



2011

Full Report

Status of
Arts Education
in Ohio's Schools

Ohio Alliance for Arts Education

In partnership with the

Ohio Arts Council &

Ohio Department of Education

Status of Arts Education in Ohio's Public Schools 2011

Introduction and Acknowledgements

The Ohio Alliance for Arts Education (OAAE) is pleased to present the *2011 Status of Arts Education in Ohio's Public Schools* (Status Survey Report) with our partners, the Ohio Arts Council (OAC), and the Ohio Department of Education (ODE).

The OAAE, OAC, and ODE engaged Quadrant Arts Education Research (Quadrant) in January 2010 to analyze Ohio Department of Education data (ODE Data) about student enrollment and teachers in dance, drama/theater, music, and visual art, and conduct a survey (Status Survey) about arts education programs in Ohio's public schools.

The analysis of the ODE Data and the results of the Status Survey are included in this report entitled, *2011 Status of Arts Education in Ohio's Public Schools* (Status Survey Report).

The results of the ODE Data analysis and the Status Survey of arts education call for more Ohio students to be engaged actively in the artistic processes of responding to, creating, and performing works of art.

The analysis by Quadrant of 20,249 records contained in the ODE Data bases provided specific information about student enrollment in twenty-nine courses in the arts for 3,327 community and traditional public schools and 612 school districts by grade level; the number and type of arts courses offered by schools/districts; patterns of student enrollment in arts courses based on school district typology; the qualifications and assignments of 10,673 arts teachers; and more.

The information found through the analysis of ODE Data was further clarified through an online survey of traditional public and community schools conducted by Quadrant from April through August 2010. Sixteen percent of schools completed the Status Survey (542 schools) representing approximately 295,000 Ohio students.

The results of the Status Survey provided additional information to better understand the status of arts education programs and policies in the following areas: hours of instruction; academic content standards; student assessment in the arts; graduation requirements in the arts; teacher professional development; budgets for arts education; community partnerships and collaborations to support arts education; coordination of arts education programs, and more.

The *2011 Status of Arts Education in Ohio's Public Schools* report is the fifth in a series of reports on arts education in Ohio's schools published in 1989, 1996, 2000, and 2005 by the Ohio Alliance for Arts Education.

The purpose of the Status Survey Report is to provide community, education, legislative, and arts education leaders, policy makers, and citizens with current, comprehensive information about arts education programs in Ohio's public schools. This information will be used to inform decisions about how to increase student enrollment in the arts and improve the quality of arts education programs, and how to better align arts education with the goals of the State Board of Education. The Status Survey Report will also serve as a baseline for future analyses of data about arts education programs, and as a way to track the impact of recent changes in education policies on arts education programs in schools, such as changes in the state's school funding system, teacher evaluation process, and the system for ranking schools.

The results of the Status Survey Report will also drive efforts to achieve the Advocacy Goals of the Ohio Alliance for Arts Education set forth in the OAAE's strategic plan. The goals are, 1) include the arts in Ohio's "core" curriculum; 2) ensure access for all students to quality preK-12 arts education programs; and 3) include the arts in statewide efforts to improve student achievement.

The data analyzed in the Status Survey Report provides a snapshot of quantitative information about arts education programs in Ohio's schools, but not necessarily information about the quality of the arts education programs. The quality of arts education programs for all schools/districts based on student achievement will depend on the willingness of policy makers in Ohio to one day include the arts in Ohio's assessment and accountability system for schools, and to include an indicator for student achievement in the arts on the Local Report Card.



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Project Director:

Dr. Corwin Georges, Wittenberg University

Project Steering Committee:

Donna S. Collins, Ohio Alliance for Arts Education

Joanne Eubanks, Ohio Arts Council

Dr. Corwin Georges, Wittenberg University

Jeff Hooper, Ohio Arts Council

Nancy Pistone, Ohio Department of Education

Joan Platz, Ohio Alliance for Arts Education

Additional Project Support:

Board of Directors, Ohio Alliance for Arts Education

Mary Campbell-Zopf, Ohio Arts Council

Dr. Ed Duling, Ohio Department of Education

Christy Farnbauch, Strategic Links, LLC

Sheila Milligan, Ohio Department of Education

Dr. Marilyn Troyer, Ohio Department of Education

Project Analysis Team:

Dr. Pat Cirillo, Cypress Research

Robert B. Morrison, Quadrant Arts Education Research

Joan Platz, Ohio Alliance for Arts Education

Executive Summary and Report Author:

Joan Platz, Ohio Alliance for Arts Education

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Executive Summary

What is the level of education in dance, drama/theater, music, and visual art in Ohio's public schools? How many students are enrolled in courses in the arts? What arts courses are students taking? How many teachers in the arts are there in Ohio's public schools?

The Ohio Alliance for Arts Education (OAAE), the Ohio Arts Council (OAC), and the Ohio Department of Education (ODE) set-out to find the answers to these and other questions by engaging Quadrant Arts Education Research (Quadrant) in January 2010 to analyze Ohio Department of Education data (ODE Data) about arts education courses and teachers and conduct a survey (Status Survey) about arts education programs in Ohio's public schools.

The results of the analysis of the ODE Data and the Status Survey of arts education call for more Ohio students to be engaged actively in the artistic processes of responding to, creating, and performing works of art.

The analysis by Quadrant of 20,249 records contained in the ODE data bases provided specific information about student enrollment in twenty-nine arts courses described by the ODE for 3,327 community and traditional public schools and 612 school districts by grade levels; the number of arts courses offered by schools/districts; patterns of student enrollment in arts courses; the qualifications and assignments of 10,673 arts teachers; and more.¹

The information found through the analysis of ODE Data was further clarified through an online survey of public schools in Ohio conducted in April – August 2010 by Quadrant. Sixteen percent of schools completed the Status Survey (529 traditional public schools

¹ Community schools are known in other states as charter schools. In Ohio community schools are privately operated public schools authorized under ORC 3314. Community schools comply with different laws and rules than traditional public schools, and are not required by law to provide instruction in the arts.

and 13 community schools) representing approximately 295,000 Ohio students.

The following is a summary of the results of the ODE Data analysis and Status Survey and recommendations organized by the topics students, teachers, and schools and districts.

The complete analysis of the ODE Data and the results of the Status Survey, and a detailed explanation of the rationale for the recommendations are included in a report entitled *2011 Status of Arts Education in Ohio's Public Schools (Status Survey Report)*, which is available on the Web site of the Ohio Alliance for Arts Education at <http://www.oaae.net/>

Summary of Results and Recommendations

The results of the analysis of ODE Data and the Status Survey of arts education call for more Ohio students to be engaged actively in the artistic processes of responding to, creating, and performing works of art.

Results for Students

Student Enrollment: The percent of students enrolled in courses in the arts ranged widely among arts disciplines (dance, music, drama/theater, and visual art) and between traditional and community schools.

