

Appendix A

Background Information

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Definitions and Acronyms

AP (Advanced Placement): An intensive program of college-level curricula and exams developed by the College Board that provides high school students with an opportunity to earn college credit at participating colleges and universities across the country. The AP program offers students an opportunity to develop their academic strengths through rigorous curricula and challenging national examinations and exposes them to academic experiences usually reserved for college students.

ATSS (Arlington Tiered System of Support): A framework that provides resources and supports to help students achieve success in academics and behavior. At some elementary schools, ATSS is partially implemented through blocks of time dedicated to support or extension. These blocks typically focus on English language arts or math, and may also include behavioral and social emotional support.

CLASS (Classroom Assessment Scoring System): A classroom observation tool developed at the University of Virginia's Curry School of Education. It aims to provide a common lens and language focused on classroom interactions that encourage student learning. The CLASS tool organizes teacher-student interactions into three broad domains: Emotional Support, Classroom Organization, and Instructional Support. The upper elementary and secondary CLASS tools include a fourth domain, Student Engagement.

ESOL/HILT (English for Speakers of Other Languages/High Intensity Language Training): The English for Speakers of Other Languages/High Intensity Language Training (ESOL/HILT) program supports and monitors instruction that develops academic language and content knowledge for English learners.

Exploratory Wheel: A class offered to sixth graders designed to provide them the opportunity to sample a variety of the electives offered at the middle school level. Students in the Exploratory Wheel rotate through classes in fine arts and/or practical arts. Students travel as a group and rotate through the various classes offered. The possible combinations of offerings vary with the individual school's schedule.

Fine Arts Apprentice Program: The Fine Arts Apprentice Program provides specialized experiences beyond the regular art, music, and drama curriculum for selected students in grades 10-12. Opportunities for students may include ensemble works, master classes, attendance at professional rehearsals and performances, museum courses, small group instruction, seminars, and exhibit and performance opportunities.

Gifted Identification: A student is formally identified as gifted after being referred for consideration. Once a student is referred, a local school committee reviews multiple sources of student data to determine if the student will be identified.

Gifted Referral: A student may be referred to be considered for gifted identification by parents, guardians, school staff, community members, peers, self, or others.

IB (International Baccalaureate): An academic program licensed by the International Baccalaureate Organization (IBO) that, upon successful completion, results in the awarding of a high school degree. The curriculum emphasizes the importance of international awareness and responsible citizenship for students.

LEP (Limited English Proficient): A designation used by the Virginia Department of Education to indicate a student who is an English learner. In APS, these students are served by the ESOL/HILT program.

RTG (Resource Teacher for the Gifted): The teacher at each comprehensive school who works collaboratively with school staff to implement daily differentiation for gifted learners and raise the level of rigor for all learners. RTGs also manage the academic and visual/performing arts identification process.

Scholastic: A national program recognizing outstanding creativity in teens which offers scholarship opportunities for graduating high school seniors. The national nonprofit organization that presents the Scholastic Art & Writing Awards honors students who receive national recognition at a gala celebration at Carnegie Hall in New York City. Selected award recipients and high school seniors recognized with top honors have their artwork exhibited at Parsons School of Design in New York.

Studio Habits of Mind: A set of eight dispositions to describe artist thinking skills and provide a language to discuss critical thinking skills in the arts. Studio Habits of Mind was developed by Harvard's School of Education Project Zero¹.

¹ www.pz.harvard.edu

Arts Education Evaluation Methodology

The evaluation of the Arts Education program began in 2015-16 with the development of an evaluation design. A planning committee met regularly throughout the year to develop the evaluation questions that would guide data collection for this report. Committee members included staff from Planning and Evaluation, the Arts Education Office, other central offices, and schools; as well as community members. Data collection for the evaluation occurred during the 2016-17 school year and the fall of 2017. This evaluation employed various methodologies to collect data with which to examine the success of the APS Arts Education program. In particular, this report addresses the following three components outlined in Arlington Public Schools (APS) policy and procedures (45-3) for accountability and evaluation:

1. A description of the department, program, or service (**Appendix A3**)
2. Evaluation questions that ask:
 - a. How effectively was the Arts Education program implemented?
 - b. What were the outcomes?
3. Recommendations

The executive summary and appendices are located online at www.apsva.us/evaluationreports.

