



Arts Access Survey and Cohort Analysis Results

Final Report June 2012

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Photo: Susie Fitzhugh

For some students, art is not an extra. It is what keeps them in school. It's not only an important part of their education; it is what makes the difference. – Seattle Public Schools (SPS) Principal

Executive summary:

Project Overview:

In July 2011, the Seattle School Board accepted a planning grant from the Wallace Foundation to develop a multi-year plan to increase arts instruction in Seattle Public Schools (SPS).

The planning process was established to further advance their five-year effort with the City of Seattle— known as the Arts Education Partnership – to build a system and aligned resources to return the arts in education for all students.

In preparation for the planning period the District implemented their 2nd District-wide arts survey, a follow up to the 2009 District Survey of Arts Activity. The initial research from 2009 provided a high-level picture of arts instruction and access and the report recommendations formed the basis of arts planning and activities since 2009.

The surveys created for the 2nd District –wide arts survey were designed to provide a more detailed picture of which students have access to a comprehensive and sequential arts education and those that do not. Surveys were also designed to learn what supports principals need to increase high quality arts instruction in their schools. The District plans to use the data from these surveys to shape and inform the development of the District’s plan, implementation goals and progress indicators as well as staffing models and an aligned budget.

This report presents an overview of the results from the Arts Access Survey distributed to schools in the Seattle Public School District in November 2011 – January 2012 and post survey interviews conducted March – May 2012. In addition, key results from a Cohort Analysis are included, detailing demographic trends identified from an analysis of student art course enrollment data from 2006 – 2012.

Survey Distribution and Response Rates:

The Arts Access Survey was distributed to Elementary, K – 8, Middle and High Schools throughout the District. The only schools excluded from the survey were service schools with limited student populations.

Though initial response rates were below anticipated levels, the District extended the survey period in order to achieve 100% participation. 92 schools are represented in the survey including 58 Elementary, 10 K – 8, 9 Middle and 15 High Schools. The 100% response rate increases statistical reliability and ensures a wide variety of perspectives are included in the results.

Survey Content and Definitions:

The survey was created to gather information about arts instruction in the Seattle Public School District for the 2011-2012 school year. Because arts enrollment data for Middle Schools and High Schools is available directly to the District via their enrollment system data, the survey included a heavy emphasis on collecting estimates of instructional hours for K – 5 students.

Since elementary schools represent the majority of schools in the Seattle Public School District, they also represent the majority of respondents. Accordingly, the survey results reflect a heavy weighting towards issues of greatest concern to elementary schools.

Many schools provide arts instruction through after school programs or PTA funded positions. While some of these programs are quite successful, they do not provide a model of equitable education that can be replicated across the District. Accordingly, the District chose to measure instructional hours provided by a SPS funded certified arts teacher using the following definition throughout the survey:

For the purposes of this question, a Certified Arts Teacher is a paid SPS staff member who is certified and correctly endorsed to provide ongoing arts instruction.

Key Arts Access Survey Findings:

Statistical significance testing was done by regression analysis and binomial proportion testing. In the full findings, when significance is stated, most data was tested to 99.9% confidence. The lowest confidence ratings were 94%.

K – 5 Arts Instruction:

- **Instruction in the arts by a certified arts teacher in grades K – 5 is very low and unlikely adequate to meet state mandated standards** (Washington State Essential Academic Learning Requirements - EALRs). Music and Visual Arts are the two most frequently taught arts disciplines. 19,383 or 73% of K – 5 students receive 30 minutes or less per week of music instruction per year. 6,145 or 23% of K - 5 students receive none at all. 18,861 or 71% of K – 5 students receive 30 minutes or less per week of visual arts instruction per year. 9,338 or 35% of K - 5 students receive none at all.
- **Demographic analysis of access to arts instruction revealed significant trends for Music and few clear patterns in the Visual Arts.** FRL (Free or Reduced Lunch) or ELL (English Language Learner) status do not appear to be determining factors in whether a school is offering more instructional minutes in music but ethnicity is strongly correlated. Asian and especially Black and Hispanic students are overrepresented in schools with no music instruction. In addition, discipline rates are inversely correlated with instructional time in music – schools reporting the lowest music instruction report the highest discipline rates and schools with the highest music instruction report the lowest discipline rates. This data does not show causality but may be worth further investigation by the District. Trends in the Visual Arts were more dispersed with no significant patterns emerging across any one demographic characteristic.
- **When the arts are taught, they are not taught consistently over the course of the year.** The majority of schools reported that the arts were not taught consistently throughout

the year. Survey comments revealed that many schools undertake creative and often complex solutions to provide arts education for their students resulting in sometimes fragmented approaches to arts instruction.

- **Schools are challenged by low staffing levels of certified arts teachers.** 78% of Elementary schools report having less than 1 FTE (Full time equivalent) certified arts teacher for the entire school. Eight schools report having no certified arts teachers in any discipline, 30 schools report no Visual Arts teacher and 21 schools report no Music teacher. SPS provides a 0.1 FTE Elementary Instrumental Music certified arts teacher to all K – 5 programs. This data is not necessarily reflected in the school’s reported results.

K – 12 Results:

- **The top two providers of arts instruction during the school day are certified arts teachers and general classroom teachers.** Community partners are important providers of arts education for many schools but these programs are concentrated after school when many students are unable to participate.
- **Integrated arts programs are inconsistent throughout the District and few teachers receive training in integrated arts.** Less than 25% of schools report implementing a formal integrated arts program. The majority of schools report that none of their teachers have received sequential training in providing integrated arts lessons.
- **Schools do not have a shared set of standards or definition of high quality integrated arts.** Schools reported that they most frequently use art to enhance other subjects but relatively high number of respondents answered “unsure” (20%) suggesting that schools may not have a clear understanding or definition of integrated arts lessons.
- **Schools reported a variety of barriers to providing comprehensive, sequential arts education to their students with scheduling challenges the top choice for all school types.** Assuming more funding for certified arts teachers, schools were asked to report the top barriers to equitable arts education. The top choice for all school types was scheduling time for the arts vs. other subjects. Budgets for arts supplies, limited teaching hours and limited collaboration and planning time were also frequently mentioned. This question generated many comments from survey participants who responded strongly and repeatedly that they are already mandated to teach more hours of math, reading etc than they have hours in the day so that there is no room left for the arts.

Key Cohort Analysis Results:

Middle School and High School student arts enrollment data from 2006 to 2012 was analyzed to investigate trends in art course taking among a cohort population. 3,964 students were identified as being registered in the District continuously during 2006 to 2012 and arts enrollment patterns were analyzed using a variety of statistical methods and demographic characteristics. Primary demographic attributes analyzed were gender, ethnicity, FRL and BILG (Bilingual) status and Discipline counts. Among the key findings were:

- **Most students (60%) take 2 to 5 arts courses during their Middle School and High School careers.** The next largest group (26%) takes 6 to 9 courses during this period. Most students take a combination of Music and Visual Arts with these averages across their 6 years in Middle and High School:

Discipline	Mean	SD	Median
All	5.2	3.0	4
Drama	0.1	0.5	0
Music	2.6	3.5	1
Visual Arts	2.5	1.8	2

- **The Elementary school a student attends has a significant impact on the likelihood of arts course taking in Middle and High School.** There were strong patterns in arts course enrollment depending on which Elementary school students had attended prior to their Middle and High school careers. The trends were especially marked for Music enrollment but patterns in Visual Arts enrollment were also apparent. Some of the patterns are so significant they may override other demographic trends and warrant further analysis.
- **Gender does not appear to play a significant role in student art course enrollment patterns.**
- **Students taking more than the average number of arts courses are overrepresented by these demographic categories:**

- Non FRL status
- Lower discipline counts (though this is more prominent for Music than Visual Arts)
- Non Bilingual
- Ethnicity – White – all Arts disciplines, Hispanic – Visual Arts (Asian students are not significantly over or underrepresented)
- **Students taking less than the average number of arts courses are overrepresented by these demographic categories:**
 - FRL status
 - Higher discipline counts
 - Bilingual
 - Ethnicity – Black – all Arts disciplines, Hispanic – all but mid level group of Visual Arts, American Indian/Alaskan Native (Asian students are not significantly over or underrepresented)

Recommendations:

1. Consider District wide minimum standards for hours of instruction by certified arts teachers to meet mandated State Arts EALRs for grades K - 5. Include time and consistency standards (hours per week, weeks per year).
2. Review arts programming at elementary schools with highest instructional minutes and success rates at promoting arts course taking in Middle School & High School. Investigate best practices and opportunities for replication throughout the District.
3. Set definitions for high quality integrated arts programs establishing District wide standards and guidelines for programs and general classroom teacher training in integrated arts.
4. Clearly link integrated arts curriculum to currently mandated standards in tested subjects so that teachers and school staff do not feel they have to choose between arts and tested subjects.

5. Consider schedule revisions that would allow more instructional time for subject specific arts and coordinated planning time between arts specialists and general classroom teachers to more fully integrate school wide learning goals.
6. Investigate cross crediting of arts courses at the District level to address inequity and inconsistency at the school level.
7. Continue to monitor K – 5 arts instructional minutes and Middle School and High School arts course enrollment trends. Access to music instruction in K – 5 correlates with the enrollment patterns and overrepresentation of White students in the highest music course taking groups from the Cohort Analysis. Other enrollment patterns, such as the overrepresentation of Hispanic students in the mid to high course taking groups in the Visual Arts, merit further investigation.
8. Integrate arts planning and changes within larger District context of existing mandates, testing pressures and evaluation changes. Competing mandates and time challenges may impede progress and arts plans should be integrated into other initiatives rather than competing for time and attention if possible.
9. Be realistic about timeline and District cultural readiness for implementation of Arts Plan. This project encountered numerous challenges in participation, interview cancellations, scheduling etc. Interview participants unanimously communicated that while there was widespread support for the arts throughout the District, competing mandates and pressures might cause arts programming to be given lower priority.
10. Given the current levels of arts instruction in grades K – 5, it is unlikely that the recommendations can be accomplished District wide immediately. Consider a tiered approach over a period of years focusing first on schools most ready to increase their programming.



Photo: Susie Fitzhugh

Until we help principals, teachers, and families understand how the arts can help to close the achievement gap I think the arts will be left behind. – SPS Administrator

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Photo: Susie Fitzhugh

If arts teachers and general classroom teachers had planning time together, they could create more connections across the building. The arts and academic subjects wouldn't have to compete but could complement one another. – SPS Teacher

Survey Design and Methodology:

Survey Distribution and Response Rates:

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Though initial response rates were below anticipated levels, the District extended the survey period in order to achieve 100% participation. 92 schools are represented in the survey including 58 Elementary, 10 K – 8, 9 Middle and 15 High Schools. The 100% response rate

increases statistical reliability and ensures a wide variety of perspectives are included in the results.

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Many schools provide arts instruction through after school programs or PTA funded positions. While some of these programs are quite successful, they do not provide a model of equitable education that can be replicated across the District. Accordingly, the District chose to measure instructional hours provided by a SPS funded certified arts teacher using the following definition throughout the survey:

For the purposes of this question, a Certified Arts Teacher is a paid SPS staff member who is certified and correctly endorsed to provide ongoing arts instruction.

Design Process:

The survey design process was guided by the project goal of obtaining a general picture of the quantity and quality of arts instruction throughout the District that would allow us to identify critical gaps and inequities.

District and School staff members were interviewed before and during the survey design process to ensure that key issues and appropriate language were addressed. Survey testing was done to assess time constraints and cognitive biases.

Addressing response rate challenges:

One of the challenges encountered in the 2009 data collection process was the number of schools who did not participate in the survey. Due to the lower than hoped for response rates, data was not available at the school level.

In order to overcome the challenges of low response rates, the survey was designed to be relatively easy to answer by a principal or certified arts teacher in a limited amount of time.

We chose a limited number of questions that could be answered with very few open ended responses in order to allow the most respondents to answer within the limits of a busy school day.

Estimates of ranges:

In order to create a survey that could be answered under the time constraints of principals and certified arts teachers, we chose to offer ranges for most questions pertaining to instructional time, staffing levels and frequency of instruction. In some cases, this meant receiving less specific numbers in order to get high quality responses from the greatest number of respondents.

As an example, when asking about FTE staffing levels by certified arts teachers, we did not ask each school to tell us their specific staffing levels in the arts. Schools have a variety of arts staffing programs – one school may have a .25 FTE Music teacher for half the year with a .33 FTE Visual Arts teacher that they split with another school. Another school may have one FTE who divides their time between Music and Theatre but is there for only 3 months of the year. This kind of data is difficult to obtain and challenging to analyze in an easily digestible format.

In the end, we wanted to understand the *range* of staffing levels. And we wanted to see where there were gaps and levels that are not adequate to meet Washington State Essential Learning Requirements (EALRs). If we assume that all schools need at least one FTE Certified Arts teacher, then it is far more important to know that the majority of Elementary and K -8 schools do not meet this criteria rather than recording the creative but complicated details of how they manage to offer up a .25 FTE for their school.

Post Survey Interviews:

Limited initial response to interview requests led to an extension of the project timeline. Due to the low participation rate for some of the survey types, a summary of responses was not possible while maintaining the confidentiality that interview participants were promised. Instead, representative quotations are included throughout the report.



Photo: Susie Fitzhugh

Even when principals may have a strong personal belief in the arts, the perception is that it is not what the state or the nation wants. And it is not what they are being evaluated on so it makes it very hard for them to push the arts when they are pressured to spend time in other areas. – SPS Administrator

Key Arts Access Survey Findings:

Statistical significance testing was done by regression analysis and binomial proportion testing. In the full findings, when significance is stated, most data was tested to 99.9% confidence. The lowest confidence ratings were 94%.

K – 5 Arts Instruction:

- **Instruction in the arts by a certified arts teacher in grades K – 5 is very low and unlikely adequate to meet state mandated standards** (Washington State Essential Academic Learning Requirements - EALRs). Music and Visual Arts are the two most frequently taught arts disciplines. 19,383 or 73% of K – 5 students receive 30 minutes or less per week of music instruction. 6,145 or 23% of K - 5 students receive none at all. 18,861 or 71% of K – 5 students receive 30 minutes or less per week of visual arts instruction. 9,338 students or 35% of K – 5 students receive none at all.
- **Demographic analysis of access to arts instruction revealed significant trends for Music and few clear patterns in the Visual Arts.** FRL (Free or Reduced Lunch) or ELL (English Language Learner) status do not appear to be determining factors in whether a school is offering more instructional minutes in music but ethnicity is strongly correlated. Asian and especially Black and Hispanic students are overrepresented in schools with no music instruction. In addition, discipline rates are inversely correlated with instructional time in music – schools reporting the lowest music instruction report the highest discipline rates and schools with the highest music instruction report the lowest discipline rates. This data does not show causality but may be worth further investigation by the District. Trends in the Visual Arts were more dispersed with no significant patterns emerging across any one demographic characteristic. A full analysis of trends in Music and Visual Arts instruction in grades K – 5 follows at the end of this section.
- **When the arts are taught, they are not taught consistently over the course of the year.** The majority of schools reported that the arts were not taught consistently throughout the year. Survey comments revealed that many schools undertake creative and often complex solutions to provide arts education for their students resulting in sometimes fragmented approaches to arts instruction.
- **Schools are challenged by low staffing levels of certified arts teachers.** 78% of Elementary schools report having less than 1 FTE (Full time equivalent) certified arts teacher for the entire school. Eight schools report having no certified arts teachers in any discipline, 30 schools report no Visual Arts teacher and 21 schools report no Music teacher.

K – 12 Results:

- **The top two providers of arts instruction during the school day are certified arts teachers and general classroom teachers.** Community partners are important providers of arts education for many schools but these programs are concentrated after school when many students are unable to participate.
- **Integrated arts programs are inconsistent throughout the District and few teachers receive training in integrated arts.** Less than 25% of schools report implementing a formal integrated arts program. The majority of schools report that none of their teachers have received sequential training in providing integrated arts lessons.
- **Schools do not have a shared set of standards or definition of high quality integrated arts.** Schools reported that they most frequently use art to enhance other subjects but relatively high number of respondents answered “unsure” (20%) suggesting that schools may not have a clear understanding or definition of integrated arts lessons.
- **Schools reported a variety of barriers to providing comprehensive, sequential arts education to their students with scheduling challenges the top choice for all school types.** Assuming more funding for certified arts teachers, schools were asked to report the top barriers to equitable arts education. The top choice for all school types was scheduling time for the arts vs. other subjects. Budgets for arts supplies, limited teaching hours and limited collaboration and planning time were also frequently mentioned. This question generated many comments from survey participants who responded strongly and repeatedly that they are already mandated to teach more hours of math, reading etc than they have hours in the day so that there is no room left for the arts.

Demographic Trends in K – 5 Arts Instruction: Table 1 and Table 2

Learning about patterns of arts instruction in grades K – 5 was a key component of the Arts Access Survey. Additional research into the most frequently taught arts disciplines of Music and Visual Arts was conducted with the following results. Key results are outlined below; full data is available in Table 1 and Table 2. Results below generally have a statistical confidence of 99.9% with the lowest confidence calculated at 94%.