Although 93 percent of schools reported a least one student enrolled in one arts course for the 2009-2010 school year, seven percent of schools reported no student enrollment in the arts.

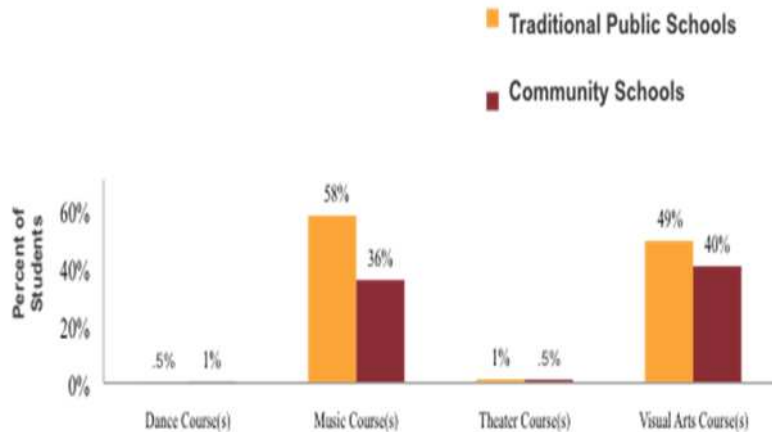
When the data for traditional public schools and community schools was analyzed separately, 97 percent of traditional public schools and 61 percent of community schools enrolled *at least one student in one arts course in 2009-2010*.

As Figure 1 shows, for students in traditional public schools, the *percent of students enrolled* in courses in the arts ranged from .5

percent in dance; one percent in drama/theater; 49 percent in visual art; to a high of 58 percent in music.

For students in community schools, the percent of students enrolled in courses in the arts ranged from .5 percent in drama/theater; one percent in dance; 36 percent in music; to a high of only 40 percent for visual art.

Figure 1: Percent of Students (Aggregated) Enrolled in Arts Courses by Arts Discipline in Traditional Public Schools or Community Schools in 2009-2010



Availability of Courses in the Arts: Figure 2 shows the total number of courses taught in the arts. During the 2009-2010 school year students in traditional public schools and community schools could have had access to a possible 29 courses in the arts, including 17 courses in visual art; 8 courses in music; 2 courses in dance; and 2 courses in drama/theater. For example, students in the Toledo School District had access to 14 unique courses in the arts, out of a possible 29 courses, in three of the arts disciplines.

The total number of arts courses taught in Ohio schools for the 2009-2010 school year was 10,068 in visual art; 9,682 in music; 413 in drama/theater, and 86 in dance.

The total number of individual courses taught in a specific arts course ranged from a high of 6,116 courses in *Visual Art K-12* to a low of 19 for the course *AP Studio Art – 3D Design*.

Other popular arts courses taught included *Instrumental Music* (2,871 courses taught); *Music K-8* (2,595 courses taught); *General Music* (1,600 courses), and *Vocal/Choral Music* (1,578 courses). For dance, 57 courses were taught in *Introduction to Dance* and 29 courses were taught in *Comprehensive Dance*. For drama/theater, 362 courses were taught in *Theater Arts* and 51 courses were taught in *Drama/Theater Arts K-8*.

Figure 3 shows that the number of school districts that offered an arts course in at least one grade level ranged from a high of 607 school districts offering *Instrumental Music* to a low of eleven school districts offering *Comprehensive Dance*. More than 80 percent of school districts offered *Visual Art K-12* (606 school districts), *Vocal/choral Music* (591 school districts), and *Music K-8* (538 school districts).

Figure 2: Total Number of Arts Courses Taught, by Arts Discipline, and the Percent of Courses Taught by a Licensed Teacher in the Arts

Course Name	# of Courses Taught	% of Courses Taught by Teacher Certified in Arts Discipline
Visual Art		
Visual Art (K-12)	6116	96%
Art Appreciation	397	79%
Art History	215	65%
Design	343	88%
Crafts	189	94%
Ceramics	355	93%
Drawing and Painting	951	90%
Photography/Film Making	367	84%
Printmaking	44	93%
Sculpture	179	94%
Graphic Arts/Unified Arts	213	85%
AP Studio Art - Drawing	70	91%
AP Studio Art - 2D Design	38	89%
AP Studio Art - 3D Design	19	89%
AP Art History	25	84%
Advanced Visual Art	243	94%
Other Visual Art Course	304	74%
Theater		
Drama/Theatre in K-8	51	84%
Theatre Arts	362	70%
Dance		
Introduction to Dance	57	63%
Comprehensive Dance	29	59%
Music		
General Music	1600	94%
Music Theory	317	89%
Vocal/Choral Music	1578	96%
Instrumental Music	2871	96%
Music Appreciation	390	82%
Music (K-8)	2595	97%
AP Music Theory	55	84%
Other Music Course	276	80%

Figure 3: Number of School Districts with Student Enrollment in Arts Courses by Arts Discipline and Course Title
Courses defined by the Ohio Department of Education. Total # of school districts 612

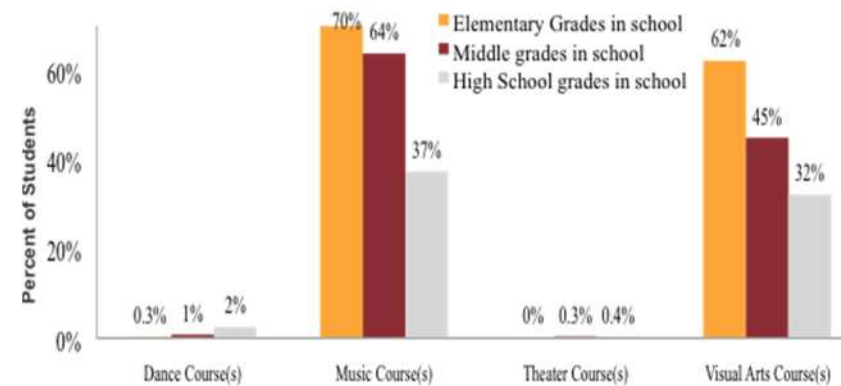
Course	# of Districts Which Offer Course (in at least 1 grade)	% of Districts Which Offer Course (in at least 1 grade)
Visual Art – 99.8% of districts offer at least one course		
Visual Art (k-12)	606	99%
Drawing and painting	430	70%
Ceramics	252	41%
Photography and filmmaking	217	35%
Art Appreciation	184	30%
Design	188	31%
Advanced visual art	178	29%
Graphic arts	143	23%
Art History	105	17%
Crafts	130	21%
Sculpture	137	22%
AP studio Drawing	52	8%
Printmaking	39	6%
AP Studio 2DD	31	5%
AP Studio 3DD	15	2%
AP Art history	19	3%
Other Visual arts course	148	24%

Course	# of Districts Which Offer Course (in at least 1 grade)	% of Districts Which Offer Course (in at least 1 grade)
Theater – 34% of districts offer at least one course		
Theater	202	33%
Drama/theater (k-8)	17	3%
Dance – 4% of districts offer at least one course		
Introduction to dance	19	3%
Comprehensive dance	11	2%
Music – 99.8% of districts offer at least one course		
Music (k-8)	538	88%
Instrumental music	607	99%
Vocals/choral music	591	97%
General music	421	69%
Music appreciation	232	38%
Music theory	231	38%
AP Music theory	43	7%
Other music course	184	30%

Student Enrollment by Grade Levels: As Figure 4 shows, the percent of students enrolled in *music and visual art courses* was higher at the elementary level (70 and 62 percent respectively) than at the middle school level (64 and 45 percent respectively) or high school level (37 and 32 percent respectively).

