

MEMORANDUM

TO: Arlington School Board

FROM: Arts Advisory Committee

DATE: October 15, 2013

SUBJECT: Recommending Year Report

Background

The Committee continues to review and research Arts programs in order to advance all of the APS strategic goals in the 2011-2017 Plan. We have multiple concerns, including ensuring that arts opportunities are optimal for all students at all APS schools, that mandates for new courses do not limit arts electives, and that gifted arts students are challenged and supported.

Responses to our survey of Honors Chorus Students during Spring 2013 indicated that some students are not being challenged enough by the program and that some students are finding it impossible to fit music education into their schedule. We are also concerned that the delivery of remediation in core subjects to students be done in the most effective manner and not eliminate their participation in arts education.

Despite the wide range of our concerns, we are focusing our recommendations for 2013-2014 on three specific areas: the management of Joint Use Facilities for Arts, funding for Visual Arts at the secondary level, and providing accompanists for secondary Choral Programs.

School Board Priorities FY 2014

The Arts Committee recommendations this year, combined with those of recent years, support the School Board Priorities identified for FY 2014. Our focused three recommendations for this year are aimed at improved student achievement. They help to ensure that every student is challenged and engaged. Our recommendation #1 on joint use facilities supports the School Board priority of more seats for more students because it uses existing facilities more effectively.

Recommendation #1: Ensure that Joint Use Facilities are accessible first for instruction.

2011 – 2017 Strategic Plan Alignment: Aligns particularly with Strategic Goal #4 (Provide Optimal Learning Environments), but supports all five goals. By ensuring access for students to arts spaces that are jointly used by APS and the County, every student is challenged and engaged to the maximum extent possible (#1). Given that APS schools have varying degrees of diversity in their students, ensuring that all school facilities are utilized for arts reduces

achievement gaps in arts (#2). By diminishing the extent to which Arts teachers are denied access to facilities located in their school, this lessens their frustrations and enhances the ability of APS to retain high quality staff (#3). By engaging students with facilities that are designed for the arts, this promotes the development of artistic assets in students (#5).

Rationale: APS and the County have a long and extensive history of co-developing facilities for arts, athletic, and other purposes. The facilities can serve divergent purposes. In the arts facilities, the original memoranda of understanding (MOU's) between the County and APS stated that education first was a guiding principle. The actual practice over the years has strayed from that original intent.

It is vital that APS monitor the actual implementation of a Joint Use Agreement and ensure that it supports instruction first to include student and teacher access. The arts spaces including the auditoriums should be available to students and teachers throughout the school day and after as scheduled for rehearsals and performances . Performing arts teachers should have keys to the auditorium. When the county use requires sets to be onstage for productions, they should strike these sets after a weekend performance so that the stage is available during the school day.

Original MOU's for joint use facilities should be reviewed and modified to align with best instructional practices currently needed to support APS instruction and thriving performing arts programs. These practices should be consistent across the county .

Budgetary Implications: Several hours of APS staff time to review Joint Use Facilities and discuss policies and scheduling with County staff.

Committee vote: 7-0

Recommendation #2: Establish line item funding for Visual Arts supplies that is consistent for all secondary schools.

2011 – 2017 Strategic Plan Alignment: Aligns particularly with Strategic Goals #1 (Ensure That Every Student is Challenged and Engaged) and #4 (Provide Optimal Learning Environments), but by systematizing Visual Arts education across schools, it would also reduce achievement gaps in Arts (#2).

Rationale: APS provides a consistent budget for Visual Arts supplies in elementary schools, but not for secondary schools. Currently there is a wide gap between monies supplied between one secondary school to another.

Budgetary Implications: It is recommended that \$9.10 per student enrolled be allocated for MS art funding. It is recommended that the \$9.10 be redirected from FY14 MS Instructional supplies having a \$0 impact on budget. It is recommended that \$11.10 per student enrolled be

allocated for HS arts funding. Budget impact for this would be \$66,600 (\$11.10 for approximately 6000 HS students.) Due to the amount of consumables and cost of art supplies for secondary programs this is slightly higher than the \$8.20 planning factor assigned per student for Science supplies.