Evaluation Design and Questions

Table 1 displays the Arts Education evaluation design.

Table 1: Arts Education Evaluation Design

Program/Service Objective	Program/Service Question	Data Source(s)
Evaluation Question 1: Implementation – How effectively was the Arts Education Program implemented?		
Objective 1: Best instructional practices for emotional support, classroom organization, instructional support, and student engagement are evident across arts instruction.	1a To what extent are best instructional practices evident in APS arts instruction? 1b To what extent is differentiation in arts instruction evident for all students?	<ul style="list-style-type: none"> ● Classroom Assessment Scoring System (CLASS) ● Teacher survey
Objective 2: Teachers have the support necessary to effectively teach the APS curriculum aligned with the state standards.	2a To what extent are arts teachers satisfied with school- and division-level support for their instruction?	<ul style="list-style-type: none"> ● Teacher survey
Objective 3: Education in the arts is available and accessible to all APS students.	3a To what extent are APS student groups represented in the population of students receiving arts instruction?	<ul style="list-style-type: none"> ● Secondary enrollment data

	3b To what extent do secondary students continue to participate in arts?	
	3c To what extent do high school students enroll in higher-level arts electives?	
	3d What are barriers to participation in secondary arts instruction?	<ul style="list-style-type: none"> ● Student survey
	3e What factors influence secondary students' ability and desire to continue to participate in arts classes?	<ul style="list-style-type: none"> ● Student and parent survey
	3f What is the level of consistency in time for arts instruction across elementary schools? <ul style="list-style-type: none"> ● transition time ● number of minutes of instruction per week 	<ul style="list-style-type: none"> ● Teacher survey
	3g To what extent are students who request arts class on course request forms (CRFs) enrolling in an arts class the following year?	<ul style="list-style-type: none"> ● CRF card (5th- 7th)
	3h What is the level of consistency across schools and levels in how students are identified gifted in arts/music?	<ul style="list-style-type: none"> ● Visual art and music referral and identification ● Teacher and RTG survey
Objective 4: APS manages Arts Education resources effectively.	4a To what extent are the current APS offerings in the Program of Studies aligned with current jobs in the arts?	<ul style="list-style-type: none"> ● Scan conducted by Hanover Research
	4b To what extent are APS theaters safe and adequately maintained?	<ul style="list-style-type: none"> ● Theater inspections

Program Service/Objective	Program/Service Question	Data Source(s)
Evaluation Question 2: Outcomes – What were the outcomes for students?		
<p>Objective 5: Arts Education gives all students a strong theoretical framework for</p> <ul style="list-style-type: none"> ● valuing the arts ● making meaningful lifelong connections on how the arts are appreciated and applied in the real world ● effectively communicating their conceptual understanding of the arts ● problem solving as a community of learners 	<p>5a To what extent does arts instruction in APS allow students to experience the kinds of thinking and ways of working that are not regularly employed in the other academic disciplines?</p>	<ul style="list-style-type: none"> ● Studio habits of mind reflection tool
<p>Objective 6: Students experience success in the creation of art products.</p>	<p>6a To what extent are APS students experiencing success in the creation of art products?</p>	<ul style="list-style-type: none"> ● Concert ratings ● Scholastics participation and recognitions ● District assessments ● AP exam results ● IB exam results
<p>Objective 7: Arts Education prepares interested students for postsecondary study in the arts or employment in an arts-related field.</p>	<p>7a To what extent do secondary students who are interested in a career in the arts report that the APS arts education program adequately prepared them for postsecondary study or employment in an arts-related field?</p>	<ul style="list-style-type: none"> ● Student focus group ● Alumni telephone interviews

Study Measures

Data sources used to inform this evaluation are described in detail below.

Classroom Assessment Scoring System (CLASS)

Arlington Public Schools uses the Classroom Assessment Scoring System (CLASS) observation tool to assess the quality of interactions between teachers and students for all program evaluation areas. It was developed by the University of Virginia’s Curry School of Education as an early childhood observation tool, and later expanded to include other grade levels. CLASS observations were conducted in visual art, music, and theater classrooms throughout the 2016-17 school year at all grade levels. Observers conducted one 30-minute observation for each observed teacher. The domains and dimensions of the

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CLASS tool are described in detail in **Appendix B1**. **Appendix B2** describes the alignment between CLASS dimensions and APS best instructional practices. A summary of CLASS observations conducted for this evaluation is available in **Appendix B3**.