The overall percent of students enrolled in *dance and drama/theater* was much lower. Enrollment at the high school level was 2 percent for dance and .4 percent for drama/theater. Enrollment at the elementary school level was .3 percent for dance and 0 percent for drama/theater. Enrollment at the middle school level was 1 percent for dance and .3 percent for drama/theater.

Figure 4: Percent of Students Enrolled in Arts Courses by Arts Discipline and by Grade Levels
Grade Levels Refer to Elementary (Grades K-5), Middle (Grades 6-8), and High (Grades 9-12)



Sequential Instruction in the Arts: The ODE Data also showed that approximately 13 percent of school districts did not enroll students in arts courses at all grade levels.

When students miss instruction in the arts at a particular grade level they miss the sequential and grade appropriate learning objectives outlined in their school district’s required courses of study in the arts aligned with content standards in the arts.

Students Gifted in the Arts: The results of the Status Survey showed that only 42 percent of schools identified students gifted and talented in the visual and performing arts, even though Ohio law requires all traditional public schools to identify students who are gifted (ORC §3324.03), but does not require school districts to serve gifted students. Community schools are not required by law to identify or serve students who are gifted, although some community schools have a special focus on serving gifted students. Funds to identify gifted students are included in state aid, which is adjusted according to district wealth, but only some school districts receive funds to serve gifted students.

According to the ODE 19,771 students in 2009-2010 were identified as gifted in the visual and performing arts in Ohio's schools, but only 1,048 students identified as gifted in the visual and performing arts were served.

Schools participating in the Status Survey reported that they identified .014 percent of students gifted in dance; .045 percent in music; .03 percent in theater, and .59 percent in visual arts.

Graduation Requirements: High schools participating in the Status Survey reported that 53 percent of seniors in June 2010 were set to graduate with more than one credit in the arts, and 79 percent of schools required students to graduate with one or more credits in the arts.

The graduation requirements for students graduating from traditional public schools and community schools were changed in 2006 (126-SB311) so that more students would complete a more rigorous core curriculum. Most Ohio students who entered ninth grade after July 2010 are now required to complete two semesters or the equivalent in the fine arts in any grades seven to twelve. Students can only receive graduation credit for arts education by successfully completing a high school level course in the arts in high school, or a high school level course in the arts in 7th and 8th grades, taught by a teacher licensed to teach high school level courses. Students who meet the requirement in 7th-8th grades without high school credit miss opportunities to study a more rigorous high school level arts curriculum, which would better prepare them for careers, higher education, and citizenship after graduation.

Students may also complete electives in the arts to fulfill elective graduation requirements, ORC § 3313.603 (C). In addition to the state graduation requirements in law, traditional public schools are permitted to establish additional graduation requirements, including those in the arts.

There are exceptions to the law that could limit student access to learning opportunities in the arts. Students who graduate from community schools, career-technical education programs, and

dropout prevention programs are not required to complete two semesters or the equivalent in the arts, and in some cases courses in the arts are not offered at these schools. These students may complete electives in the arts to fulfill elective graduation requirements, ORC § 3313.603 (C), but only if the opportunities in the arts are available to them.

The current law also creates a situation in which many students might not take additional arts courses in high school if they complete the arts graduation requirement in seventh or eighth grades. This means that some students might miss opportunities to study a more rigorous high school level arts curriculum, which would better prepare them for careers, higher education, and citizenship after graduation.

Weighted Courses: According to the Status Survey, 16 percent of high schools reported that student grades in arts courses were not weighted equally with other courses when calculating student grade point averages. The 16 percent of high schools represented approximately 14,000 students.

Assessments in the Arts: The Status Survey showed that 88 percent of schools reported using teacher-developed assessments in the arts to track student progress, but 6 percent of schools reported using no assessments in the arts. Other types of assessments reported included district-developed (14 percent) and assessments not developed by the district (4 percent).

Academic Content Standards: According to the Status Survey 10 percent of schools/districts reported that they had not adopted *Ohio Academic Content Standards for the Fine Arts*.



Recommendations Regarding Students

The results of the analysis of the ODE Data and the Status Survey regarding students identified the following recommendations to strengthen arts education programs in Ohio's public schools:

1) Student Enrollment in Courses in Arts Disciplines

Increase student enrollment in all of the arts disciplines (dance, drama/theater, music, and visual art), at all grade levels, and in all types of schools, such as community schools and traditional public schools.

- Work with policy makers, education and arts education stakeholders, and community school stakeholders to increase the percent of students enrolled in all arts disciplines and address the low percent of students enrolled in dance and drama/theater courses.
- Work with policy makers, community school stakeholders, education and arts education stakeholders to increase the percent of students enrolled in arts courses in community schools. Policy makers and community school stakeholders should consider aligning community school law with current law for traditional public schools, and require community schools to provide for the study of the fine arts and music.
- Work with policy makers, education and arts education stakeholders to increase the percent of students who have access to sequential arts education courses based on local courses of studies in the arts **at all grade levels**.
- Work with policy makers and education and arts education stakeholders to develop strategies to increase the percent of students enrolled in arts courses in high school.

2) Graduation Credits in the Arts

Require all high school students, without exceptions, to earn a minimum of one graduation credit in the fine arts (120 hours of instruction or the equivalent) in grades 9-12. Allow students to meet

this graduation requirement in a variety of ways, such as through a demonstration of competency or mastery, end of course exams, project-based or performance-based learning and assessment, etc., under the supervision of a licensed teacher in the arts.

- Work with policy makers and education stakeholders to change current law and require that all students, including those graduating from traditional public schools, community schools, career-tech programs, or dropout recovery programs, earn a minimum of one high-school level credit in the fine arts, rather than the two semesters in any grades 7-12.

This change in law would mean that more schools would be required to provide students with access to educational opportunities in the arts in high school, and, because the courses would include content at the high school level rather than at the seventh or eighth grade levels, the academic rigor of the arts courses would better prepare students for future careers and life-long involvement in the arts.

3) Students Gifted in the Arts

Increase the number of school districts and community schools that identify students who are gifted in the arts, and increase the number of gifted students served.

- Work with policy makers, the ODE, the Ohio Association for Gifted Children, and education and arts education stakeholders to ensure *that all school districts comply with Ohio law and screen, assess, and identify students gifted in the visual and performing arts*.
- Work with policy makers and community school stakeholders to change the law and require community schools to identify students who are gifted.
- Work with policy makers, education and arts education stakeholders to advocate for a state school funding system

that includes adequate resources to identify and serve students identified as gifted.