MUSIC: Instructional Minutes and Key Demographic Trends: (Table 1)

- **Instruction in music in grades K – 5 is very low and unlikely adequate to meet state mandated standards** (Washington State Essential Academic Learning Requirements - EALRs). 19,383 or 73% of K – 5 students receive 30 minutes or less per week of music instruction. 6,145 students receive none at all.
- **FRL students are overrepresented** in the lowest (FRL 57%) and highest (48%) performing schools in providing instructional minutes in music vs. the District FRL average of 42%.
- **ELL students are similarly overrepresented** in the lowest (20%) and highest (25%) performing schools vs. the District average of 13%
- **Discipline incident rates correlate inversely with instructional time** – schools with no reported instructional minutes in music have higher than district average discipline incidence rates (6%) while schools with the highest number of instructional minutes have the lowest discipline rates (1%) vs. the District average of 4%. This is a correlative relationship and does not show causality. It may be that schools with the lowest discipline rates are able to spend more time on subjects such as music. The data cannot demonstrate causality but the topic may merit further investigation by the District.
- **Advanced Learning counts correlate with instructional time** with fewer than average Advanced Learning students in schools with the least instructional time (7%) and more than average Advanced Learning students in schools with the highest number of minutes (15%) vs. the District average of 12%.
- When data were examined by **ethnicity of students, a range of trends emerged**:
 - White students are underrepresented at the lowest and highest number of instructional minutes and overrepresented in the middle data groups.
 - Asian students are slightly overrepresented in the lowest data groups, slightly underrepresented in the middle groups and significantly overrepresented in the highest groups.
 - Black students are overrepresented in the lowest data groups and slightly underrepresented in one of the middle groups and the highest group.
 - Hispanic students are overrepresented in the lowest data group and underrepresented in all other data groups.

- Data for other ethnic groups did not produce statistically significant results nor did these groups show significant trends of over or underrepresentation.
- Though most of the data likely says more about the schools that are able or not able to offer instructional minutes in music, a comparison of some key demographics for the lowest and highest groups reveals some interesting trends.
 - **Schools reporting lowest number of instructional minutes:**
 - Overrepresented with these demographics:
 - FRL
 - Discipline counts
 - ELL
 - Asian, but especially Black and Hispanic students
 - **Schools reporting highest number of instructional minutes:**
 - Overrepresented with these demographics:
 - FRL
 - ELL
 - White, but especially Asian students
 - These trends may suggest that **FRL or ELL status are not determining factors in whether a school is offering more instructional minutes in music but Ethnicity appears to be strongly correlated**. In particular, schools with higher populations of Black and Hispanic students offer much fewer instructional minutes in music (and often none) when compared to schools with similar populations of FRL and ELL students of other ethnicities. **Discipline counts are also highest in schools reporting no instructional minutes in music and as discussed previously, this topic may merit further investigation.**

Visual Arts: Instructional Minutes and Key Demographic Trends (Table 2)

- **Instruction in visual arts in grades K – 5 is very low and unlikely adequate to meet state mandated standards** (Washington State Essential Academic Learning Requirements - EALRs). 18,861 or 71% of K – 5 students receive 30 minutes or less per week of visual arts instruction. 9,338 students receive none at all.
- **FRL students are slightly overrepresented** in the lowest performing schools in providing instructional minutes in the visual arts (FRL 43% & 44%) **and underrepresented** in the highest performing groups (37% & 37%) vs. the District FRL average of 42%.
- **Discipline incident rates do not correlate with instructional time but demonstrate some significant differences** – schools with no reported instructional minutes in Visual Arts have lower than district average discipline incidence rates (2%) as do schools with the highest number of instructional minutes (2%) vs. the District average of 4%. Schools in the second to lowest performing groups have discipline incident rates of 8% or twice the District average. As with the Music trends, this is a correlative relationship and does not show causality but the topic may merit further investigation by the District.
- **Advanced Learning counts correlate with instructional time** with fewer than average Advanced Learning students in schools with the least instructional time (9%) and more than average Advanced Learning students in schools with the highest number of minutes (19%) vs. the District average of 12%.
- When data were examined by **ethnicity of students, a range of trends emerged:**
 - White students are represented equal to their population average in the lowest performing group, underrepresented in the remaining low group and overrepresented in the highest data groups.
 - Asian students are overrepresented in one of the lowest data groups, underrepresented in one of the higher groups and data for the highest group was not able to be calculated with any statistical significance.
 - Black students are represented equal to their population average in all groups except the highest group where they are underrepresented.

- Hispanic students are represented equal to their population average in all groups except the highest group where they are underrepresented.
- Data for other ethnic groups did not produce statistically significant results nor did these groups show significant trends of over or underrepresentation.
- Unlike music instruction which produced some significant trends when comparing the lowest and highest performing groups, the visual arts instructional groupings did not produce significant patterns for further investigation.

Table 1: Music - Instructional Minutes and Demographics

Minutes of instruction by a certified arts teacher

SPS Grades K – 5

Data from Q2 of Arts Access survey and demographic data supplied by SPS

Ethnicities include only those with statistically significant over or underrepresentation

Minutes of instruction	District count	FRL count	%	YTD Discipline Incident Count	%	Spec Ed	%	ELL	%	Adv Learn	%
A=0	6145	3510	57%	382	6%	735	12%	1253	20%	439	7%
B= up to 30 mins	13238	4636	35%	519	4%	1648	12%	1237	9%	1607	12%
C=31 to 90 mins	5410	2055	38%	250	5%	591	11%	570	11%	778	14%
D=90 mins+	1593	770	48%	16	1%	176	11%	403	25%	238	15%
District totals	26386	10971	42%	1167	4%	3150	12%	3463	13%	3062	12%

Minutes of instruction	District count	White	%	Non white	%	Asian	%	Black	%	Hispanic	%
A=0	6145	1922	31%	4223	69%	1133	18%	1547	25%	1015	17%
B= up to 30 mins	13238	6945	52%	6293	48%	1888	14%	1799	14%	1470	11%
C=31 to 90 mins	5410	2732	50%	2678	50%	623	12%	941	17%	674	12%
D=90 mins+	1593	521	33%	1072	67%	545	34%	258	16%	148	9%
District totals	26386	12120	46%	14266	54%	4189	16%	4545	17%	3307	13%

Red = not statistically significant data

Students receiving 30 minutes or less of music per week:	19,383
% of District:	73%

Table 2: Visual Arts – Instructional Minutes and Demographics

Minutes of instruction by a certified arts teacher

SPS Grades K – 5

Data from Q2 of Arts Access survey and demographic data supplied by SPS

Ethnicities include only those with statistically significant over or underrepresentation

Minutes of instruction	District count	FRL count	FRL %	YTD Discipline Incident Count	%	Spec Ed	%	ELL	%	Adv Learn	Adv Learn %
A=0	9338	4042	43%	218	2%	1056	11%	1317	14%	871	9%
B= up to 30 mins	9523	4172	44%	720	8%	1202	13%	1311	14%	1153	12%
C=31 to 90 mins	5323	1950	37%	185	3%	636	12%	540	10%	609	11%
D=90 mins+	2202	807	37%	44	2%	256	12%	295	13%	429	19%
District totals	26386	10971	42%	1167	4%	3150	12%	3463	13%	3062	12%

Minutes of instruction	District count	White	%	Non white	%	Asian	%	Black	%	Hispanic	%
A=0	9338	4338	46%	5000	54%	1365	15%	1694	18%	1187	13%
B= up to 30 mins	9523	3936	41%	5587	59%	1866	20%	1692	18%	1218	13%
C=31 to 90 mins	5323	2755	52%	2568	48%	506	10%	880	17%	700	13%
D=90 mins+	2202	1091	50%	1111	50%	452	21%	279	13%	202	9%
District totals	26386	12120	46%	14266	54%	4189	16%	4545	17%	3307	13%

Red = not statistically significant data

Students receiving 30 minutes or less of visual arts per week:	18,861
% of District:	71%



Photo: Susie Fitzhugh

The most important thing that the District can do to improve arts at the High Schools is to provide greater access to arts for students at the elementary school level. If students don't have exposure to high quality arts before they arrive, there's no reason for them to pursue them when they get to High School. – SPS Principal

Key Cohort Analysis Results:

Middle School and High School student arts enrollment data from 2006 to 2012 was analyzed to investigate trends in art course taking among a cohort population. 3,964 students were

identified as being registered in the District continuously during 2006 to 2012 and arts enrollment patterns were analyzed using a variety of statistical methods and demographic characteristics. Primary demographic attributes analyzed were gender, ethnicity, FRL and BILG (Bilingual) status and Discipline counts. Among the key findings were:

- **Most students (60%) take 2 to 5 arts courses during their Middle School and High School careers.** One arts course equals one semester of arts so most students take 1 to 2.5 years of arts during their Middle School and High school careers. The next largest group (26%) takes 6 to 9 courses during this period. Most students take a combination of Music and Visual Arts with these averages across their 6 years in Middle and High School:

Discipline	Mean	SD	Median
All	5.2	3.0	4
Drama	0.1	0.5	0
Music	2.6	3.5	1
Visual Arts	2.5	1.8	2

- **The Elementary school a student attends has a significant impact on the likelihood of Arts course taking in Middle and High School.** There were strong patterns in arts course enrollment depending on which Elementary school students had attended prior to their Middle and High school careers. The trends were especially marked for Music enrollment but patterns in Visual Arts enrollment were also apparent. Some of the patterns are so significant they may override other demographic trends and warrant further analysis.
- **Gender does not appear to play a significant role in student art course enrollment patterns.**
- **Students taking more than the average number of arts courses are overrepresented by these demographic categories:**
 - Non FRL status

- Lower discipline counts (though this is more prominent for Music than Visual Arts)
- Non Bilingual
- Ethnicity – White – all Arts disciplines, Hispanic – Visual Arts (Asian students are not significantly over or underrepresented)
- **Students taking less than the average number of arts courses are overrepresented by these demographic categories:**
 - FRL status
 - Higher discipline counts
 - Bilingual
 - Ethnicity – Black – all Arts disciplines, Hispanic – all but mid level group of Visual Arts, American Indian/Alaskan Native (Asian students are not significantly over or underrepresented)
- **A detailed analysis of patterns of enrollment in Arts Courses by ethnicity follows in Tables 3 – 5.**

Arts course enrollment patterns by ethnicity and arts discipline:

Ethnicity categories provided by SPS data (Asian, Black, Hispanic, American Indian/Alaskan Native, White)

Table 3

Ethnicity	# of courses taken throughout MS & HS				Overall Proportions
	All Arts	All Arts	All Arts	All Arts	
	0-1	2-5	6-9	10-14	
Asian	17%	28%	27%	23%	27%
Black	21%	23%	13%	10%	19%
Hispanic	14%	10%	9%	5%	10%
American Indian/Alaskan Native	2%	2%	1%	1%	2%
White	46%	37%	50%	61%	43%
Overrepresented	Green				
Underrepresented	Red				

Table 4

Ethnicity	# of courses taken throughout MS & HS				Overall Proportions
	Music	Music	Music	Music	
	0-1	2-5	6-9	10-14	
Asian	27%	27%	27%	25%	27%
Black	23%	19%	11%	9%	19%
Hispanic	11%	10%	6%	5%	10%
American Indian/Alaskan Native	2%	1%	1%	1%	2%
White	37%	43%	56%	60%	43%
Overrepresented	Green				
Underrepresented	Red				

Table 5

# of courses taken throughout MS & HS					
Ethnicity	Vis Arts 0-1	Vis Arts 2-5	Vis Arts 6-9	Vis Arts 10-14	Overall Proportions
Asian	25%	28%	26%	25%	27%
Black	14%	22%	13%	0%	19%
Hispanic	8%	10%	15%	0%	10%
American Indian/Alaskan Native	1%	2%	1%	0%	2%
White	52%	38%	45%	75%	43%
Overrepresented	Green				
Underrepresented	Red				



Photo: Susie Fitzhugh

Right now, students have very little time with counselors before they register for 9th grade. The turnaround times are very short and most students don't understand how the arts could fit in their plans. The arts prepare students for college but a lot of students don't know that. – SPS Faculty

Recommendations:

1. Consider District wide minimum standards for hours of instruction by certified arts teachers to meet mandated State Arts EALRs for grades K - 5. Include time and consistency standards (hours per week, weeks per year).
2. Review arts programming at elementary schools with highest instructional minutes and success rates at promoting arts course taking in Middle School & High School. Investigate best practices and opportunities for replication throughout the District.

3. Set definitions for high quality integrated arts programs establishing District wide standards and guidelines for programs and general classroom teacher training in integrated arts.
4. Clearly link integrated arts curriculum to currently mandated standards in tested subjects so that teachers and school staff do not feel they have to choose between arts and tested subjects.
5. Consider schedule revisions that would allow more instructional time for subject specific arts and coordinated planning time between arts specialists and general classroom teachers to more fully integrate school wide learning goals.
6. Investigate cross crediting of arts courses at the District level to address inequity and inconsistency at the school level.
7. Continue to monitor K – 5 arts instructional minutes and Middle School and High School arts course enrollment trends. Access to music instruction in K – 5 correlates with the enrollment patterns and overrepresentation of White students in the highest music course taking groups from the Cohort Analysis. Other enrollment patterns, such as the overrepresentation of Hispanic students in the mid to high course taking groups in the Visual Arts, merit further investigation.
8. Integrate arts planning and changes within larger District context of existing mandates, testing pressures and evaluation changes. Competing mandates and time challenges may impede progress and arts plans should be integrated into other initiatives rather than competing for time and attention if possible.
9. Be realistic about timeline and District cultural readiness for implementation of Arts Plan. This project encountered numerous challenges in participation, interview cancellations, scheduling etc. Interview participants unanimously communicated that while there was widespread support for the arts throughout the District, competing mandates and pressures might cause arts programming to be given lower priority.
10. Given the current levels of arts instruction in grades K – 5, it is unlikely that the recommendations can be accomplished District wide immediately. Consider a tiered approach over a period of years focusing first on schools most ready to increase their programming.



Photo: Susie Fitzhugh

We need to do a better job of showing that an arts education is a core education. Music theory is math. If we could help all teachers (general and arts teachers) understand how to integrate their lessons, I think more schools would find time for the arts. – SPS Principal

Project Research Team:

Annette de Soto, Founder and Lead Consultant of Beyond the Divide

Annette’s research and planning background combines academic research and critical thinking skills honed during PhD work at the University of Chicago with more than 15 years of experience in leadership and consulting roles in not for profit and political advocacy organizations.

She has served as the lead convener, facilitator and interviewer on numerous strategic planning, evaluation and communications efforts, including projects with large scale multi-service providers with diverse and sometimes competing constituencies. Working directly with individual and community grassroots organizers as well international chapter organizations, she has provided counsel for a wide variety of worthy concerns including:

- Children’s Defense Fund
- US Fund for UNICEF

- The Coral Reef Alliance
- Lifelong AIDS Alliance
- ArtsEd Washington
- Friends of the Children
- The University of Washington World Series
- The Herndon Alliance (including AARP, the AFL-CIO, SEIU and health care policy and communications advisors for the Clinton and Obama campaigns)

Arts Background:

While studying Art History as an undergraduate and graduate student, Annette earned extra money playing sax and drums in jazz and reggae ensembles in Chicago. She has lectured on the Harlem Renaissance painter Archibald Motley and led drama and literacy workshops in the Chicago Public Schools. She has served on the board of Earshot Jazz and is currently working with a coalition of contemporary artists in East Africa to expand audiences for their work in the United States.

Rahul Dodhia, Statistical Consultant

Raven Analytics was founded in 2002 by Rahul Dodhia, PhD (Columbia University). He has provided statistical consulting services to corporations and researchers for more than ten years in fields including market research, business data mining, risk analysis, biotechnology, medical device and pharmaceutical clinical trials analysis. Most recently, he has been involved in a number of ecommerce applications, including sizing the value of ecommerce customers and the marketing effectiveness of various offline and online media.

As a senior researcher at NASA Ames Research Center and Columbia University, he developed models for the analysis of human cognition. This work has appeared in publication in journals including The American Statistician and the Journal of Cognitive Neuropsychology and has been presented at conferences hosted by the Society for Mathematical Psychology and the Psychonomic Society. He has also reviewed articles and manuscripts for the Journal of the American Statistical Association, Springer-Verlag, and Human Factors. Among the many university courses he has taught are graduate-level courses in quantitative analysis at Columbia University and NASA. He is also a member of many professional organizations, including the American Statistical Association.



Photo: Susie Fitzhugh

Under the pressures of the high stakes testing, the first thing that is cut for kids is arts. When you have to make budget decisions, even when you know the role and value of arts, you have to get reading or math intervention into your school. – SPS Principal

Acknowledgements:

Seattle Public Schools

Thanks are due to Carri Campbell, SPS Visual and Performing Arts Program Manager and Audrey Querns, SPS K – 12 Arts Plan Project Manager for their persistence and humor throughout this project and to Heidi Nguyen, SPS Data Analyst for her wizardry with an array of sometimes uncooperative databases.

In addition, many teachers, principals and administrators took time out of their already overburdened schedules to assist us with survey design and pre and post survey interviews. Everyone was gracious, thoughtful and hopeful – true public servants.

Though by no means a complete list, the following SPS staff members were especially helpful:

Eric Anderson, Manager of Research and Evaluation

Phil Brockman, Executive Director of Schools, Northeast Region

Carri Campbell, Visual and Performing Arts Manager

Marni Campbell, Executive Director of Schools, Northwest Region

Laura Cizek, Senior Administrative Assistant

Nancy Coogan, Executive Director of Schools, Central Region

Bree Dusseault, Executive Director of Schools, Southeast Region

Maria Gonzales-Millsap, Senior Administrative Assistant

Susan Enfield, Interim Superintendent

Pamela Ivezić, K-12 Instructional Music Coach

Wendy London, Director of Curriculum and Instructional Supports

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Heidi Nguyen, Program Evaluation Analyst

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Audrey Querns, Project Manager, K-12 Arts Learning Collaborative

Lesley Rogers, Chief Communications Officer

Sabrina Sieger, Visual and Performing Arts Grant Coordinator

Mark Teoh, Executive Director of Strategic Planning and Partnerships

Catherine Thompson, Assistant Superintendent of Teaching and Learning

Joseph Timmons, University of Washington, Intern

Michael Tolley, Executive Director of Schools, Southeast Region

Nicole VanVoorhis, Planning and Reporting Coordinator

Delinda Wiley, Senior Administrative Assistant

The Wallace Foundation

The research in this report was commissioned by Seattle Public Schools and generously funded by The Wallace Foundation. The Wallace Foundation aims to improve the lives of disadvantaged children in American cities by providing opportunities to learn, both in and out of school.