Committee vote: 7-0

Recommendation #3: Provide stipend funding for accompanists for all school productions, particularly for secondary choral programs.

2011 – 2017 Strategic Plan Alignment: Aligns particularly with Strategic Goals #1 (Ensure That Every Student is Challenged and Engaged) and #4 (Provide Optimal Learning Environments), but by systematizing Music education across schools, it would also reduce achievement gaps in Arts (#2). By providing consistent support to Music teachers, it also supports Strategic Goal #3 (Recruit, Retain, and Develop High-Quality Staff).

Rationale: The accompanist is a necessary and valuable component of the middle school and high school choral music curriculum. At a minimum the accompanist should be available to the teacher and chorus for rehearsals and concerts. Ideally the accompanist should also be available during class time when music teachers are providing instruction on such curriculum items as how to incorporate various singing techniques, on how to respond to conducting patterns and interpretive gestures, and on how to evaluate performances.

According to a recent survey of APS choral music teachers, there is a wide gap in the resources available to compensate accompanists and, consequently, a wide gap in the amount of time that the teachers have access to accompanists. Middle and high school music teachers currently compensate the accompanists using funds from booster organizations, PTA grants, fundraisers and donations. At the elementary level, choral music teachers often depend on volunteers or colleagues to provide accompaniment.. Because there is currently no uniform system for providing accompanists, several new teachers reported that they had no idea what to do about accompanists.

Recent studies of academic performance have highlighted the key role that a robust music education can play in eliminating achievement gaps and fostering career success. (See references.)

Budget Implications: Funding for accompanists for high schools and middle schools - 25 hours per quarter at \$60.00 per hour for 9 schools = \$54,000. Funding for accompanists for elementary schools - 40 hours per year at \$60.00 per hour for 22 schools = \$52,800

Committee vote: 7-0

Update of Previous Recommendations:

Past Recommendation #1: APS should review the proposed Middle School schedule which is to be implemented in the 2013-14 academic year, and assess its impact on fine arts instruction. Middle Schools should have flexibility to adopt the block schedule that would best suit their unique community and programs. Furthermore, APS should explore options that would allow students to have access to a minimum of instrumental music, choral arts, theater arts, and visual arts classes.

Status: Middle School block scheduling was not implemented county-wide in 2013-2014 but any curriculum changes could be requested/approved by an APS middle school if it enhanced learning in that school's education model. Some new, middle school block scheduling efforts are, in fact, going forward. The Arts Advisory Committee will continue to monitor any new block scheduling efforts in APS middle schools to assess any impact on decreasing instructional time in art/music classes. For example, as part of their 5-year IB reauthorization process next year, TJMS must add 6th grade World Language classes in a block scheduling structure during 7th-8th periods for 6th graders. This required change will decrease PE, band and orchestra instruction by 50 percent for TJMS 6th graders. The Arts Advisory Committee will encourage APS and the Arlington School Board to consider looking at how to schedule instrumental music at the end of the school day and utilizing ACT II for the additional period of instrumental music ,jazz band and orchestra class options at TJMS to allow 6th grade (and 7th-8th grade students) instrumental music students an option to recoup their weekly music instruction.

Similarly, the Arts Advisory Committee will monitor fall 2013 reported concerns regarding staff encouraged core curriculum remediation courses for some gap students that cut out their fine arts class choice. The Committee encourages timely and translated communication options to ensure affected families understand switching their student out of fine arts for extra academic help is a choice not a requirement. The Committee underscores the importance of maintaining and encouraging diverse student participation in arts classes.

2011 – 2017 Strategic Plan Alignment: Goal 1: Every student is challenged and engaged. Goal 3: Eliminate Achievement Gaps.