Secondary Enrollment

Secondary enrollment data was accessed through the data warehouse to answer questions related to participation in regular and advanced arts coursework, and representation of student groups in arts courses. The full report on secondary enrollment is available in **Appendix C1**.

Middle School Course Requests

Course requests for rising 6th, 7th, and 8th graders were accessed through the data warehouse to examine the extent to which students are enrolled in arts courses they request. This report is available in **Appendix C2**.

Gifted Referrals and Identifications

This evaluation includes gifted referral and identification data from the data warehouse. This data is summarized in **Appendix C3**.

D1: Theater Equipment Grades

All APS theaters are inspected annually by an external company. For purposes of this evaluation, the 2016-17 inspection included the development of an A-F grading scale as a means to describe the state of theater equipment at all inspected schools. The inspection company assigned a grade to each inspected theater, which gives a general indicator of age and expected lifespan rather than safety issues. Graded equipment included light and sound boards, curtains, and rigging. The full report on theater grades is available in **Appendix D1**.

Surveys

This evaluation includes stakeholder feedback from existing districtwide surveys such as the biannual Site-Based Survey, as well as surveys developed specifically for this evaluation. Respondent groups include a sample of all students, students and parents of students who discontinued taking arts courses, arts teachers, resource teachers for the gifted, and school administrators. Survey response are summarized in **Appendix E1**.

Student Focus Group and Alumni Interviews

In spring 2017, Planning & Evaluation contracted with an external evaluator to conduct a focus group with APS high school students who were interested in careers in the arts, as well as telephone interviews with APS alumni who had planned to pursue careers in the arts when they graduated from high school. The goal of the study was to gauge how well APS is preparing students who are interested in careers in the arts for postsecondary study and/or for employment in an arts-related field. The full report is available in **Appendix E2**.

Benchmarking Arts Course Offerings

Planning & Evaluation contracted with Hanover Research to conduct an analysis of APS arts course offerings by comparing APS with other local school districts, and analyzing enrollment in specific arts courses across schools within APS. This report is available in **Appendix F1**.

College and Career Readiness in the Arts

In a separate report, Hanover Research conducted a scan of postsecondary arts programs to determine prerequisites for enrollment, and analyzed current trends in careers in the arts. This report is available in **Appendix F2**.

Habits of Mind

Studio Habits of Mind (SHOM) was developed by Harvard's School of Education Project Zero¹. A set of eight dispositions to describe artist thinking skills, SHOM provides a language to discuss critical thinking skills in the arts.

During the 2016-17 school year, a group of **visual arts** teachers representing elementary, middle, and high school developed a student survey tool based on SHOM. Elementary and high school students participated in the assessment during spring 2017, and middle school students participated the following fall. A summary of responses are available in **Appendix G1**.

Concert Ratings

Throughout the 2016-17 school year, trained observers attended instrumental and choral school concerts to assess them using a rubric developed by the Arts Education Office and based on several concert observation tools used by other jurisdictions in Virginia and Maryland. Results are summarized in **Appendix G2**.

G3: Scholastic Participation and Performance

The Scholastics program is a national program recognizing outstanding creativity in teens. Students in grades 7-12 submit their artwork electronically. A panel of judges reviews each submission and awards them at the regional level. An exhibit of regional gold and silver awarded work is held at Arlington Central Library every March. Any work awarded a Gold award at the regional level is sent to New York for national adjudication. Students who win at the national level are eligible to win college scholarships. A summary of APS participation in Scholastics and results, is available in **Appendix G3**.

District Assessments

All APS middle schools and high schools participate in Virginia District XII band, choral, and orchestra assessments every March. At district assessment, ensembles are juried by three judges grading the tone, intonation, technique, balance, interpretation, musical effect, sight reading, and other factors. APS gathered district assessment scores and data from 2015 through 2017. The full report is available in **Appendix G4**.

AP and IB Exam Results

Advanced Placement (AP) is an intensive program developed by the College Board that offers students an opportunity to develop their academic strengths through rigorous college-level curricula and challenging national exams. International Baccalaureate (IB) is an academic program licensed by the International Baccalaureate Organization (IBO) that, upon successful completion, results in the awarding of a high school degree. IB courses are available at Washington Lee High School.