Unlike traditional public schools, community schools are not required by law to identify students who are gifted, although some community schools have developed a special focus for gifted students. The lack of a state mandate to identify gifted students means that some Ohio students who attend community schools are not receiving important information about their learning potential, and could be missing instructional opportunities that could help them achieve at even higher levels.



As state leaders, educational stakeholders, and citizens work to develop a new state funding system for schools, arts education advocates should encourage the governor and legislators to provide adequate funding for school districts and community schools to

identify and serve students who are identified as gifted.

4) Equally Weight Courses in the Arts

Establish a uniform state policy about weighting student grades in the arts the same as other courses when calculating student grade point averages for honor roll, class ranking, etc.

5) Student Assessment in the Arts

Include the arts in Ohio's assessment and accountability system for schools.

- Work with the ODE and education and arts education stakeholders to identify assessments in the arts that align with Ohio's academic content standards for the fine arts.
- Use the results of student assessments to develop standards of achievement in the arts.

- Develop indicators for quality arts education programs to be included on the Local Report Card based on the standards for student achievement in the arts or other measures of quality of school arts education programs.

Am. Sub. HB153 (Amstutz), the biennial state budget for FY12-13, provides an opportunity to incorporate student achievement in the arts in Ohio's state assessment and accountability system. The law requires the State Board of Education to develop a "standards-based framework" for evaluating teachers and principals, and a list of student assessments that measure mastery of course content for the arts. The list may include nationally normed standardized assessments, industry certification examinations, or end-of-course examinations. (ORC § 3319.11, 3319.111, 3319.112, 3319.02, 3314.03, 3326.11.)

6) Academic Content Standards

Increase the percent of community schools and traditional public schools that align their courses of study in the arts with *Ohio's Academic Content Standards for the Fine Arts*, currently under revision.

- Work with education stakeholders to help schools align their courses of study with *Ohio's Academic Content Standards for the Fine Arts*.

Currently the ODE is revising Ohio's content standards in the arts and the State Board of Education is scheduled to adopt the revised standards in 2012. Strategies should be developed and communicated with education and arts education stakeholders to encourage all schools and school districts to revise and align their content standards in the arts once the new standards are adopted.

Results and Recommendations for Teachers

Number of Arts Teachers: The analysis of ODE Data found that Ohio's public schools employed a total of 10,673 arts teachers, including 46 teachers of dance; 335 teachers in drama/theater;

4,724 in music; and 6,025 in visual art. The data identified four percent of arts teachers (452 teachers), who provided instruction in more than one arts discipline.

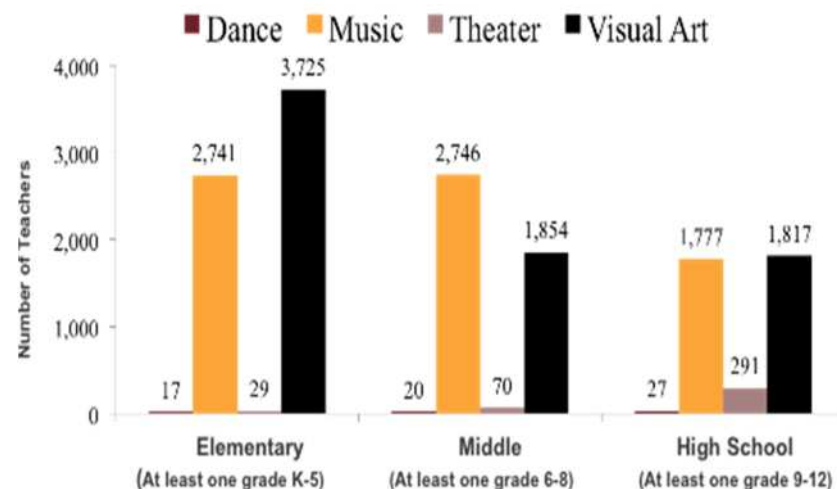
As shown in Figure 5 most teachers of the arts (6,510) taught in elementary schools (grades K-5); 4,690 taught in middle schools (grades 6-8); and 3,594 in high schools (grades 9-12). The number of visual art teachers was higher at the elementary level when compared to the other arts disciplines, but the number of music teachers at the middle school level was higher when compared to the other disciplines.

Most elementary arts teachers (78 percent) and middle school arts teachers (59 percent) taught one arts course, however 61 percent of high school arts teachers taught two or more courses.

While most visual art, dance, and drama teachers worked in one school, it was not uncommon for music teachers (41 percent) to teach in two or more schools compared to 16 percent of visual art teachers, who taught in more than one school.

Figure 5: Total Number of Teachers by Arts Discipline and Grade Levels

Duplicated Count: 452 Teachers Taught More than One Discipline in the Arts.



Percent of Teachers Licensed in the Arts: Eighty-three percent of schools/districts reported that all arts teachers were licensed in the arts courses they taught; 3 percent of schools reported that none of the teachers were licensed in the arts courses they taught, and 14 percent reported a combination of licensed and unlicensed teachers in the arts.

According to the ODE Data, when examining the percent of specific arts courses taught by a licensed teacher in the arts, the percentage ranged from a high of 97 percent for the course *Music K-8* to a low of 59 percent for the course *Comprehensive Dance*. Teachers not licensed in visual art taught ten percent of courses entitled *Painting and Drawing*. (This information is included on Figure 2.)

On Figure 2 eight courses for music are listed. The percent of music courses taught by a licensed teacher in music ranged from a low of 80 percent for the course *Other Music Course* to a high of 97 percent for the course *Music (K-8)*.

According to the Status Survey, a visiting artist or classroom teacher often taught a music course when a school reported that a music course was not taught by a licensed music teacher. For example, for the course orchestra, 12 percent of elementary schools and 8 percent of middle schools reported that a visiting artist taught the course.

Average Number of Students Taught: Based on ODE Data, Figure 6 provides information about the mean (average), minimum, and maximum number of students per arts teacher in arts courses. The course titles are based on ODE course codes.

The average number of students for a single teacher in two courses, *Music (K-8)* (160.5 students) and *General Music* (118.9 students), was higher than the average number of students taught in other arts courses. The average number of students in six visual art courses and two music courses was below twenty.