Budgetary Implications: No budgetary implications. \$0

ACI Vote: For: 27 Against: 0 Abstain: 0

Past Recommendation #2: APS should offer flexible and affordable class options to satisfy the new Economics and Personal Finance course requirement. Furthermore, APS should monitor the impact of the required Economics and Personal Finance course on students' access to fine arts course, including their ability to maintain continuity of fine arts classes across the four years of high school.

Status: For the 2013-2014 school year, APS has succeeded in providing flexible Personal Finance and Economics course options to its high school students. The Arts Advisory Committee, however, will continue to monitor any negative impact on decreasing fine arts course participation. In addition, they encourage APS counseling staff effectively communicate the array of class choices to students/parents well before courses are chosen in February to again mitigate any decrease in fine arts class participation when trying to squeeze in this required course.

APS Personal Finance and Economics course option progression: The Virginia required, Personal Finance and Economics curriculum was first offered to APS high school students during the 2012-2013 school year with two classroom options which continue: a stand-alone, Personal Finance and Economics class and the existing AP Micro/Macro Economics course which Virginia's Department of Education counts for this requirement. In the summer of 2013, APS began offering a free pilot, on-line Personal Finance and Economics Course. This fall, APS offered an even more flexible, free course option for students – a 24/7, on-line Personal Finance and Economics course available for outside of school completion. On-line training is provided to students, all course requirements are to be finished by June 14, 2014 and all exams will be proctored at the APS Reed-Westover building. The Arts Advisory Committee will gather data on student participation numbers for all course offerings and will also seek data on changes in fine arts curriculum participation at APS high schools.

2011 – 2017 Strategic Plan Alignment: Supports APS Strategic Plan Goals #1 (Ensure that every student is challenged and engaged) and #2 (Eliminate achievement gaps).

Budgetary Implications: Online and other course offered before/during/after school hours may require additional staff. Funding should be provided to cover any tuition fees for economically disadvantaged students.

ACI Vote: For: 21 Against: 3 Abstain: 3

Past Recommendation #3: APS should continue to improve opportunities in choral music education with specific focus on middle schools, in light of the 2010 Arts Education Program Evaluation Report, which found a 2% decline in middle school choral enrollment from 2005-2006 and lower participation in the arts overall for students identified as Hispanic and LEP or disadvantaged.

Status: The Middle School Honors Chorus, an outgrowth of this committee's 2009-2010 recommendation, has flourished in its second year of operation, reaching its maximum capacity of 75 students and more than demonstrating the need for this program. Jr. Honors chorus continues to be a successful program. We continue to monitor vocal music programs in view of the substantial decline in choral arts enrollment cited in Appendix C of the committee's 2012 Report. We continue to support improved opportunities for choral music education, with a specific focus on middle schools. The approved funding of \$3,000 in operating expenses for the Middle School Honors Chorus for the 2014 fiscal year will add to the effectiveness of this program. APS continues to use the pyramid model for strengthening choral programs.

Additionally hiring effective staff for all vocal programs is a key priority of the Arts Education Supervisor as well as working with guidance counselors and principals with scheduling issues . The effective use of ACT II to support arts electives has added opportunities for students in the arts and particularly in vocal music. Swanson MS has over 65 students enrolled in their ACT II Choral program.

2011 – 2017 Strategic Plan Alignment: Supports APS Strategic Plan Goal #4 (Providing Optimal Learning Environments that are safe and conducive to learning).

Budgetary Implications: Countywide Middle School Honors Chorus (\$1,500); Pyramid concerts/district assessment festivals (\$1,500); Middle school participation in district festivals (\$0); Move toward full-year, school-based middle school choral classes (\$0); Increase awareness among secondary school guidance counselors of choral offerings, benefits of sequential choral education; increase staff awareness of fee policies (\$0); Offer and teach a minimum of two choral classes each year at the high school level to provide progressive instruction, align choral offerings with band and orchestra, and build on improvements in middle school choral opportunities (\$0).