A summary of AP and IB scores for arts exams is included in **Appendix G5**.

¹ www.pz.harvard.edu

Arts Education Program Description - *Prepared by the Arts Education Office*

Program Overview

Arts Education is an essential part of the core curriculum from pre-kindergarten to grade 12 that provides opportunities to develop artistic literacy and supports the academic growth of all students. The arts offer powerful tools for expression – tools for making connections, for critical thinking, for personal realization, for communicating, for problem solving, and for civic engagement. They are an essential part of human history and provide a foundation for students to succeed. All students will be equipped to problem solve and use the tools they learned in the arts to build and innovate our future worlds.

The mission of the arts education office is to recruit, hire, and retain highly effective teachers and to lead a culture of continual learning toward the implementation of best practices and curriculum design, aligned to APS and state standards. This will provide the opportunities for students to receive high level of arts education and to develop the necessary problem solving and critical thinking skills that will transfer to all aspects of their lives.

Goals and Objectives

The Arts Education Office operates within the Department of Teaching and Learning (DTL) to meet APS Strategic Plan goals and DTL core services. APS develops six-year strategic plans with staff and community involvement to identify focus areas for school system improvement. Each year the School Board and the public receive reports on the progress made within each Strategic Plan goal area during the preceding year, with the opportunity for modifications to the Strategic Plan as warranted.

The current strategic plan runs through 2016-17 and focuses on five goal areas:

- Goal 1:** Ensure that Every Student is Challenged and Engaged
- Goal 2:** Eliminate Achievement Gaps
- Goal 3:** Recruit, Retain and Develop High-Quality Staff
- Goal 4:** Provide Optimal Learning Environments
- Goal 5:** Meet the Needs of the Whole Child

The Arts Education Office also works toward meeting the following DTL core services:

- Hiring and retaining highly effective teachers
- Establishing instructional best practices
- Designing the curriculum for implementation
- Selecting instructional resources
- Developing the Program and Studies

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- Providing instructional support for schools
- Designing and delivering professional learning
- Monitoring curriculum and pedagogy implementation

In addition to the strategic goals set forth by APS, the Arts Education Program has the following goals:

- **Goal 1:** Education in the arts will continue to be provided to students in Arlington Public Schools, and will continue to be valued and supported at all levels of schooling, Pre-K through Grade 12.
- **Goal 2:** Arts instruction at all levels and in all the arts disciplines will be aligned with the Virginia Standards of Learning in the Arts and the National Standards of Learning in the Arts.
- **Goal 3:** Arts instruction will give students experiences in the kinds of thinking and ways of working that are not regularly employed in the other academic disciplines:
 - The development of craft
 - The ability to engage and persist
 - The ability to envision
 - The ability to express ideas in a variety of ways
 - The ability to observe accurately for meaning
 - The ability to reflect upon and evaluate non-verbal expression
 - The abilities to explore, take risks, and make connections
 - The ability to work with others towards a common goal.
- **Goal 4:** Arts Education will give all students a strong theoretical framework for valuing the arts, make meaningful lifelong connections, and as appropriate prepare students for postsecondary study in the arts or employment in an arts-related field.

Attributes of Success

Through successful implementation of the APS Arts Education Program:

- All students can effectively communicate their conceptual understanding of the arts
- All students can make meaningful connections on how the arts are appreciated and applied in the real world
- All students are able to problem solve as a community of learners
- All students are appropriately challenged in the arts
- All students value the arts and are prepared to pursue higher education and possibly a career in the arts
- Teachers have the content and pedagogical knowledge and support necessary to effectively teach the APS curriculum aligned with the state standards

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Student progress in arts education is measured through individual assessments, portfolios, APS Pre Assessment and District XII Assessments.

Program Attributes

Arts Education is comprised of the following disciplines, each with its mission statement and goals: Visual Art (preK-12), General Music (preK-5), Instrumental Music (4-12), Chorus (6-12), and Theater (6-12). Instruction in the APS Arts Education program is based on curricula that follow the National Standards for Arts Education and the Virginia Standards for Learning related to the specific disciplines.

The program is offered for all Arlington Public Schools students, including those who have special needs, such as gifted students, students with disabilities, and students who have limited English proficiency. Laboratory fees and instrument rental fees may be waived for students eligible for free and reduced lunch to ensure that all APS students have equal access to Arts Education classes.

