315 of 1470 (21.4%)
White	198 of 209 (94.7%)	White	888 of 1470 (60.4%)
ELL Status	0 of 209 (0%)	ELL Status	82 of 1470 (5.6%)
Students with 504 plans	14 of 209 (6.7%)	Students with 504 plans	109 of 1470 (7.4%)
Students with IEPs	22 of 209 (10.5%)	Students with IEPs	213 of 1470 (14.5%)

### NEXT STEPS: Arts Program Equity Goals

The Arts program at Ferndale High School operates according to a “self-select” model. This means students and their families make decisions about whether students choose to sign up for any of the variety of Art courses we offer. In most cases, our Art programs do not have prerequisites that could preclude students from any categorical subgroup from “self-selecting” into them.

In some cases, like our select choirs and bands, students must submit to an audition process and be selected in order to enroll. The data shows they are not choosing to audition in numbers that reflect the make-up of the student body as a whole. During the year ahead, we need to reconsider how we are recruiting students into our more advanced Art classes. As part of that process, we need to identify any invisible barriers or

implicit biases that may be discouraging some students from trying out.

Once in an advanced program, for the most part students perform equitably across all subgroups.

\_\_\_Has made reasonable progress

\_\_\_Has not made reasonable progress

**7. Catalogue all of the Arts experiences the District provides students beyond the school day – such as Missoula Children’s Theater, high school plays, 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 of the extracurricular opportunities available in the Arts, along with the number of students participating in these opportunities.**

**→Progress**

In all of Ferndale’s schools K-12, we offer a variety of Art classes, which we have discussed in the preceding pages of this report. We also provide a number of experiences in the Arts outside the regular school day. We also offer several “extracurricular” Arts programs during the school day, and we excuse students from regular classes to participate in them.

In the charts below, we have catalogued all of the Arts opportunities (of which we are aware) that our schools provide to Ferndale students.

Elementary Art Events	Participants
5 <sup>th</sup> Grade Orchestra	45 Students
4 <sup>th</sup> & 5 <sup>th</sup> Grade Choir Club	22 Students
3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> Grades Ukulele Club	45 Students
Grant Donnellan WWU Project	75 Students
Missoula Children’s Theatre (K-5)	125 Students
Morning Choir Club	55 Students
San Juan Music Festival	30 Students
Young Americans Drama “Camp”	150 Students
Strings Club	40 Students
After School Art Enrichment	50 Students
Art Education	345 Students
School Concerts	1697 Students
Drumming Club	30 Students
Taproot Theatre Assembly	465 Students
Choir	40 Students
Talent Show	80 Students
Art Walk-Family Evening Event	485 Students

Vista Middle School Art Events	When Offered	Participants
Jazz Band	Weekly before school	15 Students
Art Club	Weekly after school	10 Students
Drama Club	Daily March through May	40 Students

	3 Performances	
8 <sup>th</sup> Grade Band	October Practice with FHS for Football game	20 Students
8 <sup>th</sup> Grade Orchestra	Field Trip to Seattle Symphony	18 Students
8 <sup>th</sup> Grade Orchestra	December concert with FHS	18 Students
7 <sup>th</sup> Grade Orchestra	WWU Music Clinic in February	20 Students
All 8 <sup>th</sup> Grade Students	FHS Drama production "Adams Family" in February	200 Students
7 <sup>th</sup> Grade Orchestra	Orchestra Festival in March	20 Students
7 <sup>th</sup> /8 <sup>th</sup> Grade Choirs	Choral Festival in April	40 Students
7 <sup>th</sup> /8 <sup>th</sup> Grade Bands	Oak Harbor Parade in April	20 Students
All 7 <sup>th</sup> and 8 <sup>th</sup> Grade Students	FHS Drama performance of "Pirates of Penzance" in May	400 Students
7 <sup>th</sup> /8 <sup>th</sup> Grade Bands	Ski to Sea Parade in May	40 Students
7 <sup>th</sup> /8 <sup>th</sup> Grade Bands	Port Townsend Parade in May	40 Students
8 <sup>th</sup> Grade Orchestra	Combined performance with Horizon Middle School in May	18 Students

<b>Horizon Middle School Art Events</b>		
Jazz Band	Weekly before school	15 Students
Art Club	Weekly after school February through April	8 Students
Drama Club	Daily March through May, 3 Performances	40 Students
8 <sup>th</sup> Grade Band	Practice with FHS for Football game in October	15 Students
8 <sup>th</sup> Grade Orchestra	Field Trip to see Seattle Symphony	18 Students
8 <sup>th</sup> Grade Orchestra	December concert with FHS	18 Students
7 <sup>th</sup> Grade Orchestra	WWU Music Clinic in February	20 Students
All 8 <sup>th</sup> Grade Students	FHS Drama production "Adams Family" in February	100 Students
7 <sup>th</sup> Grade Orchestra	Orchestra Festival in March	20 Students
7 <sup>th</sup> /8 <sup>th</sup> Grade Choirs	Choral Festival in April	30 Students
7 <sup>th</sup> /8 <sup>th</sup> Grade Bands	Oak Harbor Parade in April	25 Students