ACI Vote: For: 20 Against: 2 Abstain: 5

Past Recommendation #4: APS should contract with a professional theater safety company to conduct a site analysis of nine (9) middle, high, and secondary school's performing arts facilities to determine inspection needs. Subsequently, the company should prepare a report which would include a thorough inventory of the systems on site, a schedule for replacement of key systems such as rigging systems and soft goods such as fire curtains, and a proposal for annual inspections of nine (9) Arlington secondary school performing arts facilities.

Status: The Arts Education Supervisor continues to work with facilities and APS safety inspector to update and maintain our theaters, including training of personnel and annual safety inspection of APS arts spaces and theaters. During 2012-13, repairs were done at Jefferson, Kenmore, Arlington Traditional, Gunston, H-B Woodlawn, Science Focus and Williamsburg schools, totaling \$595,410 and paid from the facilities budget for fiscal years 2011 and 2012. Gunston will be next to have major repairs of approximately \$170,000 done to its theater. The Arts Education Supervisor is working closely with Facilities to continue the repair and maintenance schedule to be included in the MCMM cycle. The committee will continue to monitor this progress and the timeline for contracting an outside company to evaluate our theaters every few years.

2011 – 2017 Strategic Plan Alignment: Supports APS Strategic Plan Goal #4 (Providing Optimal Learning Environments that are safe and conducive to learning).

Budgetary Implications: Cost of initial site analyses and report (approximately \$250 per school) \$2,250

ACI Vote: For: 26 Against: 0 Abstain: 1

Past Recommendation #5: APS should carefully examine both the size and quality of instructional space assigned to elementary school band, orchestra, general music, and visual arts classes when challenged with the allocation of rooms due to increased enrollment

Status: APS continues to face growing enrollment and capacity issues. During the 2012-13 school year, APS initiated the More Seats for More Students planning process to address capacity issues, which includes planning for new buildings and expansion of existing buildings (see Appendix for APS Building Capacities and Projected Student Enrollment). Our committee also surveyed arts teachers across Arlington (see Appendix for Summary of Arts Survey), and found that 48% of respondents said their enrollments increased compared to last year. For the most part, respondents said facilities, materials and tools, classroom equipment, and technologies are currently adequate--however, there are some staff who are finding it difficult to adequately provide instruction to arts students. 19% of respondents said they are teaching on a stage or cart, rather than a classroom. Many of those teaching in classrooms are sharing space, sometimes in rooms other than a dedicated arts or music space. At a minimum, this committee requests that all spaces used for arts instruction are properly outfitted as instructional spaces and all available equipment and technology are provided regardless of whether it is a learning suite, cart or shared space. The Arts Committee will continue to monitor this.

2011 – 2017 Strategic Plan Alignment: Supports APS Strategic Plan Goal #4 (Providing Optimal Learning Environments that are safe and conducive to learning).

Budgetary Implications: None \$0

ACI Vote: For: 25 Against: 0 Abstain: 2

Arts Advisory Committee members 2013-2014:

Co-chairs: Tina Masciangioli and Michael Shea

Members: Melissa Bishop, Chris Ditta, Hanna Eun, Anna Henning, Louisa Marinaccio, Sushmita Mazumdar, Mod Mekkawi, Susan Scott, Karen Dunlap (member observer), Pam Farrell (Arts Education Supervisor and liaison to the Arts Advisory Committee.)

Appendices

APPENDIX A Middle School Choral Programs survey summary

Grade	Number of Students	#2) In Elementary School did you participate in Honors Chorus?		#3) Are you enrolled in your middle school's chorus now?		#4) Do you intend to take chorus as an elective next year?		#5) Did you enjoy your Middle School Honors Chorus experience?			#6) Will you participate in Middle School Honors Chorus next year?		
		Yes	No	Yes	No	Yes	No	Yes	No	Maybe	Yes	No	Maybe
6	21	19	2	11	9	13	6	18	1	1	18	1	1
7	28	18	9	13	15	12	16	24	1	3	23	1	3
8	13	5	4	9	6	8	7	9	1	3	-	-	-

Question #3 Response
In Elementary School did you participate in Honors Chorus?