The Arts Education Office includes offering an Elementary Honors Orchestra, Band, and Chorus, and a Middle School Honors Orchestra, Band and Chorus and the secondary Apprentice Program. The office also assists the Gifted Services department with selection process for Governor's School in the Arts.

The Arts Education Office oversees the implementation of the Humanities Project and the Arlington Public Schools/J.F. Kennedy Center Partnership. The Humanities Project, funded jointly by Arlington Public Schools and Arlington County, brings artists, performers, and poets into the schools for performances, workshops, and extended residencies. Grants provide funding for additional experiences for both students and teachers. The Arlington Public Schools/J. F. Kennedy Center partnership offers professional development for classroom teachers in the Arts Integration model, bringing arts processes from the Theater, Visual Art, Music, and Dance disciplines to instructional content in other core academic subjects. The Kennedy Center has also established a school-based Arts Integration program, Changing Education through the Arts (CETA), which trains entire school faculties in the Arts Integration model. Abingdon Elementary and Drew Model School are currently participants in the CETA program.

Best and Current Practices

Students are engaged and focused on their work.

Teachers often use collaborative and/or authentic tasks that place students at the center of the learning process.

Teachers are teaching for meaning.

Opportunities are provided for students to perform or exhibit their work.

Arts Integration is visible and valued.

Students can make real world connections to content i.e., artists selected, choice of music.

Arts Classrooms are activity-based spaces as opposed to places to "sit and get" lectures.

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Teachers are actively engaged with all students and provide differentiation within the arts classroom.

There is a joyful feeling of purposeful movement, industrious thinking and a vital and vibrant atmosphere and environment.

There is an environment of directed inquiry.

The process is equally valued as the product

APS adopted curriculum and pacing guides are framing teacher's lessons.

Curriculum and Instruction

Elementary Level

All students from pre-K to grade 5 receive instruction in visual arts and general music based on an APS curriculum aligned to the four strands in the Virginia Standards of Learning: arts production skills; knowledge about arts, analysis and criticism (for Visual Art) or composition and improvisation (for General Music), and arts connections. Third grade students are introduced to Instrumental Music with the soprano recorder in their general music classes. Beginning in the fourth grade, students have opportunities to take chorus and or play a standard orchestra or band instrument. At Abingdon, all 4th graders take violin lessons.

Middle School

Arts are offered in middle school as elective courses. In grades 6-8 options for semester or yearlong classes are listed in the Program of Studies and are implemented based on scheduling needs. Students in 6th grade are given the additional option of the exploratory wheel. They may choose to participate in band or orchestra or chorus on a year-long basis, or they may choose the exploratory wheel, a process whereby students experience different electives on a rotation basis. The intent is to give students an opportunity to experience the basic content of a discipline so that those experiences can inform students' elective choices for 7th and 8th grade. Arts electives at the 7th and 8th grades introduce students to the formal academic structures of arts disciplines. They provide both the grounding in concepts and opportunities to develop production and performing skills. Throughout grades 6-8 band or orchestra are only offered as yearlong classes. Theater, chorus, and visual arts are given multiple options. Additional opportunities to take electives are offered through the ACT II program designed to free up scheduling conflicts and offer electives during the extended day period for credit and grade.

High School

Arts electives at the high school level can be part of a sequence (e.g. Photo I, Photo II) or a standalone course (e.g. Technical Theater). Students may also enroll in music performance ensembles for multiple years. Students enrolled in sequential arts courses have the opportunity to take AP arts courses, IB arts courses and photography as a dually enrolled course awarding college credit through NOVA. Students not enrolled in arts classes have opportunities to participate in after school arts clubs and activities,

including plays, musical ensembles, and various visual art projects. The graduation requirement for one credit in a Fine or Practical Art can be satisfied by taking an Arts elective. In addition, the Fine Arts Apprentice Program also provides opportunities for students highly invested in the arts to be part of a student directed course and acquire a ½ credit in fine arts.

Professional Development

Examples of Professional development opportunities offered through the Arts Education Office:

Kennedy Center workshops on Arts Integration through Festival of the Mind

Kennedy Center Cohort for Teacher certification

How to effectively teach students with disabilities through the arts

Working with students with Autism Spectrum in the arts

How to differentiate and support all learners in the arts classrooms

How to identify and differentiate the gifted learner in the arts

Safety first when teaching Theater

How to use technology and APPS in the arts classroom

How to use Social Media to publicize your students work in the arts.