Figure 6: Mean (Average), Minimum, and Maximum Number of Students for which a Single Teacher Provides Instruction in Arts Courses

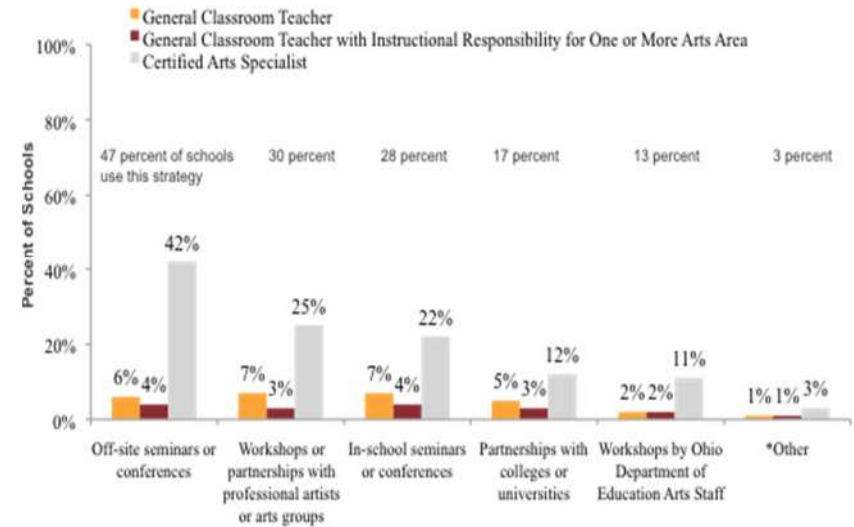
The courses are defined by the Ohio Department of Education

	Mean # of Students	Minimum # of Students	Max. # of Students
Visual Arts:			
Visual Art (K-12)	108.1	1	724
Drawing and Painting	67.4	1	531
Ceramics	56.6	1	284
Design	55.6	1	274
Photography/Film Making	51	1	262
Graphic Arts/Unified Arts	45.2	1	244
Art Appreciation	43.1	1	454
Crafts	38.8	1	262
Sculpture	30.5	1	227
Printmaking	23.5	1	148
Advanced Visual Art			182
Other Visual Art Course	19.7	1	156
AP Art History	16.9	1	100
AP Studio Art - 2D Design	14.7	1	96
AP Studio Art - 3D Design	14.5	1	90
AP Studio Art - Drawing	12.8	1	63
Art History	12.6	1	222
Music:			
Music (K-8)	160.5	1	724
General Music	118.9	1	632
Vocal/Choral Music	96.5	1	530
Instrumental Music	68.6	1	432
Music Appreciation	23.7	1	200
Other Music Course	21.2	1	150
Music Theory	15	1	350
AP Music Theory	11.7	1	51
Dance:			
Introduction to Dance	65.6	1	405
Comprehensive Dance	33.4	1	154
Theater:			
Drama/Theatre (K-8)	84	1	480
Theatre Arts	49.2	1	281

Arts Coordinator/School Improvement Teams: The Status Survey also showed that 78 percent of schools reported that they did not have an arts coordinator to facilitate arts education programs in schools, and 26 percent of schools did not include arts teachers on school improvement teams.

Professional Development: According to the Status Survey 64 percent of schools reported that they provided at least one type of professional development in the arts to teachers who taught the arts, including general classroom teachers, general classroom teachers with responsibility for one or more arts area, and/or a certified arts specialist. This was true for 61 percent of elementary, 66 percent of middle, and 69 percent of high schools. Figure 7 shows the types of professional development opportunities offered to teachers.

Figure 7: Percent of Schools Offering Professional Development by Type of Professional Development Offered for Different Categories of Teachers



Recommendations Regarding Teachers

The results of the analysis of the ODE Data and the Status Survey regarding teachers identified the following areas for improvement:

7) Arts Courses/Licensed Teachers

Increase the percent of arts courses that are taught by a teacher with a multi-age license in an arts discipline.

In some cases schools have assigned highly qualified individuals in content areas, such as visiting artists, to teach arts courses, even though these individuals might not be licensed in the arts discipline. In other instances a general classroom teacher might be providing instruction for a particular arts course. Research would need to be conducted to understand the reasons behind these decisions, but one possible explanation could be that teacher licensure standards in Ohio permit the holder of certain general types of educator licenses to teach the arts at certain grade levels.

- Work with education and arts education stakeholders to better understand why licensed arts teachers are not teaching some arts courses, and develop strategies to ensure that high quality instruction by licensed teachers in the arts is available for all students.

8) District-Wide Planning for Arts Education

Increase the percent of school districts that report the use of an arts education coordinator to facilitate planning, organizing, implementing, and evaluating arts education programs in schools, and work with the community to support and promote arts education.

- Work with policy-makers and education stakeholders to communicate the benefits of coordinating arts education programs district-wide, and develop strategies to increase the number of school districts that coordinate their arts education programs.

One of the most critical roles of an arts coordinator is to build a strong elementary arts education program. An elementary arts education program is important, because in general all students participate, and so it is one of the few times in which all students have access to instruction in the arts. A quality elementary school arts education program also provides a sound foundation for the arts as students advance into higher-level courses in the arts.



Arts coordinators also ensure that there is vertical articulation of the arts education program, so that students are able to build their knowledge and skills in each grade level and achieve the next level of proficiency.

Overall, the arts coordinator charts a course or frame-work for arts education programs to best serve students and the community; works with administrators, teachers, and parents to implement the framework; and engages influential segments of the community to find resources to support school arts programs.

9) The Role of Arts Education in School Reform

Increase the percent of schools/districts in which arts educators are included on school improvement teams, and the number of schools/districts that include the arts in school improvement plans.

- Work with the ODE and education and arts education stakeholders to communicate how arts education programs can be used as a strategy for whole-school reform and should be part of all school improvement plans. Develop strategies to collect and share data about the effects of arts education programs on whole school reform from across the state.

When so many schools in Ohio are struggling to improve student achievement and close achievement gaps among groups of students, no research-based education strategy should be ignored. Several prominent studies on the impact of arts education programs on students and schools provide data-based research to show that arts education programs help schools improve student achievement; help students develop communication and collaboration skills and creativity; keep students in school; improve school climate and student behavior; and engage parents and the community with the school.

Unfortunately, in many schools/districts in Ohio the study of the arts is still considered a frill rather than a strategic instructional strategy to maximize the learning potential of all students.

The overwhelming benefits that quality arts education programs provide students, schools, and communities should encourage Ohio schools and leaders to get serious about the important role of arts education in school improvement, and increase the number of schools/districts that include the arts in school improvement plans.

10) Professional Development for Arts Teachers

Increase the percent of schools that provide professional development and the percent of teachers who participate in professional development for teachers in the arts.



- Work with education and arts education stakeholders to better identify, promote, or develop professional development opportunities for arts educators to meet student needs, and increase the percent of schools that provide professional development for arts teachers.

- Work with the ODE and education and arts education stakeholders to develop more efficient and effective ways to provide professional development for arts teachers to meet their needs and the needs of their students.

Results and Recommendations for Schools and Districts

Dedicated Classrooms: As shown in Figure, the percent of arts courses taught in dedicated classrooms for the arts ranged widely according to grade levels and arts disciplines.