6th Grade	7th Grade	8th Grade
We have to wait until 7th grade to join (3)	I was already in band	Don't like the music choices (2)
Didn't fit into schedule (2)	Don't know the teacher	the people in it aren't good
Don't like the music choices	Didn't fit into schedule (12)	wanted to do Art
There are other things I wanted to take instead	Class is too easy (2)	The teacher was not nice last year, and the kids treated me badly
don't like teacher	Don't like the music choices	Didn't fit into schedule

Question #4 Response
Do you intend to take chorus as an elective next year?

6th Grade	7th Grade	8th Grade
I'm taking Band (2)	Didn't fit into schedule (9)	I want to take Drama
Didn't fit into schedule (2)	I'm taking Band	Didn't fit into schedule (3)
Maybe	Don't know the teacher	I wanted to do Art
An after school elective, if that counts	I'd take it after school	I want to take something else
Don't like the teacher	Other things I want to do	I don't like to sing chorus in school, but I like to sing outside of school
	Class is too easy	
	Don't like the music choices	

Question #5 Response
Did you enjoy your Middle School Honors Chorus experience?

6th Grade	7th Grade	8th Grade
Yes, I like experiencing other chorus	Yes, I like learning other music	Yes I have made new friends
Yes, I really enjoy singing with people that are my skill level (3)	Not Sure, have many obligations, so it's hard to focus and enjoy	Yes my friends are in it
Yes, I liked the music (4)	Yes, I get to meet new people (2)	Yes, I love singing and meeting new people (4)
Yes, because im with new people (2)	Yes, because it's fun and I get to sing (12)	Not sure, I really like it, but would like harder songs
Yes, our music is more complicated and challenging		Not sure, Sometimes was extremely boring, but sometimes good fun
No, a bit too long practices	Yes, but not challenging enough	Not sure, not really what I'm looking for in chorus, want more upbeat songs and movement
Yes, I love to sing (3)	No, I just got kind of bored	
	Yes, I like the instructors	
	Yes, I like the instructors	

APPENDIX B APS Building Capacities and Projected Student Enrollment, 2012-18

APS Building Capacities and Projected Student Enrollment, 2012 - 2018 (No Dual Enrolled Students)