The Wallace Foundation believes that children in low-income urban neighborhoods have limited opportunities to participate in quality arts learning experiences. This is true both in public schools where we have seen a general decline in the availability of arts instruction, and in communities where such programs have always been scarce. In response, Wallace is working to re-imagine ways in which to engage more young people in quality arts learning experiences through school districts, through youth-serving organizations and through technology. The grant with Seattle Public Schools is part of the Foundation's effort to partner with school districts to help them find effective ways to revitalize arts learning so that it becomes a meaningful part of students' educational experience.

ArtsEd Washington

The staff at ArtsEd Washington was invaluable and assisted with survey design, report revisions and weekly doses of common sense. Special gratitude goes to Una McAlinden, Executive Director and Bruce Hall, Program Director.

APPENDIX A: Full Arts Access Survey – Preliminary Data:

This section presents the preliminary survey data used by SPS and planning partners prior to the Final Report’s publication. The preliminary data was refined by additional data from SPS and underwent binomial proportion testing and regression analysis. The most accurate data is available in the Final Report.

Survey data presentation:

In order to reach as many readers as possible, the full survey data that follows is presented in multiple formats. Each survey question is listed followed by key results for that question. When relevant, key results are linked to accompanying tables.

Table and charts follow the key results for many questions. In most cases, the critical data from the tables and charts have already been enumerated in the key results section. The tables and charts are included to provide a fuller picture of the data and to assist those who are more visually oriented.

A special note about tables that INCLUDE or EXCLUDE the “None” response:

A high number of Elementary school respondents indicated that they provide zero minutes of instruction from a certified arts teacher. This high incidence of a zero or “none” response significantly impacts the District wide averages. Accordingly, the data on instructional minutes is displayed WITH and WITHOUT these “none” responses.

Tables that INCLUDE the “none” response:

The District wide averages that include the “none” responses are important to review as they provide the most accurate District wide picture of arts instruction by certified arts teachers.

Tables that EXCLUDE the “none” response:

These tables most accurately display what is happening in arts instructional minutes at schools who are able to offer *some* instruction by certified arts teachers.

Q 1 - Survey respondents:

1. *What kind of school do you serve?*

Key results:

- The District achieved a **100% response rate which increases statistical reliability and ensures a wide variety of perspectives are included**. The only schools excluded from the survey were service schools with limited student populations.
- Since elementary schools represent the majority of schools in the Seattle Public School District, they also represent the majority of respondents. Accordingly, the **survey results reflect a heavy weighting towards issues of greatest concern to elementary schools**. (Table 6)

Table 6: Survey respondents - count and percentage

School Type	Count	%
Elementary School	58	63%
K - 8	10	11%
Middle School	9	10%
High School	15	16%
Total	92	100%

Questions 2 – 5 were administered to *Elementary and K – 8 schools only*.

Q 2 – Hours of certified arts instruction:

2. For the purposes of this question, a Certified Arts Teacher is a paid SPS staff member who is certified and correctly endorsed to provide ongoing arts instruction. Please estimate how many minutes of instruction PER WEEK DURING THE SCHOOL DAY your school offers BY A CERTIFIED ARTS TEACHER in each arts discipline:

Key results:

- **The results for this question are grim.** The average number of instructional minutes per week offered by certified arts teachers to K – 5 students is very low and likely below the levels needed to meet Washington State Essential Academic Learning Requirements (EALRs).
- For all arts disciplines, **more than 40% of schools responded “None”** to this question. (Table 7)
- The breakdown for the “None” response is as follows: For Visual Arts, more than 40% of schools responded “None”; for Music, more than 50% (except in the 4th and 5th grades where 72% of schools offer some Music); for Theatre, more than 80%; and Dance, more than 70%. (Table 8)
- Because of the high number of “None” responses, the **District wide averages are quite low with the majority of schools offering less than 30 minutes of instruction per week.** (Table 9)
- Some **better news is evident when calculating averages *excluding* the schools responding “none”.** For schools able to offer instruction by certified arts teachers, **average minutes of instruction climbs to 45 – 60 minutes per week for Visual**

Arts and Music. Because Dance and Theatre offerings vary widely from school to school, the margin of error on the average minutes of instruction for these two disciplines is larger than for Visual Arts and Music. Though the averages of 45 - 60 minutes per week for Visual Arts and Music are still likely below the minimums needed to meet state EALRs, they do suggest that some schools have been moderately successful at including arts education in their weekly academic schedules. (Table 10)

- A small number of schools were able to offer more than average minutes of instruction but these responses are not representative of the majority of responses. To address district wide programming improvements, one must address the district wide averages which are very low.(Table 7)
- Some **variances by school type were observed.** Of schools who are able to offer certified arts instruction, Elementary schools slightly outperform their K – 8 counterparts. (Table 12) Because fewer K – 8 schools responded that they offer no certified arts instruction, their averages are higher than Elementary schools in Table 11.
- **Regional variances are also observed.** For the two most taught art disciplines of Music and Visual Arts, instructional minutes in music show the greatest regional variance. (Table 13 and Table 14)
- **District wide variances in music** are partially due to the varying number of schools offering music in grades K – 3 vs grades 4 and 5. For grades K - 3, the number of schools reporting some instructional minutes is 32 resulting in an average response of 45 - 60 minutes per week. For grades 4 and 5, the number of schools offering instructional minutes in music increases to 48. Because many of these additional schools offer lower than average instructional minutes, the average minutes per week for these grades decreases.

Table 7: Instructional minutes per week by discipline and grade - count and percentage

For the purposes of this question, a Certified Arts Teacher is a paid SPS staff member who is certified and correctly endorsed to provide ongoing arts instruction. Please estimate how many minutes of instruction PER WEEK DURING THE SCHOOL DAY your school offers BY A CERTIFIED ARTS TEACHER in each arts discipline:

Visual Arts

	none		1 - 15 minutes		16 - 30 minutes		30 - 45 minutes		45 - 60 minutes		60 - 90 minutes		90 - 120 minutes		120+ minutes		Total
Kindergarten	29	43%	3	4%	5	7%	11	16%	7	10%	9	13%	2	3%	2	3%	68
1st grade	28	41%	3	4%	5	7%	13	19%	6	9%	9	13%	2	3%	2	3%	68
2nd grade	28	41%	3	4%	5	7%	12	18%	8	12%	8	12%	2	3%	2	3%	68
3rd grade	29	43%	3	4%	4	6%	12	18%	7	10%	9	13%	2	3%	2	3%	68
4th grade	30	44%	3	4%	4	6%	12	18%	6	9%	9	13%	2	3%	2	3%	68
5th grade	28	41%	3	4%	4	6%	13	19%	6	9%	9	13%	1	1%	4	6%	68

Music

	none		1 - 15 minutes		16 - 30 minutes		30 - 45 minutes		45 - 60 minutes		60 - 90 minutes		90 - 120 minutes		120+ minutes		Total
Kindergarten	37	54%	1	1%	5	7%	9	13%	6	9%	6	9%	0	0%	4	6%	68
1st grade	36	53%	1	1%	5	7%	11	16%	5	7%	6	9%	0	0%	4	6%	68
2nd grade	36	53%	1	1%	5	7%	10	15%	6	9%	6	9%	0	0%	4	6%	68
3rd grade	37	54%	1	1%	5	7%	9	13%	6	9%	5	7%	1	1%	4	6%	68
4th grade	19	28%	1	1%	12	18%	17	25%	8	12%	6	9%	1	1%	4	6%	68
5th grade	20	29%	1	1%	12	18%	16	24%	7	10%	7	10%	2	3%	3	4%	68

Theatre

	none		1 - 15 minutes		16 - 30 minutes		30 - 45 minutes		45 - 60 minutes		60 - 90 minutes		90 - 120 minutes		120+ minutes		Total
Kindergarten	60	88%	4	6%	1	1%	1	1%	1	1%	1	1%	0	0%	0	0%	68
1st grade	60	88%	4	6%	1	1%	1	1%	1	1%	1	1%	0	0%	0	0%	68
2nd grade	60	88%	4	6%	1	1%	1	1%	1	1%	1	1%	0	0%	0	0%	68
3rd grade	59	87%	3	4%	1	1%	1	1%	4	6%	0	0%	0	0%	0	0%	68
4th grade	57	84%	3	4%	2	3%	2	3%	4	6%	0	0%	0	0%	0	0%	68
5th grade	58	85%	2	3%	2	3%	3	4%	3	4%	0	0%	0	0%	0	0%	68

Dance

	none		1 - 15 minutes		16 - 30 minutes		30 - 45 minutes		45 - 60 minutes		60 - 90 minutes		90 - 120 minutes		120+ minutes		Total
Kindergarten	54	79%	6	9%	1	1%	3	4%	1	1%	1	1%	1	1%	1	1%	68
1st grade	55	81%	5	7%	1	1%	2	3%	2	3%	1	1%	1	1%	1	1%	68
2nd grade	55	81%	4	6%	1	1%	3	4%	2	3%	1	1%	1	1%	1	1%	68
3rd grade	57	84%	5	7%	1	1%	0	0%	2	3%	1	1%	1	1%	1	1%	68
4th grade	58	85%	5	7%	1	1%	0	0%	2	3%	1	1%	0	0%	1	1%	68
5th grade	58	85%	5	7%	1	1%	0	0%	2	3%	1	1%	0	0%	1	1%	68

Table 8: None vs some minutes of instruction

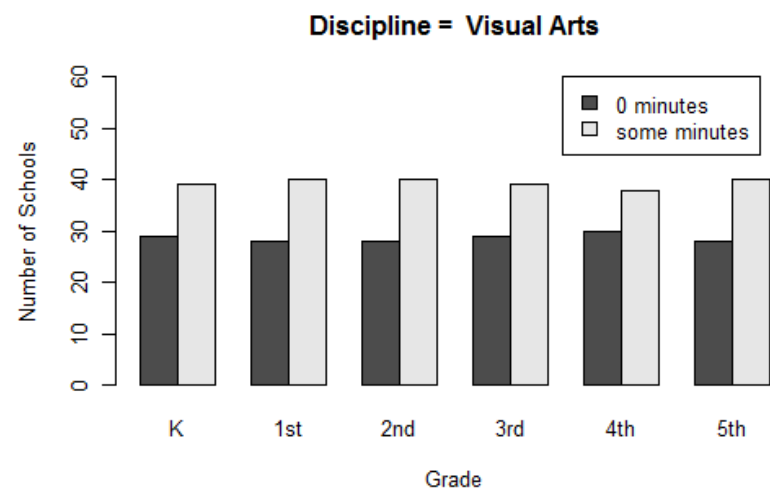
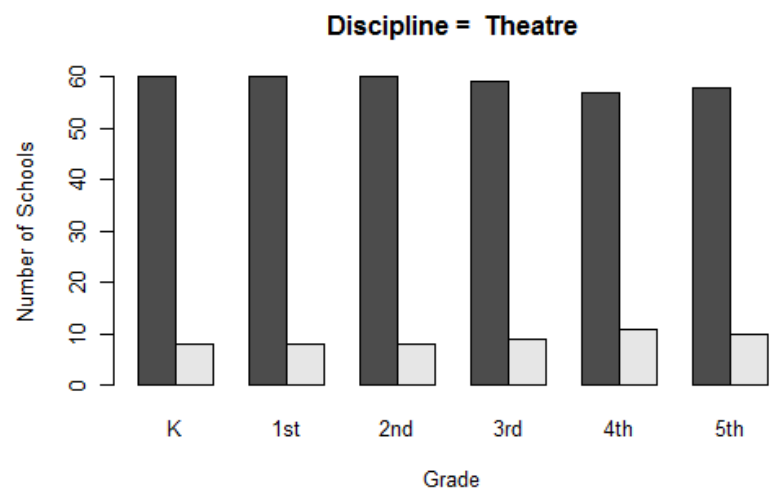
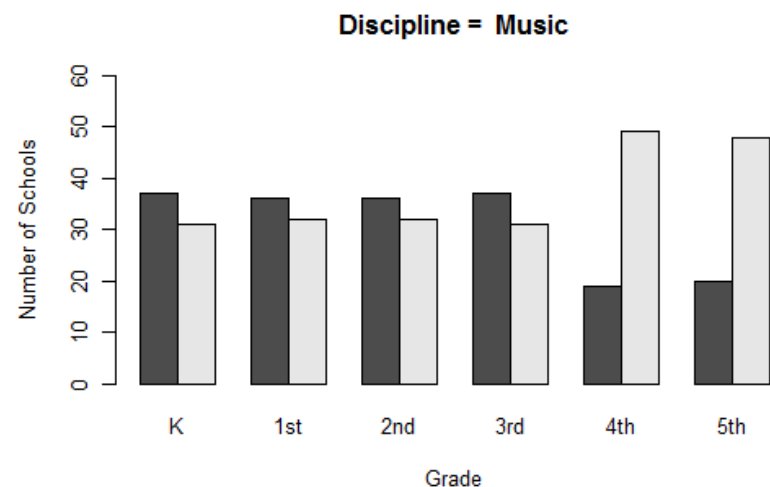
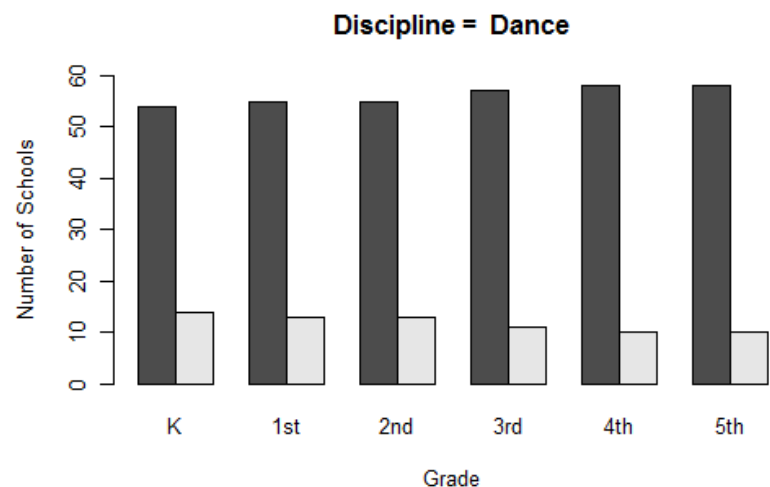


Table 9: Average minutes of instruction per week by a certified arts teacher (including schools responding “none”)

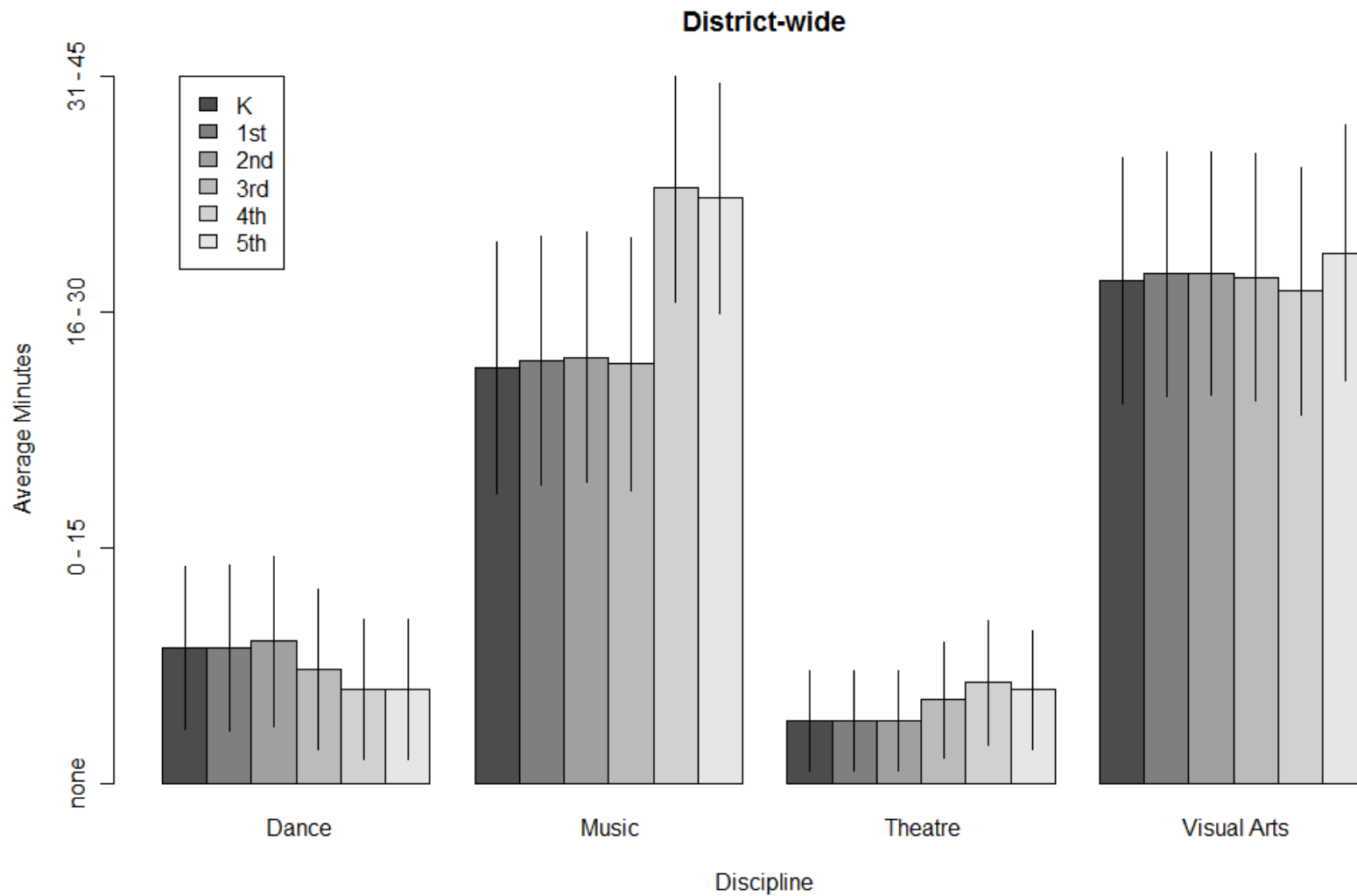


Table 10: Average minutes of instruction per week by a certified arts teacher (excluding schools responding "none"):