How to use Social Media as a PLC

How to conduct your ensemble more effectively

Using Clinicians as professional development to improve student achievement in the arts

Theatre Exchange with Signature Theater

Playwrights, Guest Artists, and partnerships

Resources

Implementation of the Arts Education Program is the responsibility of the Arts Education Supervisor, the Arts Education Specialist, the Humanities Project Coordinator, and an Administrative Assistant, within the Department of Teaching and Learning. The primary responsibilities of the four fulltime program employees are as follows:

Table 1: Arts Education Office Staff and Responsibilities

Employee	Primary Responsibilities
Arts Education Supervisor	<ul style="list-style-type: none"> Supervise Elementary General Music, Elementary Visual Arts, Elementary Instrumental, Secondary Visual Arts, Secondary Vocal, Secondary Instrumental Secondary Theater.

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(fulltime)	<ul style="list-style-type: none"> • Supervise and coordinate the work of the Teacher Specialist, Humanities/Apprentice Coordinator and administrative asst. • Directly screen, hire supervise and evaluate elementary instrumental teachers including summative and interim evaluations. • Work with Principals and personnel on personnel issues including PIP and non-renewal • Oversee all elementary and MS Honors Programs including auditions, securing space, rehearsals and concerts. • Attend Monthly supervisor, admin council and ACI Meetings • Observe and evaluate arts teachers • Plan and deliver quarterly lead teacher meetings • Plan and attend monthly secondary meetings • Attend quarterly meetings for Kennedy Center Metropolitan Arts Council • Attend Concerts, theater productions and art shows throughout the county • Attend CETA planning and evaluation meetings • Annually Evaluate Theaters with APS Safety Inspector, Coordinate theater repairs and replacements. • Annually Evaluate Art rooms and kilns with APS Safety Inspector, Coordinate repairs and replacements. • Annually Evaluate APS instruments and coordinate repairs, replacements and inventory. • Active member of BLPC for new construction, additions or refurbished schools • Bulleted list
Arts Education Specialist (fulltime)	<ul style="list-style-type: none"> • Assists teachers in areas of instructional strategies, curriculum, and assessment. • Assists teachers to integrate technology in their teaching of Arts Education at all levels. • Provides workshops and other professional development opportunities as appropriate. • Coordinates the Honors Programs including elementary and MS instrumental and chorus • Assists technology department with software selections and uses concerning music • Coordinates curriculum review committees. • Assists with the creation, preparation, and implementation of a county-wide curriculum and assessment.
Humanities Project/ Apprentice Coordinator (fulltime)	<ul style="list-style-type: none"> • Directs Apprentice & Humanities Project program planning & implementation • Develops and manages program budgets (Humanities & Fine Arts); includes creation and submission of grant proposals and reports • Developing and maintaining relationships with over 40 artists and cultural community organizations, over 60 school partners, and Humanities Project partners (Kennedy Center, Signature Theatre, Cultural Affairs, and Arlington Independent Media).

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	<ul style="list-style-type: none"> • Maintains Arts Education page through the APS website, Arts Edu calendar, Arts Edu Blackboard site, maintenance for professional development workshops through ERO, Arts Edu social media accounts. • Manage countywide Scholastic Art competition and countywide art galleries. • Maintains and develops art partnerships including the Kennedy Center Education Department and Signature Theatre.
Administrative Assistant (fulltime)	<ul style="list-style-type: none"> • Billing for Vendors and various invoices • Creates Work orders • Coordinates Direct Pays • Creates and implements Purchase Orders • Coordinating the repair of all the instruments in the county • Order large quantities of equipment for the county • Coordinate the distributions of expensive equipment/instruments • Accounting for the department • Inventory of old, new, and donated instruments and equipment • Balancing accounts in 3 cost centers

Eleven Arts Education teachers serve as content lead teachers on a countywide basis. Three elementary visual art lead teachers and three elementary general music lead teachers each serve a group of 7 or 8 schools. An elementary instrumental music lead teacher serves the whole county. At the secondary level, there is one lead teacher for all secondary schools for each of the following arts disciplines: Visual Art, Theater Arts, Instrumental Music and Choral Music. Arts Education lead teachers are selected through an application/interview process. The Arts Education Office provides an annual stipend of \$1096.