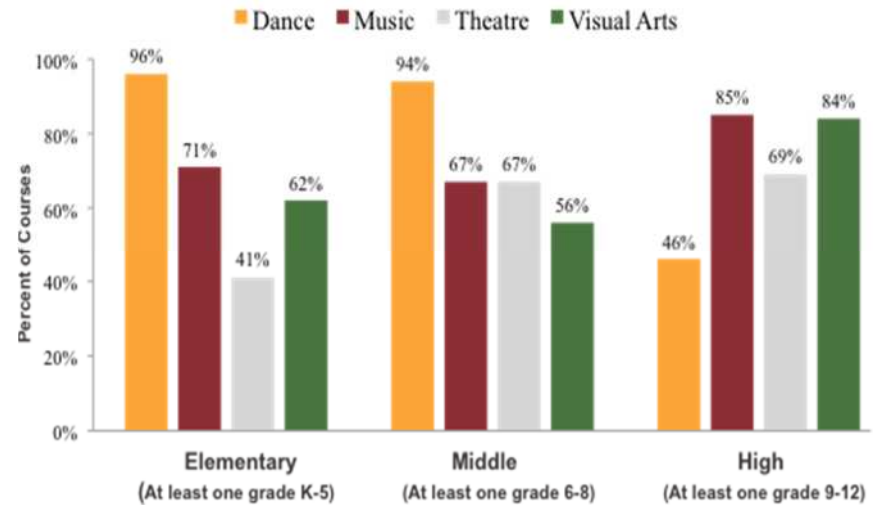
For music, 71 percent of courses were taught in dedicated classrooms at the elementary level; 67 percent at the middle school level; and 85 percent at the high school level.

For visual art, 62 percent of courses were taught in dedicated classrooms at the elementary level; 56 percent at the middle school level; and 84 percent at the high school level.

For drama/theater, 41 percent of courses were taught in dedicated classrooms at the elementary level; 67 percent at the middle school level; and 69 percent at the high school level.

For dance, 96 percent of courses were taught in dedicated classrooms at the elementary level; 94 percent at the middle school level; and 46 percent at the high school level.

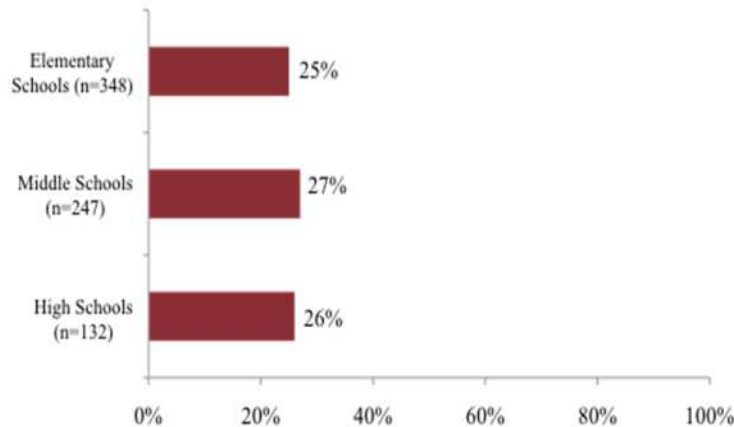
Figure 8: Percent of Arts Courses Taught in Dedicated Classrooms, by Arts Discipline and by Grade Levels



The Status Survey also showed that only 26 percent of schools provided appropriate classrooms for media arts, which is a growing genre that encompasses works of art created with new media technologies, such as digital art, video, film, software, web pages, computer graphics, animation, virtual art, Internet art, interactive art, and more.

Community-Based Resources for Arts Education: The Status Survey found that only 26 percent of all schools had a partnership or collaboration with an artist, art company, or cultural organization, and only 21 percent reported having an artist-in-residence program. The percent of schools in which students participated in a field trip, defined as at least one performance, lecture, class, or exhibition outside the building *in the past three years*, was 72 percent, while 64 percent of schools reported at least one invited performance/exhibition in an arts discipline *in the past three years*.

Figure 9: Percent of Schools Reporting Ongoing Partnerships/Collaborations with Artists/Art Companies or Cultural Organizations by School Type

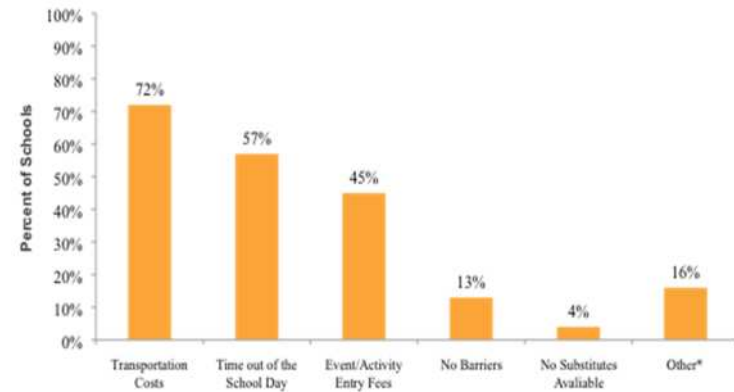


When asked in the Status Survey to list the obstacles that prevented schools from providing students with opportunities to experience an art exhibition, performance, or event outside the school building (see Figure 10), the top responses included the cost of transportation (72 percent); time out of the school day (57 percent); and fees for performances (45 percent).

These obstacles were also cited when schools were asked about the obstacles that prevented schools from implementing an artist-in-residence program, although 12 percent of schools also reported the lack of information about the program as an obstacle.



Figure 10: Percent of Schools Reporting Barriers for Students Not Taking Field Trips for the Arts



Collecting and Disseminating Data about Arts Education: Ohio’s Education Management and Information System (EMIS) includes an impressive amount of information about student enrollment in courses and who teaches courses in the arts, but sometimes the data is not validated and in other cases coding errors occur.

The ODE also has student-identifiable data that will track students in grades K through college in the future. This data is not readily available to researchers, because of privacy issues, but could provide more precise information about student enrollment in arts courses in the future.

A partnership with the Ohio Alliance for Arts Education, the Ohio Arts Council, and the Ohio Department of Education is just beginning to annually review ODE Data to understand the status of arts education in Ohio’s schools. The OAAE appreciates greatly the professional assistance and support that the ODE has provided researchers who are examining the ODE data bases on student enrollment, courses, and teachers assigned to teach arts courses. Our understanding about the status of arts education programs in Ohio’s schools could be facilitated by improving ODE data about student enrollment in courses in the arts, especially data about the duration of instruction in arts courses, and finding better ways to disseminate

the data about arts education programs in Ohio’s schools.

School-based Funding for Arts Education Programs: The Status Survey found that the total per pupil budget allocated by schools for arts education ranged from a high of \$30 per student (5 percent of schools) to \$1 per student (19 percent of schools).

The Status Survey also found that 43 percent of all schools supplemented their arts program budgets with outside funding from a variety of sources including PTA/PTOs, booster clubs, state and national foundations, earned income, local school district foundations, and more.

The median allocation per student for arts education by school type was \$3.00 at the elementary level; \$4.67 at the middle school level; and \$9.16 at the high school level.