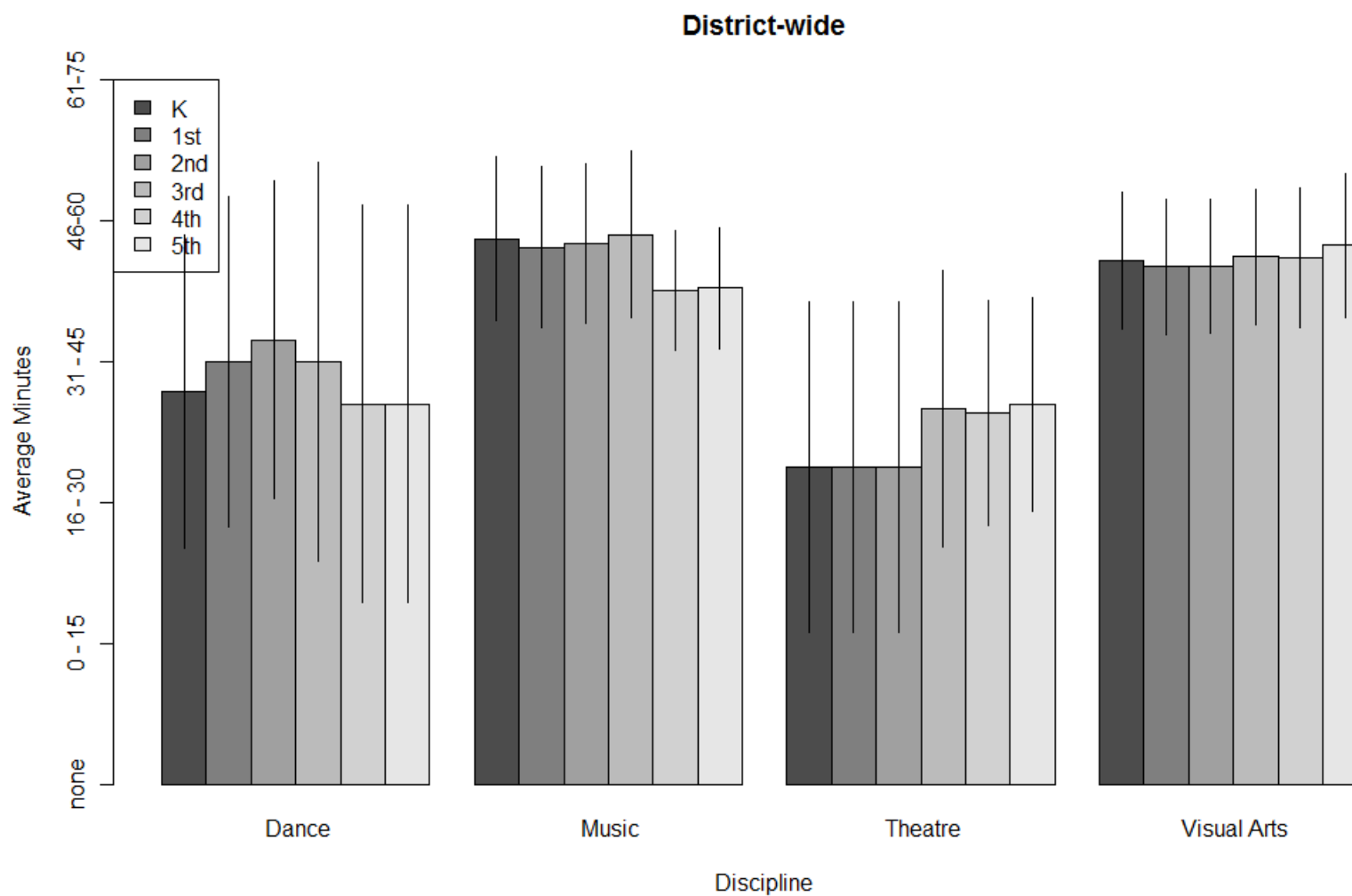


Table 11: Average instructional minutes per week by school type (including schools responding “none”)

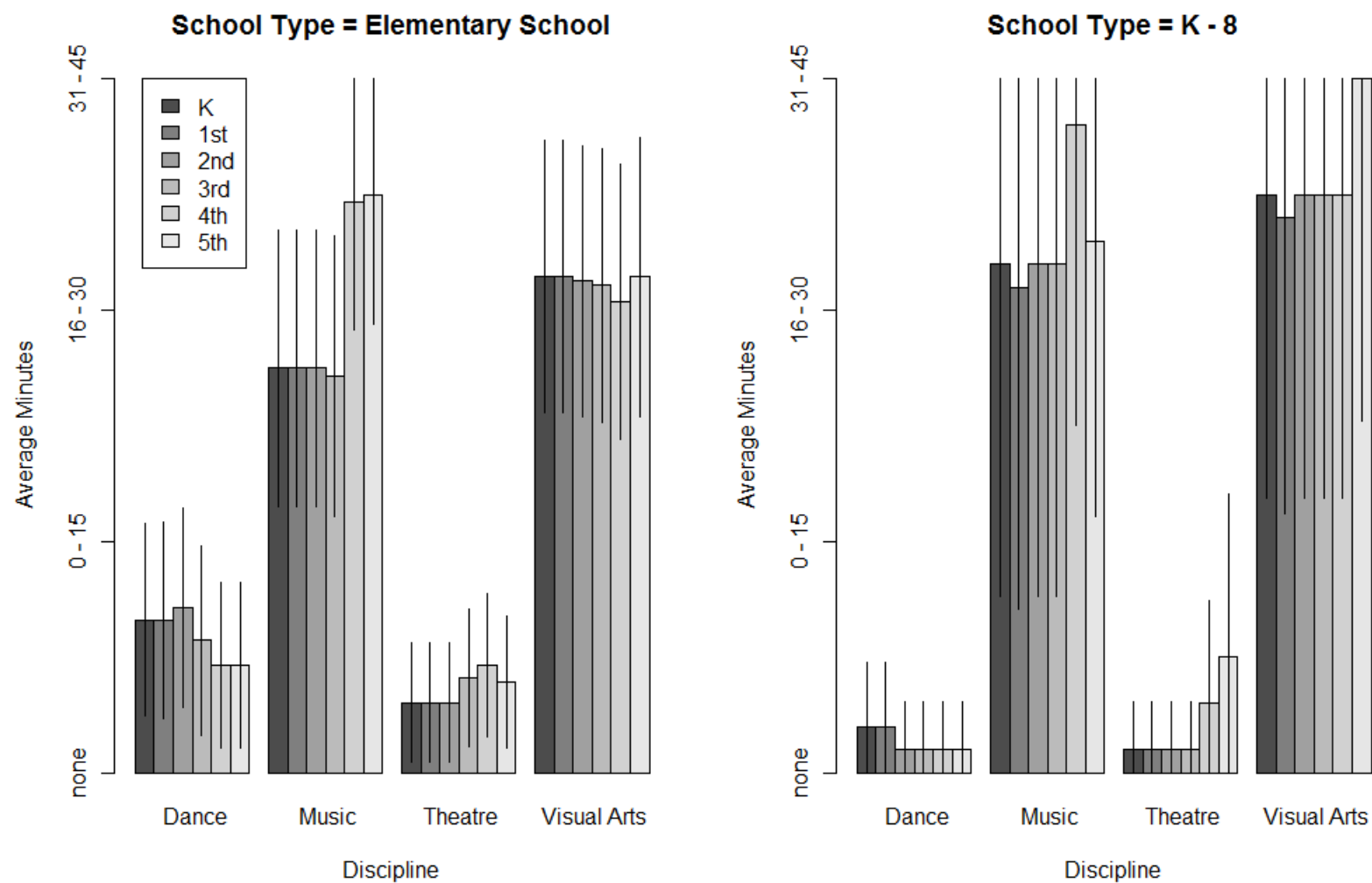


Table 12: Average instructional minutes per week (excluding schools responding "none")

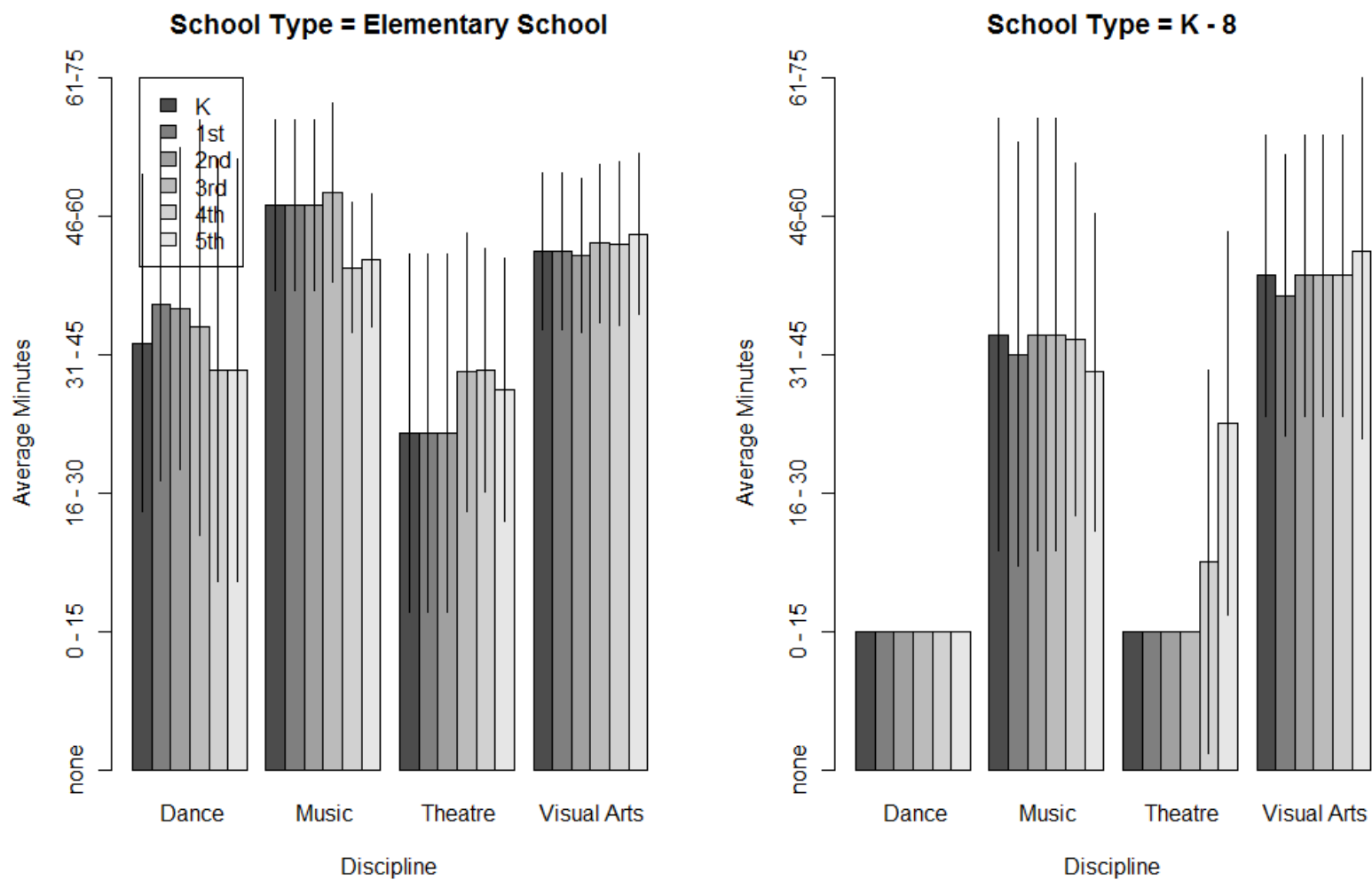


Table 13: Average instructional minutes per week by region (including schools responding "none")

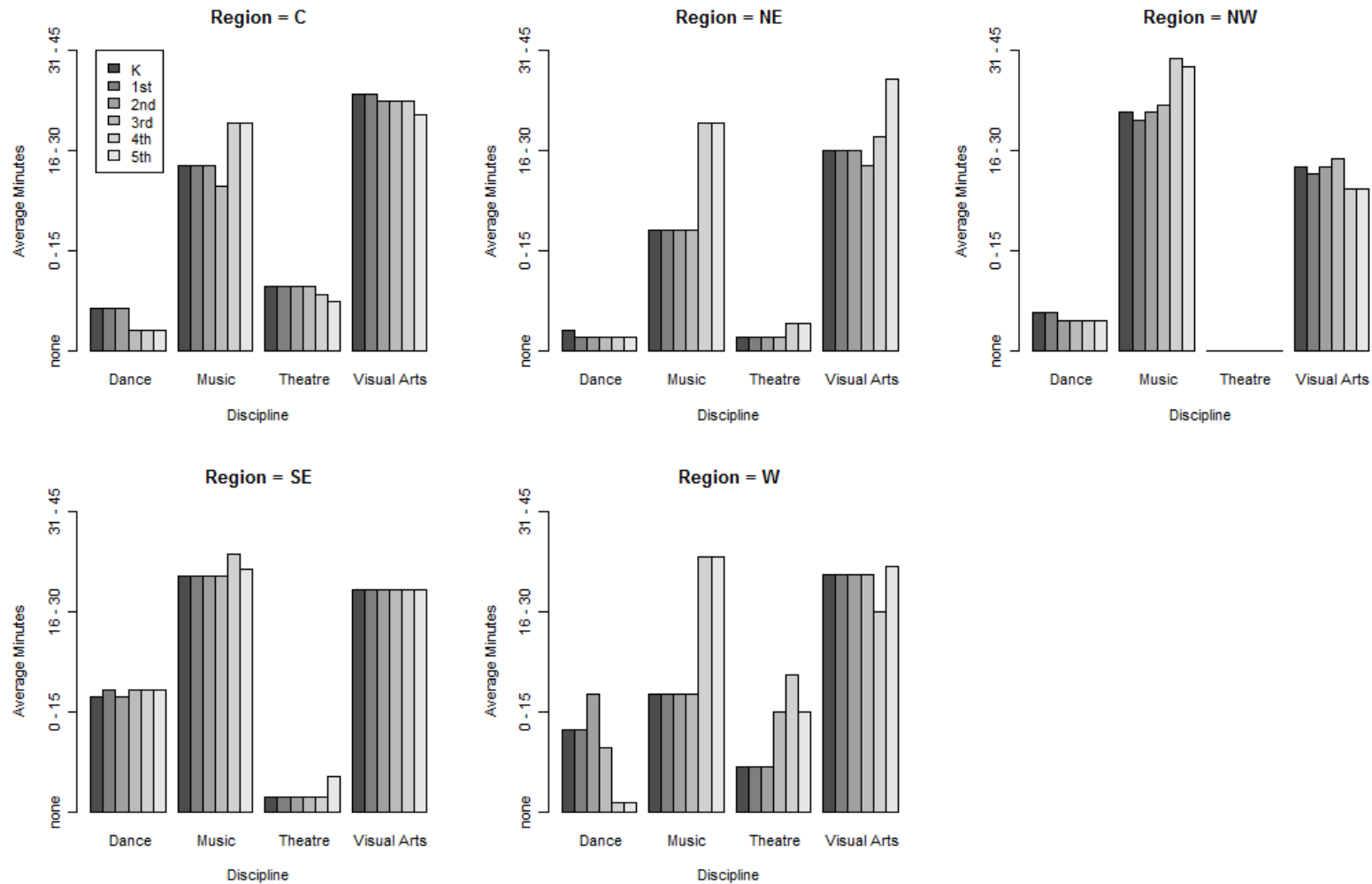
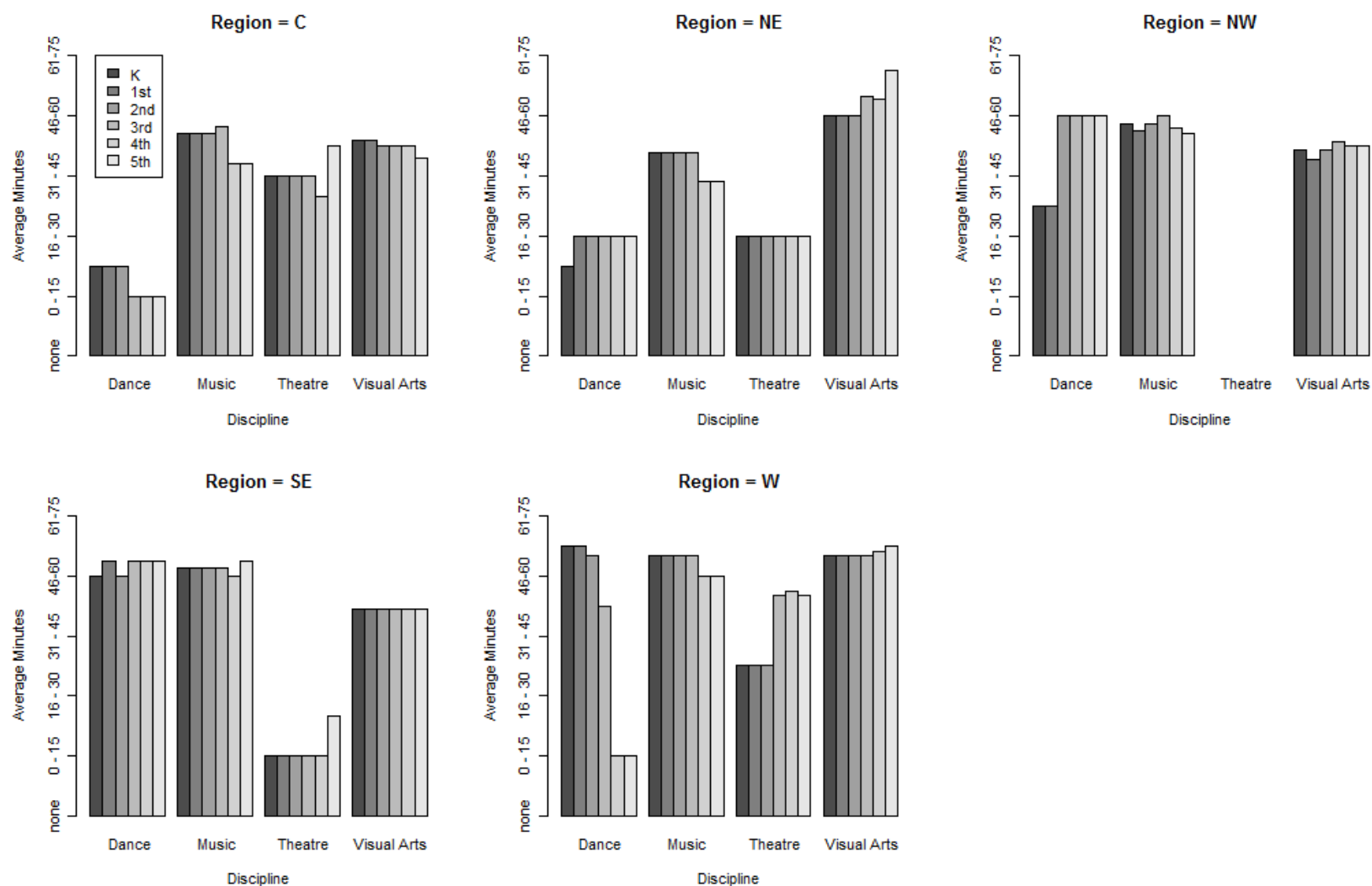