All 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> Grade Students	FHS Drama performance of "Pirates of Penzance" in May	460 Students
7 <sup>th</sup> /8 <sup>th</sup> Grade Bands	Ski to Sea Parade in May	30 Students
7 <sup>th</sup> /8 <sup>th</sup> Grade Bands	Port Townsend Parade in May	20 Students
8 <sup>th</sup> Grade Orchestra	Combined performance with Horizon Middle School in May	18 Students
6 <sup>th</sup> Grade Native American Leadership	Whatcom Museum Trip in December	39 Students
6 <sup>th</sup> Grade Native American Leadership	Tulalip Hibulb Cultural Center Field Trip in April	29 Students

<b>Ferndale High School Art Events</b>	<b>When Offered</b>	<b>Participants</b>
Band and Orchestra	San Juan Music Educators Association, 2 times each year (all day Saturday and Sunday)	100 Students
Evening Band Concerts	3 concerts each year	60 Students
Evening Orchestra Concerts	3 concerts each year	35 Students
Orchestra	2 school musicals with one month of rehearsal time prior to performances	25 Students
Marching Band and Support	August through November, 2-3 hours/week	100 Students
Band Camp	August	100 Students
Band Retreat	3 days in August	100 Students
Band Competitions	4 Competitions per year (Friday and Saturday)	100 Students
School Musicals	2 each year	110 Students
Athletic Performances	Fall (Football) Winter (Basketball)	100 Students (Fall) 30 Students (Winter)
Jazz Band Competitions	2 weekends per year	25 Students
Drumline Performances	Community Events at least 3 times each year	14 Students
Evening Choir Concerts	4 times each year	50 Students
Choir Dessert Fundraiser Performances	1 time per year	50 Students
Honor Choir	State Competitions	18 Students
FHS Choir Tour	One weekend each year	25 Students
Evening Art Show	Spring	30 Students
Middle School Musical	2 months of rehearsal with Middle School Students	25 Students
Summer Musical Production	July	25 Students
Summer Middle School Production	July	25 Students
Photo Club	Weekly	15 Students

### **NEXT STEPS: Arts Experiences**



As this catalogue suggests, we provide a large number of opportunities in the Arts. However, our data still has gaps we need to fill. We have not, for instance, captured:

- Art activities that occur in our classrooms at the elementary level.
- Art activities that are integrated into other curricular areas at the secondary level.
- All of the cultural arts that are occurring as part of our Mecha and Oksale clubs.
- All of Visual Arts contests our students are participating in.
- Community-based Arts education programs available to our students.

Expanding our catalogue will be part of the work we do during the year ahead.

More significantly, our current data about Arts programs -- especially those occurring outside the school day -- does not tell us who is participating. Or who is not. We need to figure out a mechanism for determining whether all of our students have equitable access to all of our Arts programs. Until we answer the access question, we cannot remove any barriers that may currently exist.

### Superintendent's Final Remarks

As I said in my introduction, the Arts have always been an important part of the Ferndale School District. Perhaps they are more important today than ever before in our automated, high tech, rapidly changing world. In our research on the benefits of Arts education, we found the value we place on the Arts in Ferndale reinforced in the words of many great thinkers. I have chosen to include excerpts from two of their works in these summary remarks:

*Today's students are inundated with data but are starving for meaningful learning. Workplace demands are for students to understand how to solve problems, what makes arguments plausible, how to build teams and coalitions, and how to incorporate the concept of fairness into the everyday decisions. Students need to be thinkers, possess people skills, be problem-solvers, demonstrate creativity, and work as a member of a team. We need to offer more in-depth learning about the things that matter the most: order, integrity, thinking skills, a sense of wonder, truth, flexibility, fairness, dignity, contribution, justice, creativity and cooperation. The arts provide all of these. (Jensen, Arts with the Brain in Mind, 2001)*

*Engagement in the fine arts helps students to stretch their minds beyond the boundaries of the printed text or the rules of what is provable. The arts free the mind from rigid certainty. Imagine the benefits of seeking, finding, and developing multiple solutions to the myriad of problems facing our society today! These processes, taught through the study of the arts, help to develop the tolerance for coping with the ambiguities and uncertainties present in the everyday affairs of human existence. There is a universal need for words, music, dance, and visual art to give expression to the innate urgings of the human spirit. (Eisner, Why the Arts Are Basic, 1987)*

We all agree that the Arts are important. The process of completing this report has provided us with a deeper understanding of the current state of Arts programs in our School District. It has identified places we need to improve the data we know. To an even greater extent, it has raised questions and identified places where we need to know more. It has equipped us to do the work ahead with greater clarity and a more focused commitment to equity. We are dedicated to continuing to make progress