School	2012		2013		2014		2015		2016		2017		2018		
	Capacity	Enrollment	Percent	Projection	Percent	Projection	Percent	Projection	Percent	Projection	Percent	Projection	Percent	Projection	
Abingdon	589	540	91.7%	562	95.4%	598	101.5%	643	109.2%	671	113.9%	709	120.4%	717	121.7%
ASF	553	575	104.0%	600	108.5%	632	114.3%	646	116.8%	647	117.0%	664	120.1%	674	121.9%
ATS	465	497	106.9%	502	108.0%	502	108.0%	502	108.0%	502	108.0%	478	102.8%	454	97.6%
Ashlawn	459	526	114.6%	559	121.8%	598	130.3%	610	132.9%	594	129.4%	607	132.2%	639	139.2%
Barcroft	460	479	104.1%	542	117.8%	569	123.7%	602	130.9%	627	136.3%	613	133.3%	629	136.7%
Barrett	576	555	96.4%	551	95.7%	570	99.0%	558	96.9%	570	99.0%	579	100.5%	574	99.7%
Campbell	436	418	95.9%	431	98.9%	443	101.6%	459	105.3%	468	107.3%	482	110.6%	496	113.8%
Carlin Springs	585	582	99.5%	592	101.2%	593	101.4%	607	103.6%	627	107.2%	643	109.9%	664	113.5%
Claremont	599	674	112.5%	707	118.0%	726	121.2%	760	126.9%	772	128.9%	762	127.2%	742	123.9%
Drew	674	617	91.5%	677	100.4%	692	102.7%	718	106.5%	726	107.7%	749	111.1%	754	111.9%
Glebe	510	551	108.0%	586	114.9%	619	121.4%	626	122.7%	630	123.5%	653	128.0%	653	128.0%
Henry	463	427	92.2%	442	95.5%	458	98.9%	466	100.6%	479	103.5%	487	105.2%	506	109.3%
Hoffman-Boston	566	400	70.7%	442	78.1%	451	79.7%	463	81.8%	490	86.6%	496	87.6%	495	87.5%
Jamestown	597	619	103.7%	634	106.2%	628	105.2%	642	107.5%	649	108.7%	656	109.9%	668	111.9%
Key	653	660	101.1%	674	103.2%	698	106.9%	714	109.3%	716	109.6%	728	111.5%	735	112.6%
Long Branch	533	486	91.2%	495	92.9%	501	94.0%	507	95.1%	517	97.0%	528	99.1%	539	101.1%
McKinley	443	555	125.3%	604	136.3%	643	145.1%	684	154.4%	700	158.0%	750	169.3%	764	172.5%
Nottingham	513	548	106.8%	692	134.9%	694	135.3%	727	141.7%	747	145.6%	773	150.7%	771	150.3%
Oakridge	674	668	99.1%	715	106.1%	753	111.7%	781	115.9%	799	118.5%	820	121.7%	833	123.6%
Randolph	484	423	87.4%	442	91.3%	449	92.8%	449	92.8%	449	92.8%	463	95.7%	468	96.7%
Taylor	659	729	110.6%	755	114.6%	803	121.9%	806	122.3%	813	123.4%	838	127.2%	839	127.3%
Tuckahoe	545	665	122.0%	696	127.7%	711	130.5%	720	132.1%	735	134.9%	756	138.7%	769	141.1%
Total Elem Cap	12036	12294	102.1%	12900	107.2%	13331	110.8%	13690	113.7%	13928	115.7%	14234	118.3%	14383	119.5%
Gunston	932	744	79.8%	773	82.9%	803	86.2%	853	91.5%	908	97.4%	937	100.5%	985	105.7%
Jefferson	931	786	84.4%	831	89.3%	891	95.7%	919	98.7%	984	105.7%	1020	109.6%	1068	114.7%
Kenmore	985	762	77.4%	812	82.4%	831	84.4%	883	89.6%	941	95.5%	970	98.5%	1020	103.6%
Swanson	948	967	102.0%	1033	109.0%	1104	116.5%	1138	120.0%	1220	128.7%	1265	133.4%	1323	139.6%
Williamsburg	997	961	96.4%	982	98.5%	1026	102.9%	1091	109.4%	1157	116.0%	1196	120.0%	1258	126.2%
H-B Woodlawn	221	228	103.2%	217	98.2%	214	96.8%	212	95.9%	212	95.9%	212	95.9%	212	95.9%
Total Middle Cap	5014	4448	88.7%	4648	92.7%	4869	97.1%	5096	101.6%	5422	108.1%	5600	111.7%	5866	117.0%
Wakefield	1797	1430	79.6%	1460	81.2%	1549	86.2%	1614	89.8%	1693	94.2%	1792	99.7%	1896	105.5%
Washington-Lee	1854	1980	106.8%	2023	109.1%	2032	109.6%	2186	117.9%	2286	123.3%	2400	129.4%	2557	137.9%
Yorktown	1862	1754	94.2%	1815	97.5%	1881	101.0%	1918	103.0%	2051	110.2%	2158	115.9%	2280	122.4%
H-B Woodlawn	390	395	101.3%	389	99.7%	389	99.7%	389	99.7%	389	99.7%	389	99.7%	389	99.7%
Total High Cap	5903	5559	94.2%	5687	96.3%	5851	99.1%	6107	103.5%	6419	108.7%	6739	114.2%	7122	120.7%
Total	22953	22301	97.2%	23235	101.2%	24051	104.8%	24893	108.5%	25769	112.3%	26573	115.8%	27371	119.2%
Integration Station*	n/a	19	n/a	38	n/a	38	n/a	38	n/a	38	n/a	38	n/a	38	n/a
Stratford Program*	n/a	51	n/a	56	n/a	56	n/a	56	n/a	56	n/a	56	n/a	56	n/a
Arlington Mill*	n/a	105	n/a	102	n/a	102	n/a	102	n/a	102	n/a	102	n/a	102	n/a
Langston*	n/a	65	n/a	65	n/a	65	n/a	65	n/a	65	n/a	65	n/a	65	n/a
Enrollment TOTAL		22534		23496		24312		25154		26030		26834		27632	

Last updated Nov. 20, 2012.