Table 14: Average instructional minutes per week by region (excluding schools responding "none")



Q 3 – Consistency of arts education:

3. For the purposes of this question, CONSISTENT means 2 to 3 times a week with an average of 60 to 90 minutes of instruction per week. Please indicate which subjects are taught on a CONSISTENT, year long basis by a CERTIFIED ARTS TEACHER:

Key results:

- **The majority of schools reported that the arts were not consistently taught** at their schools.
- There **appear to be discrepancies in responses between Q 2 and Q 3** of the survey. It appears that more schools report consistent instruction of 60 to 90 minutes per week than would match with the number of instructional minutes reported in Q 2. In follow up discussions with District staff, it is possible that schools reported higher minutes in Q 3 and Q 4 than in Q 2 reflecting the fact that **some schools pay for their certified arts teachers through non-District funds. Q 2 required that the certified arts teachers be “paid SPS staff members”** as a paid SPS staff member was determined to be the most equitable model for increasing arts education throughout the District. **Further investigation by SPS may be warranted** when embarking on individual school planning.
- While it is good news that so many schools report some kind of certified arts instruction for their students, **the results of this question should be reviewed with the low level of instructional minutes reported in Q 2 as background.** Q2 responses represent the most equitable system of instructional delivery (an SPS paid staff member). Responses to Q 3 and Q 4 may include certified arts teachers paid through other sources that are not equally available to all students.

Table 15: Consistency by discipline - count and percentage

Visual Arts

	Consistent, year long		Consistent, half of the year		Consistent, less than half of the year		Not consistently taught		Total
Kindergarten	24	35%	5	7%	4	6%	35	51%	68
1st grade	25	37%	5	7%	5	7%	33	49%	68
2nd grade	25	37%	5	7%	4	6%	34	50%	68
3rd grade	25	37%	5	7%	3	4%	35	51%	68
4th grade	25	37%	5	7%	3	4%	35	51%	68
5th grade	24	35%	7	10%	3	4%	34	50%	68

Music

	Consistent, year long		Consistent, half of the year		Consistent, less than half of the year		Not consistently taught		Total
Kindergarten	23	34%	2	3%	4	6%	39	57%	68
1st grade	24	35%	2	3%	4	6%	38	56%	68
2nd grade	24	35%	2	3%	4	6%	38	56%	68
3rd grade	25	37%	2	3%	4	6%	37	54%	68
4th grade	29	43%	3	4%	6	9%	30	44%	68
5th grade	28	41%	4	6%	5	7%	31	46%	68

Theatre

	Consistent, year long		Consistent, half of the year		Consistent, less than half of the year		Not consistently taught		Total
Kindergarten	4	6%	3	4%	2	3%	59	87%	68
1st grade	5	7%	2	3%	2	3%	59	87%	68
2nd grade	5	7%	2	3%	2	3%	59	87%	68
3rd grade	5	7%	3	4%	2	3%	58	85%	68
4th grade	5	7%	3	4%	2	3%	58	85%	68
5th grade	5	7%	4	6%	2	3%	57	84%	68

Dance

	Consistent, year long		Consistent, half of the year		Consistent, less than half of the year		Not consistently taught		Total
Kindergarten	6	9%	2	3%	2	3%	58	85%	68
1st grade	7	10%	1	1%	3	4%	57	84%	68
2nd grade	6	9%	2	3%	3	4%	57	84%	68
3rd grade	6	9%	0	0%	6	9%	56	82%	68
4th grade	5	7%	0	0%	6	9%	57	84%	68
5th grade	4	6%	1	1%	4	6%	59	87%	68

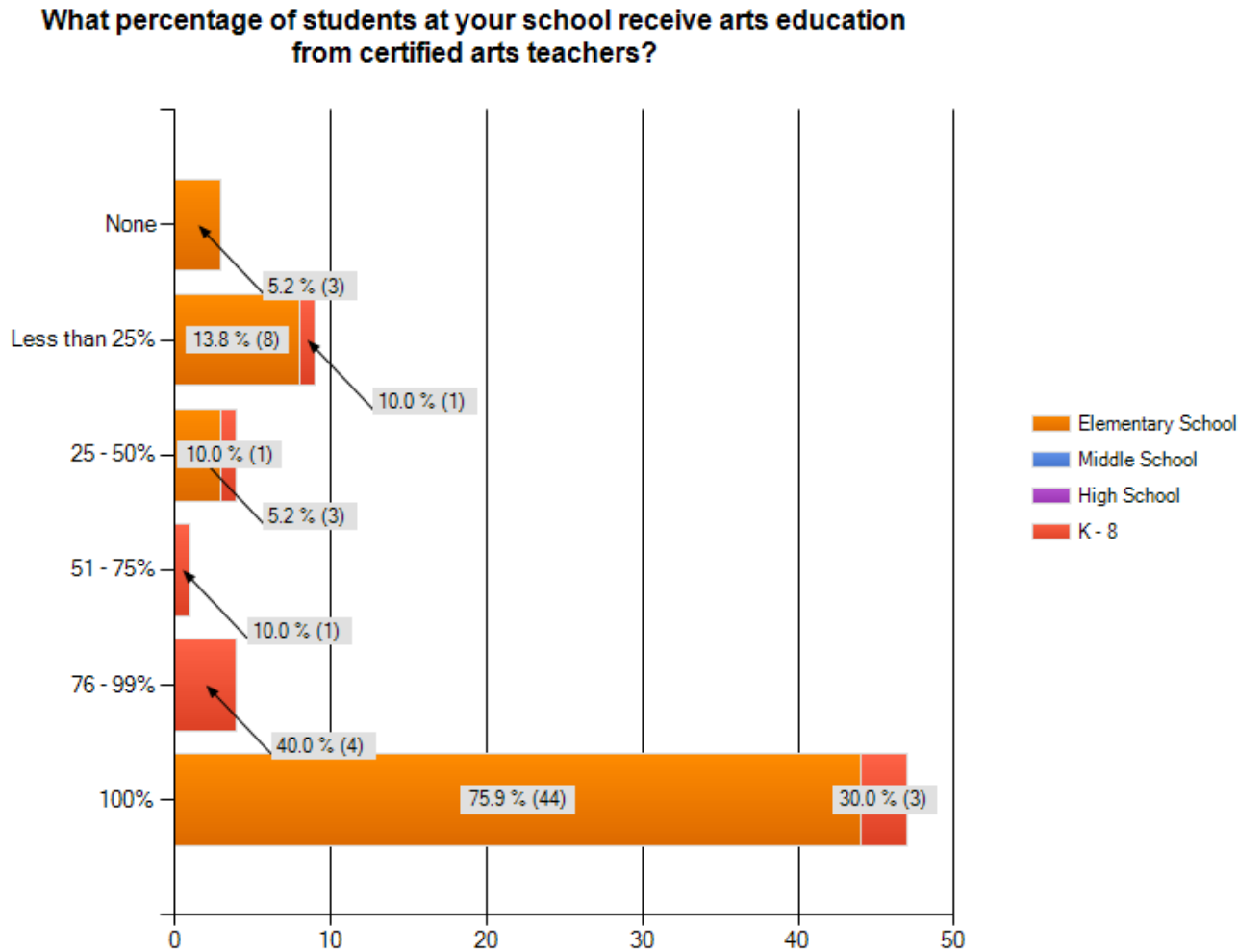
Q 4 - % of students receiving arts instruction from Certified Arts Teachers:

4. What percentage of students at your school receive arts education from certified arts teachers?

Key results:

- Of the 68 Elementary and K – 8 schools responding, only 3 report that none of their students receive any arts instruction from certified arts teachers. (Table 16)
- Nearly 76% of Elementary and 30% of Middle schools report that 100% of their students receive arts instruction from certified arts teachers. (Table 16)
- There **appear to be discrepancies in responses between Q 2 and Q 4** of the survey. It appears that more schools report some kind of instruction from a certified arts teacher than is reflected in the instructional minutes reported in Q2. In follow up discussions with District staff, it is possible that schools reported higher minutes in Q 3 and Q4 than in Q2 reflecting the fact that **some schools pay for their certified arts teachers through non-District funds. Q 2 required that the certified arts teachers be “paid SPS staff members”** as a paid SPS staff member was determined to be the most equitable model for increasing arts education throughout the District. **Further investigation by SPS may be warranted** when embarking on individual school planning.
- While it is good news that so many schools report some kind of certified arts instruction for their students, **the results of this question should be reviewed with the low level of instructional minutes reported in Q 2 as background.** Q2 responses represent the most equitable system of instructional delivery (an SPS paid staff member). Responses to Q 3 and Q 4 may include certified arts teachers paid through other sources that are not equally available to all students.

Table 16: Percentage of students receiving SOME kind of instruction from a certified arts teacher – color coded by school type:



Q 5 – Certified Arts FTE staffing levels:

5. How many FTE (full time equivalent) CERTIFIED ARTS TEACHERS teach at your school during the current school year?

Key results:

The majority of schools have less than one FTE Certified Arts Teacher. (

Table 17: Schools reporting FTE Certified Arts Teachers by discipline – count and percentage:

	None	Less than 1 FTE	1 FTE	1 to 2 FTE	2 FTE	2 to 3 FTE	3 FTE	More than 3 FTE	Response Count
VISUAL ARTS	44.1% (30)	26.5% (18)	23.5% (16)	4.4% (3)	1.5% (1)				68

	None	Less than 1 FTE	1 FTE	1 to 2 FTE	2 FTE	2 to 3 FTE	3 FTE	More than 3 FTE	Response Count
MUSIC	30.9% (21)	42.6% (29)	19.1% (13)	7.4% (5)					68

	None	Less than 1 FTE	1 FTE	1 to 2 FTE	2 FTE	2 to 3 FTE	3 FTE	More than 3 FTE	Response Count
THEATRE	80.9% (55)	14.7% (10)	2.9% (2)	1.5% (1)					68

	None	Less than 1 FTE	1 FTE	1 to 2 FTE	2 FTE	2 to 3 FTE	3 FTE	More than 3 FTE	Response Count
DANCE	82.4% (56)	11.8% (8)	4.4% (3)	1.5% (1)					68

-)

Music fares the best with 69% of schools reporting some FTE hours **for that discipline.** **56% of schools report some FTE hours for Visual Arts, 19% for Theatre and less than 8% for Dance. (**

Table 17: Schools reporting FTE Certified Arts Teachers by discipline – count and percentage:

	None	Less than 1 FTE	1 FTE	1 to 2 FTE	2 FTE	2 to 3 FTE	3 FTE	More than 3 FTE	Response Count
VISUAL ARTS	44.1% (30)	26.5% (18)	23.5% (16)	4.4% (3)	1.5% (1)				68

	None	Less than 1 FTE	1 FTE	1 to 2 FTE	2 FTE	2 to 3 FTE	3 FTE	More than 3 FTE	Response Count
MUSIC	30.9% (21)	42.6% (29)	19.1% (13)	7.4% (5)					68

	None	Less than 1 FTE	1 FTE	1 to 2 FTE	2 FTE	2 to 3 FTE	3 FTE	More than 3 FTE	Response Count
THEATRE	80.9% (55)	14.7% (10)	2.9% (2)	1.5% (1)					68

	None	Less than 1 FTE	1 FTE	1 to 2 FTE	2 FTE	2 to 3 FTE	3 FTE	More than 3 FTE	Response Count
DANCE	82.4% (56)	11.8% (8)	4.4% (3)	1.5% (1)					68

-)

Less than 25% of schools report having at least 1 FTE Certified Arts Teacher in any discipline. (

Table 17: Schools reporting FTE Certified Arts Teachers by discipline – count and percentage:

	None	Less than 1 FTE	1 FTE	1 to 2 FTE	2 FTE	2 to 3 FTE	3 FTE	More than 3 FTE	Response Count
VISUAL ARTS	44.1% (30)	26.5% (18)	23.5% (16)	4.4% (3)	1.5% (1)				68

	None	Less than 1 FTE	1 FTE	1 to 2 FTE	2 FTE	2 to 3 FTE	3 FTE	More than 3 FTE	Response Count
MUSIC	30.9% (21)	42.6% (29)	19.1% (13)	7.4% (5)					68

	None	Less than 1 FTE	1 FTE	1 to 2 FTE	2 FTE	2 to 3 FTE	3 FTE	More than 3 FTE	Response Count
THEATRE	80.9% (55)	14.7% (10)	2.9% (2)	1.5% (1)					68

	None	Less than 1 FTE	1 FTE	1 to 2 FTE	2 FTE	2 to 3 FTE	3 FTE	More than 3 FTE	Response Count
DANCE	82.4% (56)	11.8% (8)	4.4% (3)	1.5% (1)					68

-)
- **Regional variances** were observed with the fewest schools reporting at least partial FTE Certified Arts Teachers at the Elementary school level in the NW region (3 schools) and the highest number of schools in the C region (10 schools).

Table 17: Schools reporting FTE Certified Arts Teachers by discipline – count and percentage:

	None	Less than 1 FTE	1 FTE	1 to 2 FTE	2 FTE	2 to 3 FTE	3 FTE	More than 3 FTE	Response Count
VISUAL ARTS	44.1% (30)	26.5% (18)	23.5% (16)	4.4% (3)	1.5% (1)				68

	None	Less than 1 FTE	1 FTE	1 to 2 FTE	2 FTE	2 to 3 FTE	3 FTE	More than 3 FTE	Response Count
MUSIC	30.9% (21)	42.6% (29)	19.1% (13)	7.4% (5)					68

	None	Less than 1 FTE	1 FTE	1 to 2 FTE	2 FTE	2 to 3 FTE	3 FTE	More than 3 FTE	Response Count
THEATRE	80.9% (55)	14.7% (10)	2.9% (2)	1.5% (1)					68

	None	Less than 1 FTE	1 FTE	1 to 2 FTE	2 FTE	2 to 3 FTE	3 FTE	More than 3 FTE	Response Count
DANCE	82.4% (56)	11.8% (8)	4.4% (3)	1.5% (1)					68

Table 18: Count of Schools reporting FTE Certified Arts Teachers by region and school type:

Elementary Schools:

Region	None	Less than 1 FTE	1 FTE	1 to 2 FTE	2 FTE	Total (schools w/some FTE)
C	3	8	2			10
NE	5	3	1	2		6
NW	9	1	2			3
SE	7	2	2	1		5
W	5	2	2		1	5
Grand Total	29	16	9	3	1	29

K – 8 Schools:

Region	None	Less than 1 FTE	1 FTE	1 to 2 FTE	2 FTE	Total (schools w/some FTE)
C	1		1			1
NE		1	2			3
NW		1	1			2
SE			2			2
W			1			1
Grand Total	1	2	7			9

Questions 6 - 15 were answered by **all schools**. However, because elementary schools and K – 8 schools represent the largest share of respondents (74%), **survey results reflect a heavy weighting towards issues of greatest concern to elementary schools and K – 8 schools.**