Equity for Arts Education – Traditional Public Schools: The Ohio



Department of Education organizes school districts into seven typologies in order to provide a rational basis for making comparisons and examining equity among school districts. The typologies are based on variables such as total student enrollment, number of employees, geography, median income level, population density, educational attainment, percent of poverty, and percent of minority population.

The results of an analysis of the ODE Data of the percent of students enrolled in the arts based on the ODE school district typologies raises some interesting and perplexing questions for further research. (See Figure 11)

For example, the results showed that the 15 major urban school districts (Type 5 high poverty and an enrollment of 360,000 students) have the highest percent of students enrolled in the all of the arts. (65 percent in music courses; 63 percent in visual art; 1 percent in dance;

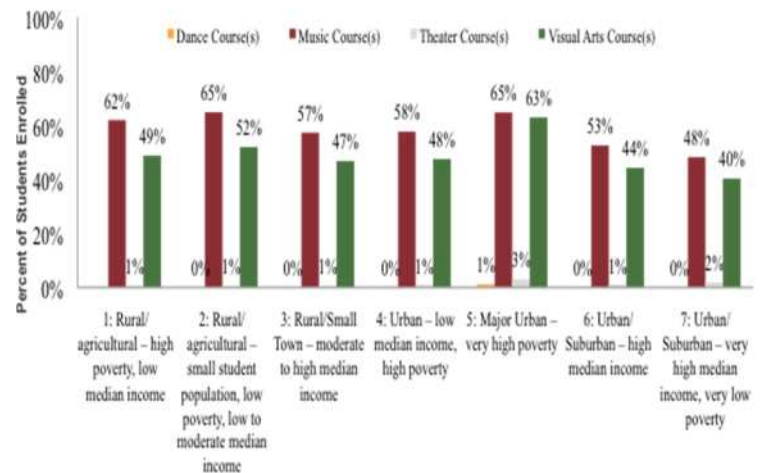
and 3 percent in drama/theater.)

Major urban districts in Type 5 and rural/low income districts in Type 1 have the highest percent of schools that offer courses in the four arts disciplines (3 percent).

However, major urban Type 5 school districts also reported the highest percentage of school districts offering zero arts disciplines (10 percent). (This information is shown on Schools and Districts Figure 3 in the full report.)

Figure 11: Percent of Students Enrolled in Any Arts Course by Discipline and by School District Typology

Student enrollment in arts disciplines is aggregated and so the same student could be counted more than once depending on how many arts courses a student is taking.



Equity for Arts Education – Community Schools: According to the ODE Data 61 percent of community schools reported enrollment of at least one student in one arts course, meaning that the students in 39 percent of community schools did not have access to arts courses.

A review of ODE Data also found that only 36 percent of students in community schools were enrolled in music courses; 40 percent in visual art courses; one percent in dance courses; and .5 percent in theater courses.

Since community schools are not included in ODE's school district typologies, information about how variables such as poverty, income level, and demographics affect equity for arts education in community schools could not be analyzed.

The results of the analysis of ODE Data and Status Survey regarding Schools and Districts led to the following recommendations:

11) Dedicated Classrooms

Increase the number of school districts and community schools that have dedicated classrooms appropriately designed and equipped for arts education courses, including media arts. Examine why the percent of courses taught in dedicated classrooms at the middle school level is generally lower compared to elementary and high school levels.

- Work with policy makers and education and arts education stakeholders to better understand why the percent of courses taught in dedicated classrooms for the arts ranges so widely among grade levels and disciplines, and develop strategies so that all students have access to optimal learning environments for arts education.
- b) Work with policy makers, education stakeholders, the ODE, and the Ohio School Facilities Commission to advocate for appropriate facilities for media art in Ohio's schools. Communicate the growing number of jobs available in media arts and why schools need appropriate facilities for students in this field.
- c) Work with policy makers and education and arts education stakeholders to determine if a lack of appropriate facilities in schools contributes to the overall low course offerings in dance and drama/theater.

- d) Work with policy makers, education and arts education stakeholders to change the law to allow the state to provide matching funds for the construction of auditoriums for school districts participating in OSFC's school building programs.

12) Community-Based Resources for Arts Education

Increase partnerships and collaborations between schools/districts and state and community-based arts resources.

- Work with policy makers, the Ohio Arts Council, and education and arts education stakeholders to address the obstacles that prevent schools from participating in "out of school" events, performances, exhibitions, etc., and find ways to increase student access to these activities and resources. One way to increase communication and collaboration with community arts organizations and institutions is through an arts education coordinator.

13) Collecting and Disseminating Data

Improve ODE data and access to ODE data about student enrollment in courses in the arts.

- Work with the ODE, community schools, and school districts to ensure that validated data about student enrollment in the arts and the amount of instructional time that students receive for arts education courses is entered into EMIS.

14) School/District Budgets for Arts Education

Examine the type of data currently available in Ohio (possibly being collected through EMIS) about per pupil spending for arts education and school budgets for arts education. Conduct research to determine how arts budgets are determined; how dollars are spent; and how the dollars affect, or don't affect, student achievement, equity, and the quality of the arts education programs. In the Status Survey "budgets" were defined as school budgets allocated for arts education for the current school year, excluding teacher salaries, non-district funds, or one-time allocations.

15) Equity for Arts Education - Traditional Public Schools

Examine further ODE Data about the percent of students enrolled in arts education programs and the number of arts disciplines offered by school districts based on Ohio Department of Education school typologies. Since the ODE typologies are based on variables such as poverty, income, enrollment levels, and demographics, the results of a more in-depth analysis could provide information and identify trends over time about equity for arts education for students in Ohio's traditional public schools.

16) Equity for Arts Education – Community Schools

Require community schools to provide for the study of fine arts and music as stated in recommendation #1. Develop a method to provide a rational basis for making comparisons and examining equity among community schools similar to the typologies used by the ODE to analyze traditional public schools. The method should be based on variables such as total student enrollment, number of employees, geography, median income level, population density, educational attainment, percent of poverty, and percent of minority population.