DUAL ENROLLED STUDENTS AND PEER MODELS HAVE BEEN SUBTRACTED FROM SCHOOL TOTALS.

<http://www.apsva.us/cms/lib2/VA01000586/Centricity/Domain/110/Capacity%20Analysis%202012-11-20%20no%20dual%20enrolled.pdf>

APPENDIX C

2012-13 Arts Survey Summary

1. Describe the school(s) where you teach and instructional area:

	Music	Theater Arts	Visual Arts
Elementary	60.9%	1.6%	39.1%
Middle	61.9%	23.8%	23.8%
High	46.25	7.7%	50.0%

2. Please evaluate the adequacy of the following:

	Completely adequate	moderately adequate	minimally adequate	inadequate	completely inadequate
Facilities - dedicated room or space for instruction	38.4%	29.3%	15.2%	10.1%	7.1%
Materials and tools	40.8%	41.8%	11.2%	6.1%	0.0%
Classroom equipment (tables, risers, drying racks, etc.)	32.0%	44.3%	10.3%	11.3%	2.1%
Technologies (smart board, laptop, LCD, projector)	49.0%	30.6%	8.2%	11.2%	1.0%

3. Do you teach on a stage, cart, music room or art room? other?

Music/art/theater room: 81%; stage: 10%; cart: 9%

4. Did your students participate last year in APS-, District-, or regional-sponsored events?

APS Honors Band/Orch/Chorus: **48.1% yes**

Pyramid concerts: **52.5% no**

VocalFest: **78.3% no**

District 12 Assessment: **50% no**

5. In your opinions, how can APS increase diversity in enrollment in arts classes?

Numerous free responses were provided--which the committee will explore in more detail this year through guest speakers and meeting discussions.

6. Is the baseline funding you received last year from your school adequate to support your program?

Yes: 59%

No: 41%

7. Did you also seek outside assistance last year through your school's PTA, booster, or another sources as a grant?

Yes: 75%; No: 25%

8. Compared with last year, has enrollment in your subject area this year:

Increased: 48%; Remained the same: 44%; decreased: 8%

9. Do you have any other comments about the challenges you face? Would you be willing to discuss these or any other needs with the committee?

Numerous free responses were given--which have provided ideas for topics that the committee will explore in detail during the school year.

10. Middle School Teachers only: Are you teaching in your instructional area this year as part of Act II?

No: 70%; Yes: 30%

REFERENCES

Arts Advisory Committee Report and Recommendations with Staff Response (January 2012):

<http://www.apsva.us/cms/lib2/VA01000586/Centricity/Domain/29/Staff%20Response%20-%20ARTS%20Committee%20-%20FINAL.pdf>

APS Building Capacities and Projected Student Enrollment 2012-18:

<http://www.apsva.us/cms/lib2/VA01000586/Centricity/Domain/110/Capacity%20Analysis%202012-11-20%20no%20dual%20enrolled.pdf>

Joanne Lipman, "Is Music the Key to Success?" *The New York Times*, October 12, 2013.

(http://www.nytimes.com/2013/10/13/opinion/sunday/is-music-the-key-to-success.html?pagewanted=all&_r=1&)

Lori Miller Kase, "Using Music to Close the Academic Gap: New studies on the cognitive advantages of learning instruments at early ages," *The Atlantic Monthly*, October 9, 2013.

(<http://www.theatlantic.com/health/archive/2013/10/using-music-to-close-the-academic-gap/280362/>)

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