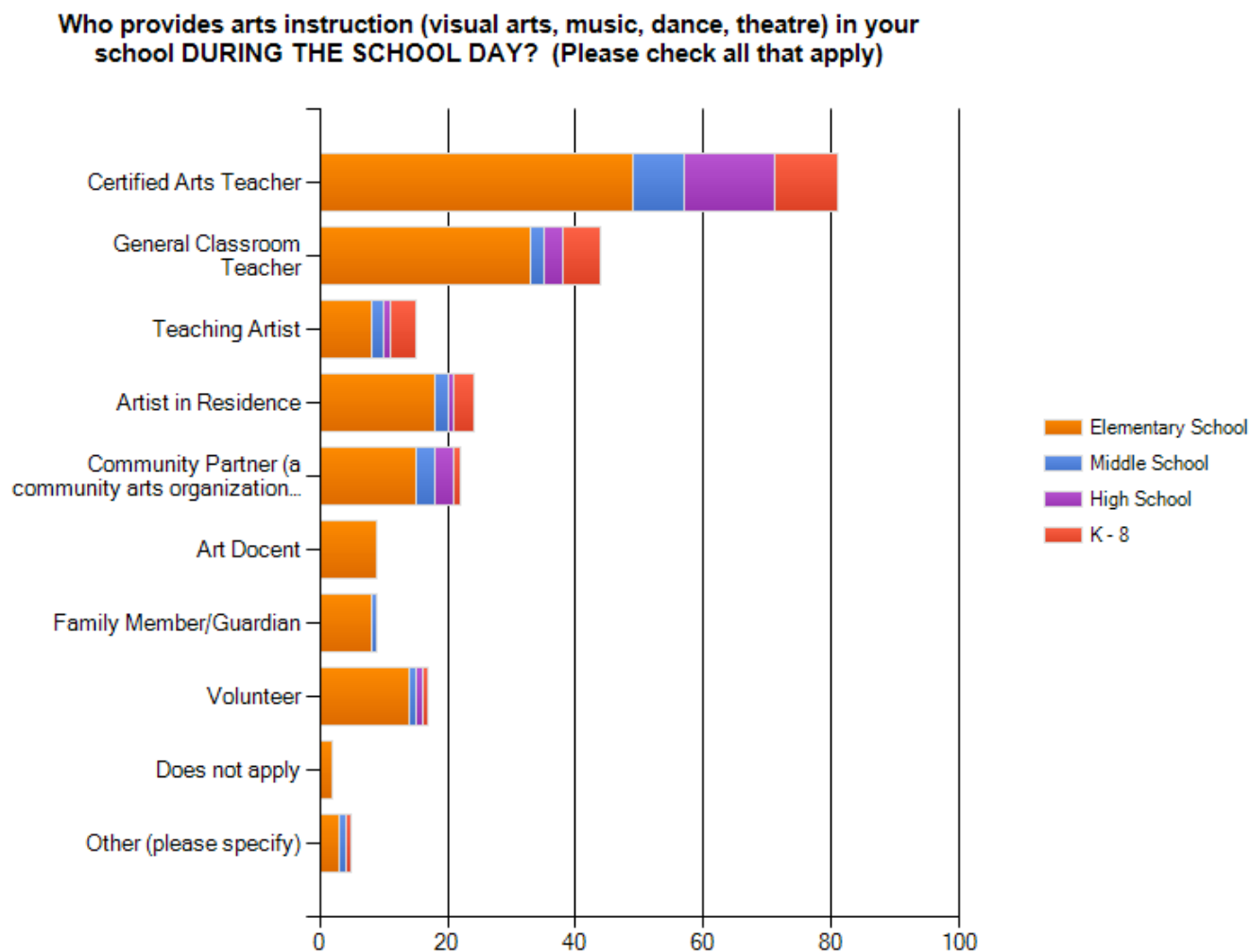
Q 6 – Arts Instruction options during the school day:

6. Who provides arts instruction (visual arts, music, dance, theatre) in your school DURING THE SCHOOL DAY? (Please check all that apply)

Key results:

- This question was designed to gather information about the wide variety of instructional options schools use to provide arts education. Because this question asked respondents to “Check all that apply” the tables display the range and variety of instructional options but the total responses add up to more than 100% of respondents.
- **Certified arts teachers provide the majority of arts instruction for students at all school types.** More than 80% of respondents checked this option. (Table 19)
- **General classroom teachers are also heavily relied upon** to provide arts instruction at the elementary school level. (Table 19)
- Although a **wide variety of other instructors are utilized they are not of district wide significance.**

Table 19: Range of school day arts instructional options (n=number of respondents):



Q 7 – Primary provision of arts instruction during the school day:

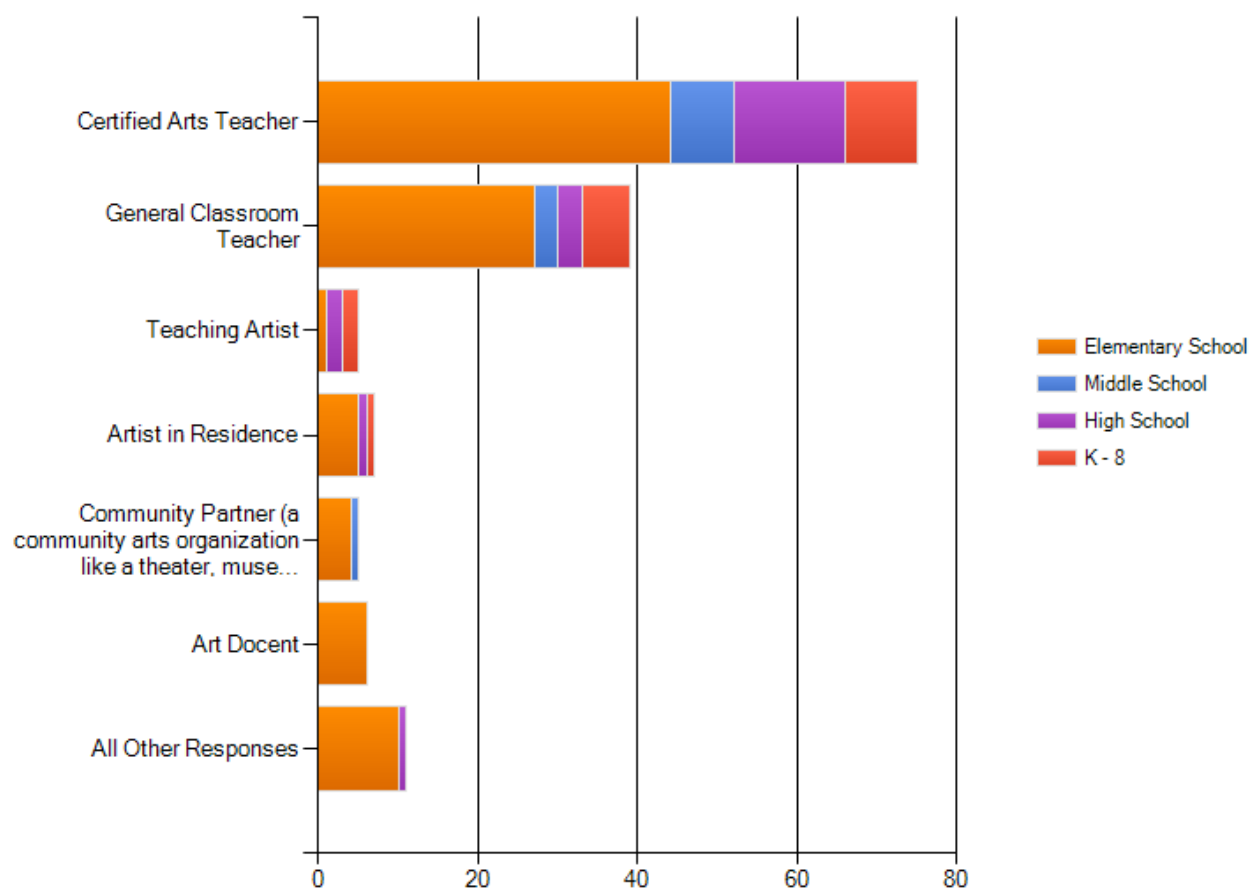
7. Of the teachers below, which two groups provide the majority of your arts instruction DURING THE SCHOOL DAY? (Please choose two)

Key results:

- When asked to choose the **primary providers of arts instruction during the school day**, schools report that **certified arts teachers and general classroom teachers provide the majority of arts instruction**. (Table 20)
- As in Q 6, although a **wide variety of other instructors are utilized they are not of district wide significance**.

Table 20: Primary provider of school day arts instruction (n = number of respondents):

Of the teachers below, which two groups provide the majority of your arts instruction DURING THE SCHOOL DAY? (Please choose two)



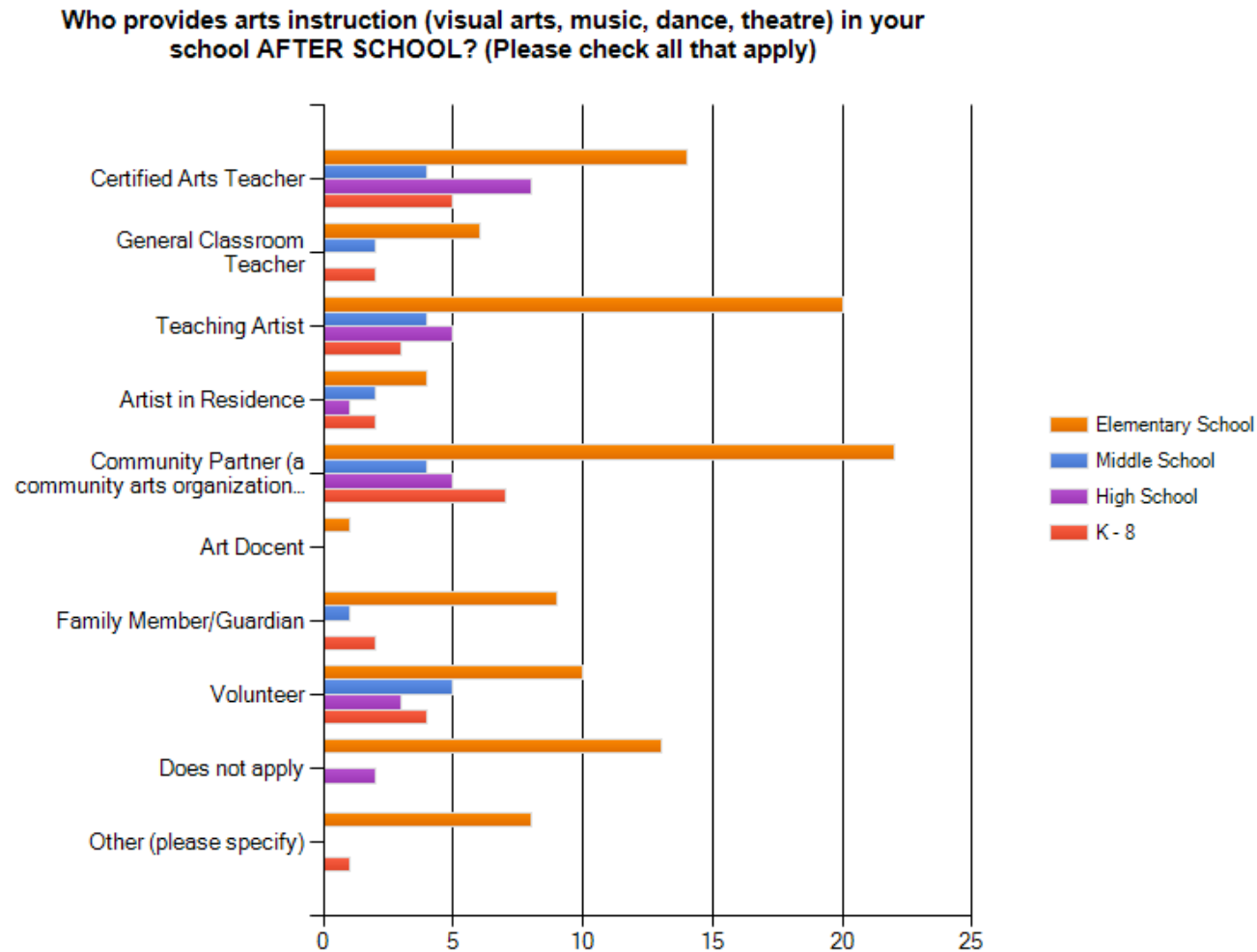
Q 8 – Arts instruction after school:

8. Who provides arts instruction (visual arts, music, dance, theatre) in your school AFTER SCHOOL? (Please check all that apply)

Key results:

- After school arts instruction includes a wide array of **providers**, especially at the elementary school level.
- **Community partners, teaching artists and certified arts instructors are the top providers** of after school arts instruction.

Table 21: Arts instruction after school:



Q 9 – Other arts experiences:

9. Besides subject specific art lessons, what other types of art experiences does your school provide?

Key results:

- **Integrating arts lessons with other subjects** is the most frequently offered arts experience besides subject specific arts lessons.
- **A wide variety of other arts experiences are offered but they are not offered frequently** and are not of district wide significance.

Table 22: Other arts experiences:

Besides subject specific art lessons, what other types of art experiences does your school provide?					
Answer Options	What kind of school do you serve?				Response Count
	Elementary School	Middle School	High School	K - 8	
Art lessons integrated with other subjects					
Daily	3	0	0	0	88
2 - 3 times per week	4	0	3	2	
Weekly	13	0	1	3	
Monthly	23	6	4	3	
Rarely	11	3	5	1	
None	2	0	1	0	
	56	9	14	9	
Field trips					
Daily	0	0	0	0	

2 - 3 times per week	0	0	1	0	
Weekly	1	0	0	0	
Monthly	15	1	4	6	
Rarely	36	7	7	4	
None	4	0	2	0	
	56	8	14	10	88
Off site professional performances					
Daily	0	0	0	0	
2 - 3 times per week	0	0	0	0	
Weekly	0	0	1	0	
Monthly	12	3	2	2	
Rarely	37	6	7	8	
None	5	0	2	0	
	54	9	12	10	85
On site professional performances					
Daily	0	0	0	0	
2 - 3 times per week	0	0	0	0	
Weekly	1	0	0	0	
Monthly	12	3	4	2	
Rarely	36	5	7	8	
None	5	1	1	0	
	54	9	12	10	85
Student performances					
Daily	0	0	1	0	
2 - 3 times per week	0	0	0	0	
Weekly	3	0	0	0	
Monthly	17	4	8	2	
Rarely	36	5	5	8	
None	2	0	1	0	
	58	9	15	10	92
School wide art shows					
Daily	0	1	0	0	
2 - 3 times per week	1	0	0	0	
Weekly	1	0	0	0	

Monthly	8	2	4	1	89
Rarely	35	5	8	8	
None	12	1	1	1	
	57	9	13	10	
Art auctions					
Daily	0	0	0	0	83
2 - 3 times per week	0	0	0	0	
Weekly	1	0	0	0	
Monthly	1	0	0	0	
Rarely	29	1	8	5	
None	22	7	5	4	
	53	8	13	9	
Arts nights					
Daily	0	0	0	0	87
2 - 3 times per week	0	0	0	0	
Weekly	1	0	0	0	
Monthly	0	0	2	0	
Rarely	35	5	8	8	
None	19	3	4	2	
	55	8	14	10	
Family Art events					
Daily	0	0	0	0	86
2 - 3 times per week	0	0	0	0	
Weekly	1	0	1	0	
Monthly	1	0	1	0	
Rarely	39	4	5	8	
None	14	4	6	2	
	55	8	13	10	
PE (e.g Dance)					
Daily	1	0	1	1	
2 - 3 times per week	5	0	0	0	
Weekly	4	0	1	1	
Monthly	4	0	0	0	
Rarely	33	2	5	7	

None	6	5	5	1	
	53	7	12	10	82
Please add any comments here:					15
<i>answered question</i>					92

Q 10 – Integrated arts programs:

10. Has your school implemented an integrated arts program?

Key results:

- **Less than 25% of schools** in any region report implementing an integrated arts program.
- A significant percentage of respondents in each region (17 – 33%) report being **unsure if their school has implemented an integrated arts program**.
- Both the high number of schools responding “unsure” and the wide variety of open comments to this question suggest that the **District may need to adopt formal standards of integrated arts programs** if this is an educational strategy that they want schools to pursue.
- Regional variances were observed with the **W region recording the lowest percentage of schools reporting some type of integrated arts programming**.

Table 23: Integrated arts programs by region and school type:

Region	School type	No	Some teachers do but no formal program	Unsure	Yes (please briefly describe)
C	Elementary School	13%	22%	17%	4%
	High School	4%	5%		4%
	K - 8		3%		4%
	Middle School		5%		
NE	Elementary School	4%	14%	17%	16%
	High School		3%		4%
	K - 8	4%	3%		4%
	Middle School		3%		
NW	Elementary School	13%	11%	33%	12%
	High School	4%	3%		4%
	K - 8	4%			4%
	Middle School		3%		4%
SE	Elementary School	17%	8%		20%
	High School		3%		8%
	K - 8		5%		
	Middle School	4%	3%		
W	Elementary School	17%	5%	33%	8%
	High School	8%			4%
	K - 8		3%		
	Middle School	8%			
Grand Total		100%	100%	100%	100%

Q 11 - Teacher training in integrated arts instruction

11. Have teachers at your school received ongoing, sequential training/mentorship in providing integrated arts lessons? (For example, multi session training for teachers provided by cultural arts organizations or community partners)

Key results:

- The **majority of schools report that none of their teachers have received sequential training** in providing integrated arts lessons. (Table 25)
- Since elementary schools rely in integrated arts lessons with some frequency (Table 22), the **lack of teacher training should be examined by the District.**
- **Six schools in the District report that all of their teachers have been trained in providing integrated arts lessons.** If integrated arts lessons become a strategy for arts education provision, **these schools may serve as training models for the District.**

Table 24: Teacher training in integrated arts - by count:

Region	School type	All of our teachers have received training	Half of our teachers have received training	Less than half of our teachers have received training	None of our teachers have received training	Total number of schools per row
C	Elementary School			5	8	13
	High School		1	2	1	4
	K - 8			1	1	2
	Middle School			1	1	2
NE	Elementary School	1		5	5	11
	High School			1	1	2
	K - 8			1	2	3
	Middle School				1	1
NW	Elementary School	2		4	6	12
	High School	1			2	3
	K - 8			2		2
	Middle School			1	1	2
SE	Elementary School	1		5	6	12
	High School			1	2	3
	K - 8			2		2
	Middle School				2	2
W	Elementary School	1		4	5	10
	High School			1	2	3
	K - 8				1	1
	Middle School				2	2
Grand Total		6	1	36	49	92

Table 25: Teacher training in integrated arts - by percentage:

Region	School type	All of our teachers have received training	Half of our teachers have received training	Less than half of our teachers have received training	None of our teachers have received training	Total number of schools per row
C	Elementary School			38%	62%	13
	High School		25%	50%	25%	4
	K - 8			50%	50%	2
	Middle School			50%	50%	2
NE	Elementary School	9%		45%	45%	11
	High School			50%	50%	2
	K - 8			33%	67%	3
	Middle School				100%	1
NW	Elementary School	17%		33%	50%	12
	High School	33%			67%	3
	K - 8			100%		2
	Middle School			50%	50%	2
SE	Elementary School	8%		42%	50%	12
	High School			33%	67%	3
	K - 8			100%		2
	Middle School				100%	2
W	Elementary School	10%		40%	50%	10
	High School			33%	67%	3
	K - 8				100%	1
	Middle School				100%	2
Grand Total		7%	1%	39%	53%	92