The Arts Education Office/Supervisor directly supervises 11.8 elementary instrumental teacher positions. Additionally, the Arts Education Supervisor works directly with principals in hiring general music, choral, visual art, and theater teachers. The Arts Education Office works with lead teachers to identify and develop effective professional development for arts teachers.

The teaching staff for FY2018 is funded through school planning factors and includes the following positions that support Arts Education instruction:

Elementary Level

- 44 FTE general music
- 43 FTE elementary visual arts teachers, which includes
 - 3 visual art lead teachers, serving 7-8 schools each
 - 3 general music lead teachers, serving 7-8 schools each
 - 1 countywide instrumental music lead teacher serving 23 schools
- A set allocation of 11.8 FTE itinerant instrumental music teachers

Secondary Level

- 26 FTE visual arts teachers
- 10 FTE theater teachers, 5 MS, 3 HS and 2 HB-Woodlawn
- 9.0 FTE band directors
- 9.0 FTE choral directors, which includes:
 - 1 visual art lead teacher
 - 1 theater arts lead teacher
 - 1 instrumental lead music
 - 1 choral music lead teacher
- Set allocation of 6.0 secondary itinerant orchestra directors (middle, and high schools)

The average teacher salary in FY2018 is \$79,005. The budget for the Department of Teaching and Learning includes funds for approved curriculum and staff development. This includes:

- salaries for curriculum work done by teachers;
- salaries and costs for in-service professionals, including outside consultants, contract courses, and staff participating in professional learning outside of their contract hours; and
- conference registration fees for both presenters and attendees.

In addition, the Department of Teaching and Learning provides funds for purchase of Arts Education textbooks and support materials in an adoption year. In FY2011, \$1,544,512 was used to purchase Arts Education textbook adoption materials. In addition to materials provided by the Department of Teaching and Learning, all school budgets provide resources to replace and supplement instructional materials and supplies each year.

Additional Resources:

- The Arts Education Office has a budget line item for the purchase and/or replacement of musical instruments, pianos, photographic equipment, kilns, printing presses, and other large visual art equipment (\$137,601). Additional account for contract repair is \$74,050.
- There is a small allotment (\$500) for each secondary theater department that comes from Department of Teaching and Learning funds.
- Maintenance of the instruments is contracted through a bid process, to four repair services: L and L ((wind instruments), Music and Arts, (Brass) Dustin Saam Violins (string instruments), The Kiln Doctor (kiln repair), David Butler (piano repair).
- Resources for visual art supplies has a line item of \$9.31 each elementary school. Resources for visual art supplies for secondary schools are based on enrollment. Some classes, like ceramic and photography, charge fees for the lab component that can be waived for students who are eligible for free and reduced lunch.
- To supplement resources, arts teachers write grants, receive donations, and engage in fundraising activities. Theater arts teachers use proceeds from the box office sales.

Resources within the community include resident artists, performers, and poets involved with the Humanities Project, and professional development resources from the Arlington Public Schools/ J.F. Kennedy Center partnership.

Status of Recommendations Made in Previous Evaluations

The Arts Education Program was last evaluated in 2010 and included the following recommendations:

Table 2: Status of Recommendations Made in Previous Evaluation

Recommendation	Status
1. Support instructional practices in the following areas: <ul style="list-style-type: none"> a. arts vocabulary and language usage, and b. build understanding through sequencing of learning. 	Extensive professional development has been provided and additional classroom observations added to increase frequency and consistency of instructional best practices, improved but ongoing.
2. Increase enrollment of underrepresented students in arts courses, including students identified as Black, Hispanic, LEP or economically disadvantaged.	Significant progress has been made in increasing the representation of Black students; more work to be done with increasing enrollment in other groups.
3. Collect and monitor student participation and performance assessments in external (juried) assessments across secondary arts courses.	Done internally, collected through Arts Education Office.
4. Explore ways to measure student artistic processes in the elementary program.	Through Smart Goal development, some of these processes are measured. Continue to look for ways to develop performance based authentic data.
5. Work with Information Services to develop processes to measure and report on external assessments, participation in events, and program participation. Once a system is in place, regularly report progress, and identify annual priorities based on the concerns identified through reporting.	Needed to wait for completion of Data Warehouse, now we should be able to track and report on this.