Q 12 – Subjects included with integrated arts lessons:

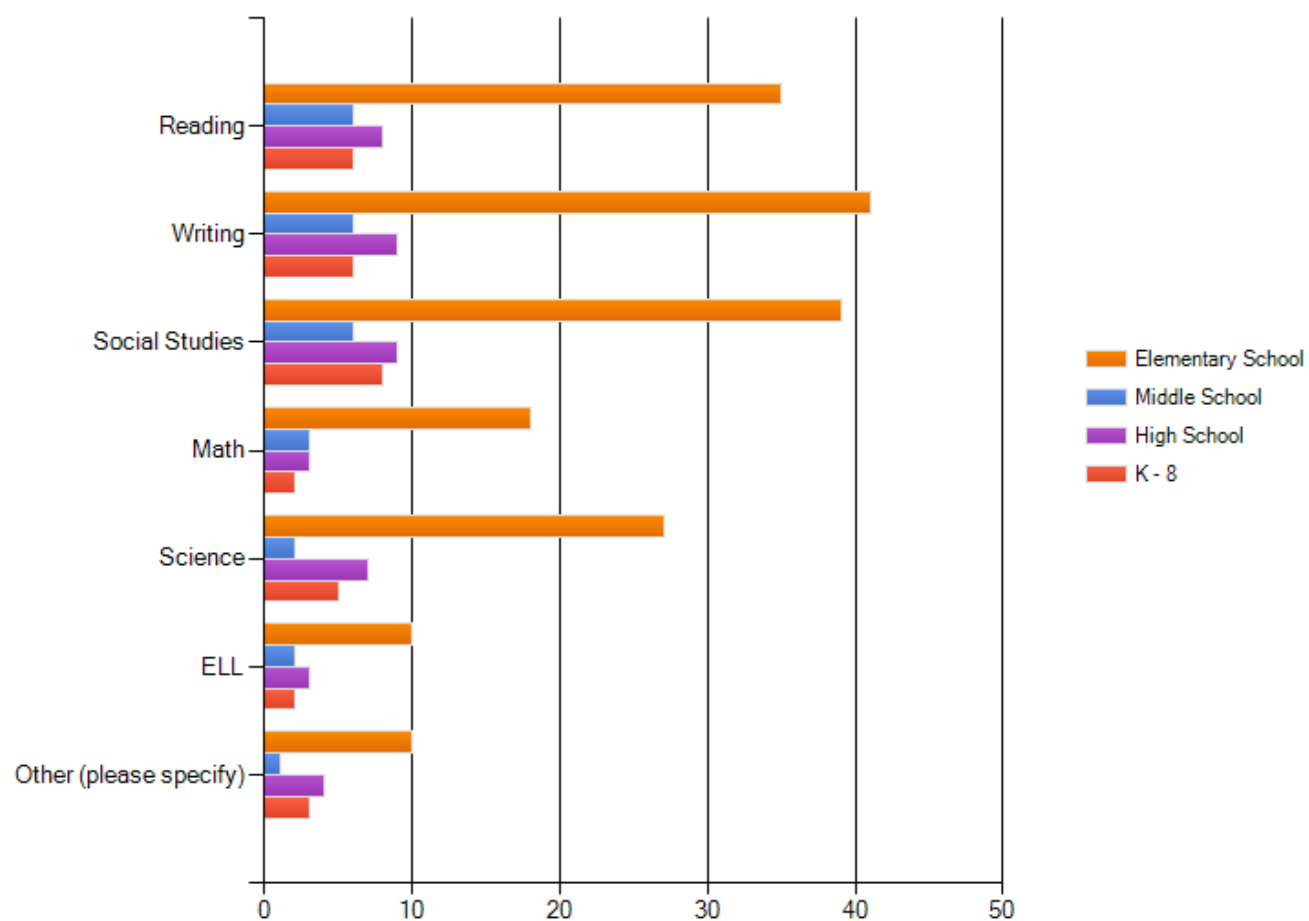
12. Please indicate which subjects teachers at your school include with their integrated arts lessons: (Please check all that apply)

Key results:

- **Reading, writing and social studies** were the most frequently cited subjects included with integrated arts lessons (Table 26)
- Since multi-modal learning is gaining an increased emphasis in the District, **increasing integrated arts in math and science may be worth investigating.**

Table 26: Subjects included with integrated arts lessons

Please indicate which subjects teachers at your school include with their integrated arts lessons: (Please check all that apply)



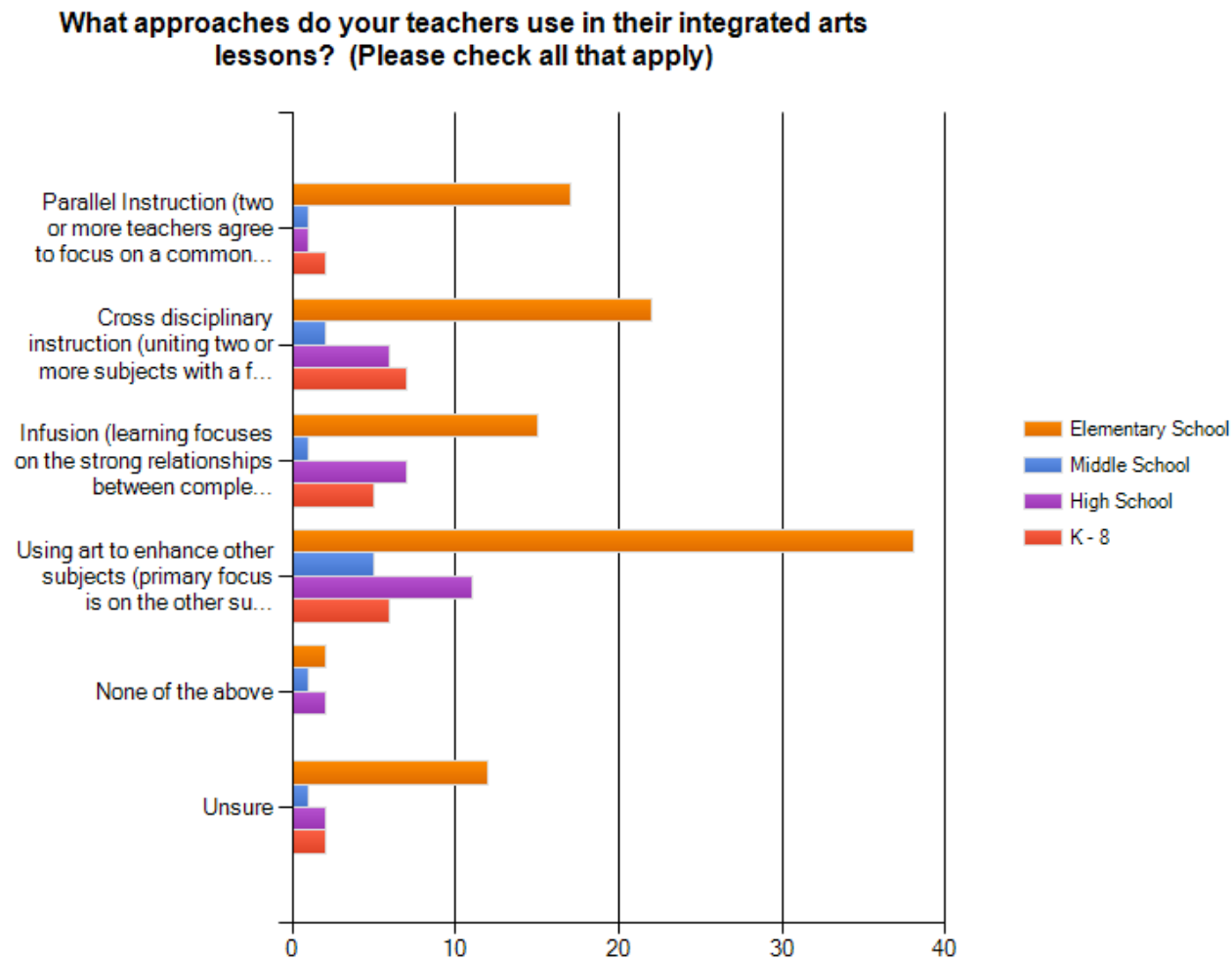
Q 13 – Approaches to integrated arts lessons:

13. What approaches do your teachers use in their integrated arts lessons? (Please check all that apply)

Key results:

- Respondents were allowed to “Check all that apply” so responses to this question represent the range of options that schools use when approaching integrated arts lessons and totals will exceed 100%.
- The most frequently checked response (nearly 40%) indicated that **schools most frequently use art to enhance other subjects.** (Table 27)

Table 27: Range of approaches used in integrated arts lessons



Q 14 – Most used approach to integrated arts lessons:

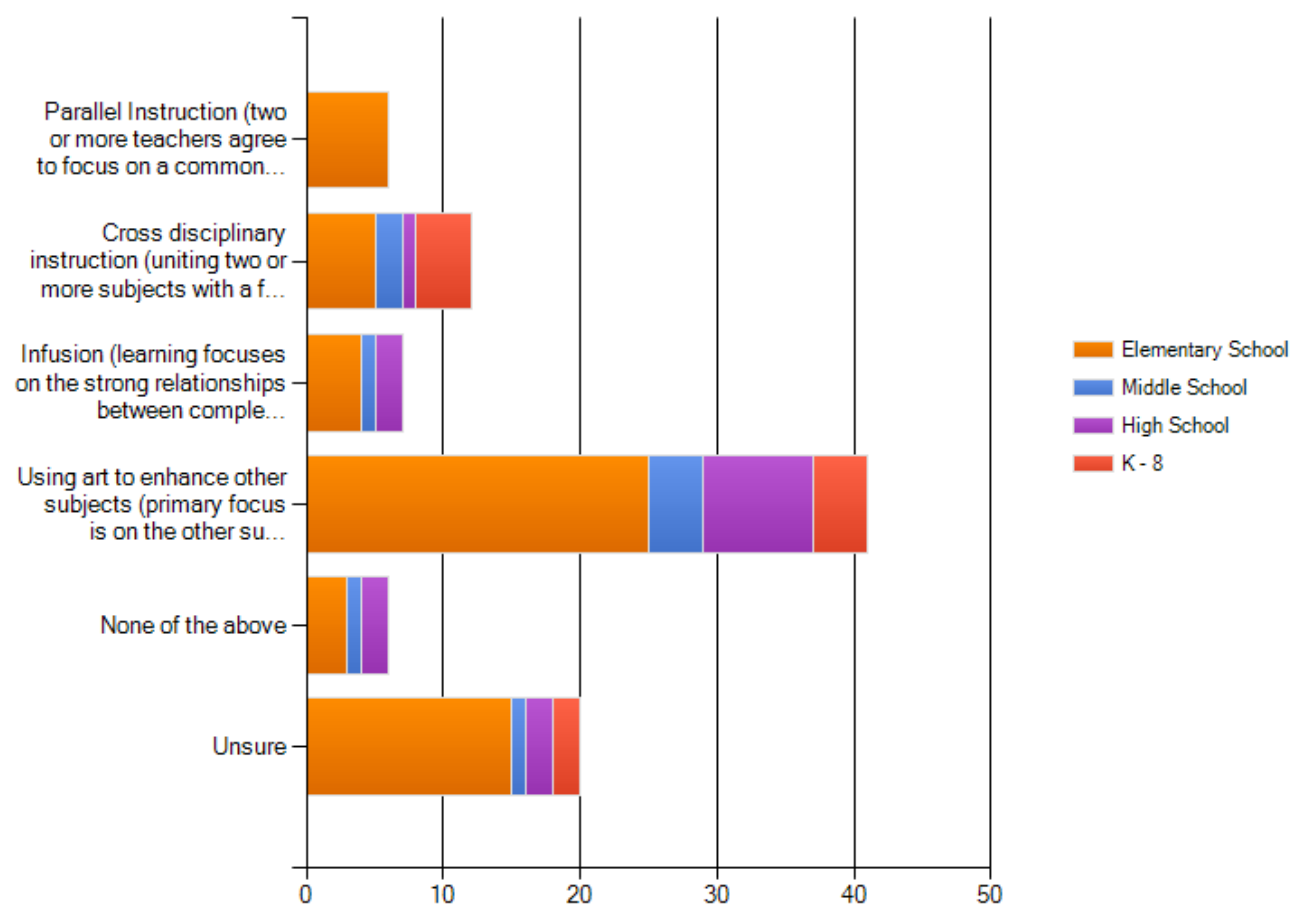
14. What approach do teachers at your school use MOST when teaching integrated arts lessons? (Please choose one)

Key results:

- As with Q 13, the most frequently checked response (more than 40%) indicated that **schools most frequently use art to enhance other subjects.** (Table 28)
- The relatively high number of respondents who answered “unsure” (20%) suggests that schools may not have a clear understanding or definition of integrated arts lessons.
- As with Q 10 which examined the number of schools with integrated arts programs, the high number of schools responding “unsure” suggest that the **District may need to adopt formal standards of integrated arts programs** if this is an educational strategy that they want schools to pursue.

Table 28: Most frequent approaches to integrated arts lessons

What approach do teachers at your school use MOST when teaching integrated arts lessons? (Please choose one)



Q 15 – Barriers to equitable arts education:

15. What are barriers to providing comprehensive, sequential arts education to all of your students right now? (Please select your top 3 barriers)

Choices were randomized so that choice order did not impose a bias.

Choices provided were:

- Limited certified arts teacher hours
- No certified arts teacher
- Limited budget for arts supplies
- Scheduling time for arts vs other subjects
- Families do not support the arts
- Quality of certified arts teachers
- Other (please explain)

Key results:

- The **most frequently chosen barrier was scheduling time for the arts vs other subjects**. This was the top choice for all school types. (Table 29)
- **Limited budget for school supplies** and **limited certified teaching hours** were both strong second choices. (Table 29)

- **“Other”** was chosen by a significant number of respondents. A review of the “Other” responses reveals that **most of those responses fit into the Scheduling, Budget or Limited Certified Teaching Hours categories. Lack of appropriate space for the arts and collaboration and planning time** were the remaining most frequently cited “Other” responses.

Table 29: Barriers to providing arts education

	Scheduling time for arts vs other subjects	Limited budget for arts supplies	Limited certified teacher hours	Other	No certified arts teacher	Quality of certified arts teachers	Families do not support the arts
All schools	68	44	47	28	11	7	2
Elementary	40	20	29	19	9	6	1
K - 8	8	6	8	2			
Middle	8	6	3	2	1	1	
High	12	12	7	5	1		1

Middle School and High School Arts Enrollment - Preliminary Data:

Key findings by discipline:

- 58% of Middle school students and 45% of High school students are enrolled in at least one arts course. (Table 30)
- Music enrollment shows the highest drop off in participation as grade level increases. For grade 6, 39% of students are enrolled in at least one arts course, dropping to 14% for grade 12. Regional drop offs in music enrollment are even more dramatic. In the NW region 51% of grade 6 students are enrolled in music, dropping to 8% for grade 12. (Table 32)
- Visual art enrollment remains relatively stable for grades 6 – 12 showing a slight drop in grade 9 and increasing to its highest percentage in grade 12. (Table 32)
- Regression analysis was completed on MS and HS enrollment data to identify statistically significant trends in the two most popular disciplines of Music and Visual Arts.

All statements below have at least 95% confidence, usually 99%.

Music: sharp drop at grade 9

Music in SE: large increase at grade 9, then large decreases at grades 11 and 12

Music in all other regions: a decrease after grade 9

Visual Arts: Sharp drop at grade 9, but climbs back up by grade 12

Visual Arts in NW: an increase after grade 9

Visual Arts in C: Lows at grades 6 and 9

Visual Arts in W: Low at grades 9

Table 30: District wide arts enrollment by school type

HS	5913
MS	5701
Arts students	11614
HS	13127
MS	9827
All students	22954
HS	45%
MS	58%
All arts students	51%

Table 31: Enrollment by grade, discipline and count:

Art students	6	7	8	9	10	11	12	Totals
Drama				126	132	119	129	506
Music	1343	1072	848	638	641	446	412	5400
Visual Art	1052	958	870	857	970	907	1009	6623
	6	7	8	9	10	11	12	
All students	3431	3272	3192	3728	3326	3065	2940	22954

Table 32: Enrollment by discipline and percentage of total student enrollment:

Art students	6	7	8	9	10	11	12	Totals
Drama	0%	0%	0%	3%	4%	4%	4%	
Music	39%	33%	27%	17%	19%	15%	14%	
Visual Art	31%	29%	27%	23%	29%	30%	34%	
	6	7	8	9	10	11	12	
All students	3431	3272	3192	3728	3326	3065	2940	22954

Table 33: Enrollment by discipline, school type and count:

Art students	6	7	8	9	10	11	12	Grand Total
HS								
Drama				126	132	119	129	506
Music				638	641	446	412	2137
Vis Art				857	970	907	1009	3743
MS								
Music	1343	1072	848					3263
Vis Art	1052	958	870					2880
All HS	16	22	30	3728	3326	3065	2940	13127
All MS	3415	3250	3162					9827
All students	3431	3272	3192	3728	3326	3065	2940	22954

Table 34: Enrollment by discipline, school type and percentage:

Art students	6	7	8	9	10	11	12	Totals
HS								
Drama	0%	0%	0%	3%	4%	4%	4%	4%
Music	0%	0%	0%	17%	19%	15%	14%	16%
Vis Art	0%	0%	0%	23%	29%	30%	34%	29%
MS								
Music	39%	33%	27%					33%
Vis Art	31%	29%	28%					29%
All HS	16	22	30	3728	3326	3065	2940	13127
All MS	3415	3250	3162	0	0	0	0	9827
All students	3431	3272	3192	3728	3326	3065	2940	22954

Table 35: Enrollment by discipline, region and count:

Art Students	6	7	8	9	10	11	12	Totals
Drama								
C				31	32	26	50	139
NE				61	54	53	49	217
NW				23	30	30	15	98
W				11	16	10	15	52
Music								
C	250	180	154	188	250	167	151	1340
NE	259	247	208	143	154	129	118	1258
NW	439	319	251	85	72	57	51	1274
SE	186	178	97	121	67	35	27	711
W	209	148	138	101	98	58	65	817
Visual Art								
C	64	267	161	223	297	264	301	1577
NE	64	187	136	88	135	148	147	905
NW	334	152	103	250	241	243	303	1626
SE	317	146	194	118	63	81	106	1025
W	273	206	276	178	234	168	152	1487
C - All	634	626	683	1029	1002	829	758	5561
NE - All	595	587	527	742	743	665	665	4524
NW - All	853	803	765	831	675	703	666	5296
SE - All	722	671	587	417	312	314	287	3310
W - All	627	585	630	709	594	554	564	4263
All students	3431	3272	3192	3728	3326	3065	2940	22954

Table 36: Enrollment by discipline, region and percentage:

Art Students	6	7	8	9	10	11	12	Totals
Drama								
C	0%	0%	0%	3%	3%	3%	7%	2%
NE	0%	0%	0%	8%	7%	8%	7%	5%
NW	0%	0%	0%	3%	4%	4%	2%	2%
W	0%	0%	0%	2%	3%	2%	3%	1%
Music								
C	39%	29%	23%	18%	25%	20%	20%	24%
NE	44%	42%	39%	19%	21%	19%	18%	28%
NW	51%	40%	33%	10%	11%	8%	8%	24%
SE	26%	27%	17%	29%	21%	11%	9%	21%
W	33%	25%	22%	14%	16%	10%	12%	19%
Visual Art								
C	10%	43%	24%	22%	30%	32%	40%	28%
NE	11%	32%	26%	12%	18%	22%	22%	20%
NW	39%	19%	13%	30%	36%	35%	45%	31%
SE	44%	22%	33%	28%	20%	26%	37%	31%
W	44%	35%	44%	25%	39%	30%	27%	35%
C - All	18%	19%	21%	28%	30%	27%	26%	24%
NE - All	17%	18%	17%	20%	22%	22%	23%	20%
NW - All	25%	25%	24%	22%	20%	23%	23%	23%
SE - All	21%	21%	18%	11%	9%	10%	10%	14%
W - All	18%	18%	20%	19%	18%	18%	19%	19%
All students	100%	100%	100%	100%	100%	100%	100%	100%

Appendix B: The BERC Group Research Report



RESEARCH REPORT

BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

JUNE 2012

Seattle Public Schools: Arts Access Study 2011-2012

A RESEARCH REPORT

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Table 1
Arts Enrollment in Middle and High Schools

Arts	Middle School		High School	
	<i>N</i>	%	<i>N</i>	%
Without Enrollment	4,373	42%	8,333	58%
With Enrollment	6,003	58%	6,221	42%
Total	10,376		14,554	

Table 2 shows the number of students enrolled in arts classes broken down by ethnicity. The Multiracial (53%), White (52%), and Asian American (51%) groups had the highest proportion of students enrolled in art courses. We found significant differences in art class enrollment across ethnic groups, $\chi^2(6) = 2417.20, p < .001$. Table 4 lists the odds ratios for the between group comparisons. Asian American students' odds of enrolling in an arts class were 43% greater than African Americans' odds; 39% greater than Hispanic students' odds; 21% greater than Native Americans' odds; and 5% higher than White students' odds. African Americans' odds of enrolling in arts classes were 15% lower than Native Americans' odds; 35% lower than Multiracial students' odds; 23% lower than Pacific Islanders' odds; and 33% lower than White students' odds. Hispanic students' odds of enrolling in arts classes were 12% lower than Native Americans' odds; 23% lower than Multiracial students' odds; 20% lower than Pacific Islanders' odds; and 31% lower than White students' odds. Native Americans' odds of enrolling in art classes was 23% lower than Multiracial students' odds and 21% lower than White students' odds. Multiracial students' odds of enrolling in arts classes were 19% higher than Pacific Islanders' and 7% higher than Asian American students' odds. Pacific Islanders' odds of enrolling in arts classes were 14% lower than White students' odds. In sum, Asian American, Multiracial, and White students were more likely to enroll in arts classes than their African American, Hispanic, Native American, and Pacific Islander classmates.

Table 2
Number and Percentage of Arts Enrollments for Each Ethnic Group in the Seattle School District

Ethnicity	Without Art Enrollment		With Art Enrollment		Total
	<i>N</i>	%	<i>N</i>	%	
Asian American	2,523	49%	2,637	51%	5,160
African American	3,080	58%	2,254	42%	5,334
Hispanic	1,785	57%	1,347	43%	3,132
Native American	215	54%	185	46%	400
Multiracial	484	47%	544	53%	1,028
Pacific Islander	92	51%	87	49%	179
White	4,727	48%	5,170	52%	9,897
Total	12,906	51%	12,224	49%	25,130

Table 3
Odds Ratios for Ethnic Group Differences in Art Class Enrollment

Ethnicity	1	2	3	4	5	6	7
1. Asian American							
2. African American	1.43						
3. Hispanic	1.39	0.97					
4. Native American	1.21	0.85	0.88				
5. Multiracial	0.93	0.65	0.77	0.77			
6. Pacific Islander	0.00	0.77	0.80	0.91	1.19		
7. White	1.05	0.67	0.69	0.79	1.03	0.86	

Table 4 shows arts class enrollment as a function of FRL status. Forty-eight percent of students receiving FRL were enrolled in an art class. Forty-nine percent of students not receiving FRL were enrolled in an art class. A chi-square test showed that the difference in arts class enrollment between the two groups was statistically significant, $\chi^2(1) = 6.13$, $p < .01$. FRL students' odds of enrolling in art classes were 4% lower than the odds of students who did not receive FRL. OR = .96 (.03), 95% C.I. = .91 – 1.01.

Table 4
Number of Students Enrolled in Arts Courses by FRL Status

Arts	Not Receiving FRL		Receiving FRL	
	<i>N</i>	%	<i>N</i>	%
Without Enrollment	7,268	51%	5,638	52%
With Enrollment	7,073	49%	5,151	48%
Total	14,341		10,789	

Table 5 shows the arts class enrollment of English Language Learners and Non-English Language Learners. Forty-five percent of English Language Learners were enrolled in an arts class, whereas 49% of Non-English Language Learners were enrolled. A chi-square test showed that the difference in arts class enrollment between the two groups was statistically significant, $\chi^2(1) = 14.78$, $p < .001$. English Language Learners' odds of enrolling in art classes were 15% lower than the odds for non-ELL students. OR = .85 (.04), 95% C.I. = .78 – .93.

Table 5
Number of Students Enrolled in Arts Courses by English Language Learner Status

Arts	Non-English Language Learners		English Language Learners	
	<i>N</i>	%	<i>N</i>	%
Without Enrollment	11,629	51%	1,277	55%
With Enrollment	11,186	49%	1,038	45%
Total	22,815		2,315	

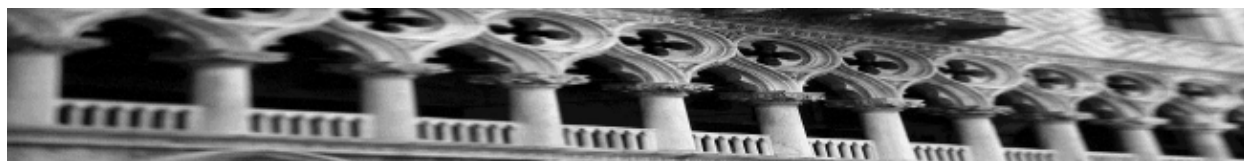


Table 6 shows the number and percentage of advanced and non-advanced students enrolled in arts classes. Seventy-three percent of advanced students were enrolled in arts classes, whereas 46% of non-advanced students were enrolled in arts classes. A chi-square test showed that the difference in arts class enrollment between the two groups was statistically significant, $\chi^2(1) = 560.02, p < .001$. Advanced student status was associated with a three-fold increase in students' odds of enrolling in arts classes, $OR = 3.17 (.05), 95\% C.I. = 2.87 - 3.51$.

Table 6
Number of Students Enrolled in Arts Courses by Advanced Status

Arts	Non-AP Served		AP Served	
	<i>N</i>	%	<i>N</i>	%
Without Enrollment	12,350	54%	556	27%
With Enrollment	10,689	46%	1,535	73%
Total	23,039		2,091	

Table 7 shows the number and percentage of special education and non-special education students enrolled in arts classes. Fifty percent of non-special education students were enrolled in arts classes, whereas 39% of special education students were enrolled in arts classes. A chi-square test showed that the difference in arts class enrollment between the two groups was statistically significant, $\chi^2(1) = 153.70, p < .001$. Special education students' odds of enrolling in arts classes were 36% lower than non-special education students' odds, $OR = .64 (.05), 95\% C.I. = .59 - .69$.

Table 7
Number of Students Enrolled in Arts Courses by Special Education Status

Arts	Non-SPED		SPED	
	<i>N</i>	%	<i>N</i>	%
Without Enrollment	10,810	50%	1,096	61%
With Enrollment	10,895	50%	1,329	39%
Total	21,705		2,425	

Group Differences in the Number of Arts Classes

Our next set of analyses examined data from the subset of students who were currently enrolled in an art class. The sample included arts enrollment data from 12,233 students who enrolled in a total of 20,262 classes ($M = 1.66, SD = 1.22$). We used multilevel Poisson models to examine group differences in the frequency of art class enrollment. The Poisson models accounted for within and between school variation in arts course enrollments, while simultaneously testing group differences at the student level.

Our first model assessed whether English Language Learner (ELL) students were more or less likely to take arts classes than their Non-ELL classmates (Table 8). On average, ELL students took approximately one ($M = 1.30$) art class during the year. Non-ELL students took approximately two courses during the school year ($M = 1.69$). A multilevel Poisson model (Table 9) confirmed that Non-ELL students were more likely to take arts classes than ELL students. Non-ELL students were 18% more likely than their ELL classmates to take an additional arts course during the 2011-12 school year.

Table 8
Means and Standard Deviation of Arts Classes for ELL and Non-ELL students

English Language Learners (ELL)	Mean	N	SD
Non-ELL	1.69	11195	0.90
ELL	1.30	1038	0.54

Table 9
Multilevel Poisson Model for English Language Learners vs. Non-ELL students

Fixed Effect	B	Se	t	df	p	Event Rate Ratio
Intercept	0.50	0.06	9.01	35	<.001	1.65
English Language Learner	-0.19	0.03	-6.45	12196	<.001	0.82

Our next model examined potential differences in arts course enrollment between Special Education (SPED) and Non-SPED students. Both SPED ($M = 1.52$) and Non-SPED ($M = 1.67$) students enrolled in approximately two arts courses during the 2011-2012 school year, on average. A Poisson model (Table 11) showed that Non-SPED students were 12% more likely to take an additional arts course than their SPED classmates.

Table 10
Means and Standard Deviation of Arts Classes for ELL and Non-ELL students

Special Education (SPED)	Mean	N	SD
Non-SPED	1.67	10902	0.88
SPED	1.52	1331	0.81

Table 11
Multilevel Poisson Model for Differences in Arts Enrollment between SPED and Non-SPED Students

Fixed Effect	B	Se	t	df	p	Event Rate Ratio
Intercept	0.50	0.06	8.77	35	<.001	1.65
Special Education	-0.12	0.02	-5.25	12196	<.001	0.88

The third model explored differences in arts course enrollment between advanced learners and Non-advanced learners. Both advanced ($M = 1.89$) and non-advanced ($M = 1.62$) students enrolled

Table 14
Means and Standard Deviation of Arts Classes for Each Ethnic Group

Ethnicity	Mean	N	SD
Asian American	1.63	2637	0.80
African American	1.51	2255	0.85
Hispanic	1.55	1347	0.80
Native American	1.48	185	0.68
Multiracial	1.77	546	0.91
Pacific Islander	1.43	87	0.80
White	1.76	5176	0.94

Table 15
Multilevel Poisson Model for Differences in Arts Enrollment between Ethnic Groups (White Students are the Reference Category)

Fixed Effect	B	Se	t	df	p	Event Rate Ratio
Intercept	0.50	0.06	8.77	35	<.001	1.65
Asian American	-0.07	0.02	-3.37	12191	<.001	0.93
African American	-0.17	0.02	-7.57	12191	<.001	0.85
Hispanic	-0.13	0.02	-5.06	12191	<.001	0.88
Native American	-0.16	0.06	-2.52	12191	0.01	0.86
Multiracial	-0.02	0.03	-0.58	12191	0.56	0.98
Pacific Islander	-0.19	0.09	-2.03	12191	0.04	0.83
White						

Table 16
Multilevel Poisson Model for Differences in Arts Enrollment between Ethnic Groups (Asian American students are the reference category)

Fixed Effect	B	Se	t	df	p	Event Rate Ratio
Intercept	0.50	0.06	8.43	35	<.001	1.65
Asian American						
African American	-0.10	0.02	-4.15	12191	<.001	0.91
Hispanic	-0.06	0.03	-2.13	12191	0.03	0.94
Native American	-0.09	0.06	-1.40	12191	0.16	0.92
Multiracial	0.05	0.04	1.35	12191	0.18	1.05
Pacific Islander	-0.12	0.09	-1.28	12191	0.20	0.89
White	0.07	0.02	3.36	12191	<.001	1.07

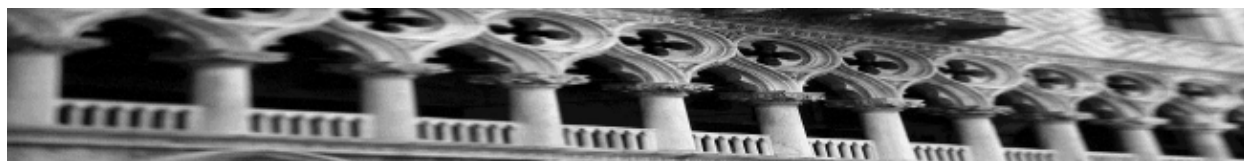


Table 17
Multilevel Poisson Model for Differences in Arts Enrollment between Ethnic Groups (African American Students are the Reference Category)

Fixed Effect	B	Se	t	df	p	Event Rate Ratio
Intercept	0.40	0.06	6.52	35	<.001	1.49
Asian American	0.10	0.02	5.84	12191	<.001	1.10
African American						
Hispanic	0.04	0.02	1.97	12191	0.05	1.04
Native American	0.01	0.03	0.32	12191	0.75	1.01
Multiracial	0.15	0.02	5.89	12191	<.001	1.16
Pacific Islander	-0.02	0.03	-0.39	12191	0.70	0.98
White	0.17	0.02	7.68	12191	<.001	1.18

Table 18
Multilevel Poisson Model for Differences in Arts Enrollment between Ethnic Groups (Hispanic Students are the Reference Category)

Fixed Effect	B	Se	t	df	p	Event Rate Ratio
Intercept	0.44	0.06	7.23	35	<.001	1.56
Asian American	0.06	0.03	2.13	12191	0.03	1.06
African American	-0.04	0.03	-1.40	12191	0.16	0.96
Hispanic						
Native American	-0.03	0.06	-0.47	12191	0.64	0.97
Multiracial	0.11	0.04	2.73	12191	0.01	1.11
Pacific Islander	-0.06	0.09	-0.64	12191	0.52	0.94
White	0.13	0.02	5.06	12191	<.001	1.13

Table 19
Multilevel Poisson Model for Differences in Arts Enrollment between Ethnic Groups
(Multiracial Students are the Reference Category)

Fixed Effect	B	Se	t	df	p	Event Rate Ratio
Intercept	0.33	0.07	8.37	33	<.001	1.73
Asian American	-0.05	0.04	-1.35	12191	0.18	0.95
African American	-0.15	0.04	-3.93	12191	<.001	0.86
Hispanic	-0.11	0.04	-2.73	12191	0.01	0.90
Native American	-0.14	0.07	-2.00	12191	0.05	0.87
Multiracial						
Pacific Islander	-0.17	0.10	-1.74	12191	0.08	0.85
White	0.02	0.03	0.56	12191	0.577	1.02

Table 20
Multilevel Poisson Model for Differences in Arts Enrollment between Ethnic Groups (Native American Students are the Reference Category)

Fixed Effect	B	Se	t	df	p	Event Rate Ratio
Intercept	0.41	0.08	4.95	33	<.001	1.51
Asian American	0.09	0.06	1.40	12191	0.16	1.09
African American	-0.01	0.06	-0.15	12191	0.88	0.99
Hispanic	0.03	0.06	0.47	12191	0.64	1.03
Native American						
Multiracial	0.14	0.07	2.00	12191	0.05	1.15
Pacific Islander	-0.03	0.11	-0.27	12191	0.79	0.97
White	0.16	0.06	2.53	12191	0.01	1.17

Table 21
Multilevel Poisson Model for Differences in Arts Enrollment between Ethnic Groups (Pacific Islander Students are the Reference Category)

Fixed Effect	B	Se	t	df	p	Event Rate Ratio
Intercept	0.38	0.11	3.57	33	<.001	1.46
Asian American	0.12	0.09	1.28	12191	0.20	1.13
African American	0.02	0.09	0.22	12191	0.83	1.02
Hispanic	0.06	0.09	0.64	12191	0.52	1.06
Native American	0.03	0.11	0.27	12191	0.79	1.03
Multiracial	0.17	0.10	1.74	12191	0.08	1.18
Pacific Islander						
White	0.19	0.09	2.03	12191	0.04	1.20



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