Areas for Further Research

The analysis of ODE Data and the results of the Status Survey provide arts education stakeholders with an amazing amount of information about arts education programs in Ohio's school to review and analyze. The previous summary highlights just some of the results that are included in the *Presentation of Data* in the complete *2011 Status Survey Report*. The following are some topics that are included in *Recommendations in Detail* in the complete *2011 Status Survey Report* and have been identified for further research as a result of the analysis of ODE Data and the Status Survey:

- Is every student in Ohio enrolled in an arts course? Because students can be enrolled in more than one arts course at the same time, we do not know from this particular ODE Data base how many individual students are enrolled in arts courses, or if we looking at a few students taking more than one arts course. The ODE has student-identifiable data that will be used in the future to track student achievement in grades K through college. This data is not readily available to researchers, because of privacy issues, but could provide more precise information about student enrollment in arts courses in the future. For example, how many students with special needs are enrolled in arts courses?
- What is length of instructional time for courses in the arts at the elementary and middle school level? Again, we don't have validated EMIS data about how much instructional time students are receiving in the arts.
- How can Type 5 major urban school districts have the highest percent of school districts offering zero courses in the arts at 10 percent, but the highest percent of students enrolled in the arts compared to other typologies? Do large class enrollments in a few urban school districts account for the large percentage of students enrolled in the arts? Is this an equity issue?
- Why is the percent of students enrolled in the arts lower in Type 6 and Type 7 school districts, which are generally considered high wealth school districts when compared to all other typologies? Are more arts courses being offered in classes with fewer students in these districts? Is this an equity issue when compared to less wealthy school districts that might have a higher number of students enrolled per arts class?
- What can we learn from the school districts in Type 1 and 2 (rural school districts) to improve student access to arts education programs? The percent of students enrolled in music and visual art is higher in rural school districts in Type

1 and Type 2 compared to other typologies with the exception of Type 5 major urban school districts. A small but significant percent of school districts in these rural typologies are also offering three and four arts disciplines. Type 2 rural school districts with high income also reported 1,482 teachers, which is higher than the number of teachers reported for Type 5 major urban districts and Type 7 suburban very high income.

In addition to the aforementioned areas for further research, the results of the *2011 Status Survey Report* lead to interesting questions about how the 2011 results compare to the results of *2005 Status Survey*, and how the status of arts education in Ohio's schools compares with other states. It is the OAAE's intent to pursue these questions with researchers in Ohio and also with national partners who are examining arts education data in other states.



You are the Leader for Arts Education. What will you do?

The *2011 Status of Arts Education in Ohio's Public Schools* report can be used by students, parents, teachers, administrators, policy makers, and arts education advocates to work together to ensure that the arts are an integral part of the education of every student in Ohio's schools.

We encourage arts education advocates to use the Status Survey Report as a guide to evaluate the status of arts education in your school and school district and identify strategies to improve arts

education programs in your schools. Consider the following questions:

- Do all students have access to all of the arts disciplines (dance, drama/theatre, music, and visual art) at every grade level?
- Are courses in the arts aligned with *Ohio's Academic Content Standards for the Fine Arts*?
- Are all students assessed in the arts? What types of assessments are being used? Are they standardized for the school district?
- Are students who are gifted in the arts being identified and served?
- Are high school graduates earning at least one full credit in the fine arts at the high school level?
- Are grades in the arts weighted the same as other academic courses when calculating grade point average, class ranking, and honor roll?
- Are there appropriate dedicated classrooms for arts education?
- What is the investment in arts education at the school building and district levels?
- Is there a district coordinator to support the arts education programs, students, and staff?
- Are community schools providing instruction in the arts for all students?
- Are all arts courses being taught by teachers licensed in the appropriate arts discipline?
- Do arts educators have access to professional development and adequate resources for use in the classroom?

The following are some of the ways to answer the call to provide *more Ohio students with more arts!!!*

Parents and PTA Leaders: Be a leader for arts education. Share this report with your elected officials (policy makers) and ask them to take action to support arts education. Select one or two of the recommendations that resonate with your school, use the data and the rationale included in the Recommendations as your talking points,

and begin conversations to implement strategies that will improve student achievement in the arts and access to quality arts education programs. Provide policy makers with research-based information to strengthen instruction in the arts, rather than eliminate arts education programs when boards of education are considering reducing student access to the arts to balance school budgets. Stay informed about how recent changes in law regarding the state's school funding system and school ranking system affects arts education programs in the future.

Students: Speak out about how completing rigorous courses in the arts prepares students for careers, higher education, and citizenship in the 21st Century. Inform policy makers about how quality arts education programs keep students on track for graduation and improve the overall school environment for all students, teachers, and administrators. Students should also use the recommendations in the Status Survey Report to advocate for changing policies about unequal weighting of grades for arts courses, increasing the rigor of graduation requirements in the arts, providing dedicated classrooms for the arts, and ensuring that all students have access to a complete curriculum that includes the arts.

Teachers: As instructional leaders engage your peers and administration in conversations about the need for, and value of, the arts as part of a complete education for all students. Use the data provided in this report and your own personal information about how the arts have impacted the lives of individual students to support your own efforts to strengthen the arts education programs in your school. You'll be surprised at who will listen and how your efforts will inspire others, including parents and members of the community, to work to improve arts education programs in your school and district.

Principals and Superintendents: Provide stability for the arts to flourish in your schools. Make the arts a core priority when planning school/district budgets, planning professional development for teachers, allocating appropriate spaces for classes, setting student schedules and achievement goals, and developing school improvement plans. Consider using an arts education coordinator to

establish networks in the community to support arts education and provide students with exciting learning experiences in the arts. Promote the arts as a way to engage students and decrease student apathy and as a way to keep students on track toward graduation. Keep the arts in the academic core, and showcase student successes in the arts to build pride in your schools.

Arts Education Advocates in the Community: Work with boards of education, parents, teachers, students, administrators, and policy makers on ways to promote and support arts education programs in the schools. Serve as spokes-persons in the community to advocate for arts education programs in schools. Identify gaps and ways to support instruction in the arts for all students in all of the arts disciplines. Support students with special gifts in the arts to ensure that they have the knowledge and skills to become artists in their own-right.

Policy Makers: Real change begins at the policy level. Use this report to identify arts education policies that, when implemented, will transform the quality of education for all students and the school environment. Remember that an education in the arts leads to careers in the arts for some students and economic and cultural benefits for the entire community. Student success is only possible with a complete education, one that includes the arts!

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History of the Survey on the Status of Arts Education in Ohio's Public Schools

The Ohio Alliance for Arts Education is in its fourth decade of service and has worked to promote, develop, support, and improve the quality of arts education in Ohio's schools. In 1989 the OAAE conducted its first survey of arts education in Ohio's public schools under the direction of Dr. Roberta Newcomer. That survey was replicated in 1996, and from the results of the two surveys OAAE was able to see the changes in arts education that had taken place over a seven-year period.

In 2000 OAAE facilitated a new survey, *Status of Arts Education in Ohio's School Districts*, in partnership with the Ohio Arts Council and the Ohio Department of Education and with the support of Ohio education and arts education associations. The 2000 survey provided data, trends, and insights into the strengths and challenges of arts education programs in Ohio's schools, and the results were used to measure progress in meeting goals of the OAAE's strategic plan and initiatives.

In 2005, in partnership with the Ohio Arts Council, the OAAE surveyed arts education in Ohio's public school districts a fourth time to evaluate public attitude toward arts education and the status of arts education in Ohio's school districts. Data was collected by Kent State University under the direction of Brian McDonough, and Dr. Corwin Georges analyzed the results and prepared the report. Funds to support the *2005 Status Survey* were designated from the Ohio Arts Council through the Wallace Foundation State Arts Partnership of Cultural Participation (START) Program grant award. Additional support for the *2005 Status Survey* was provided by the OAAE, Kennedy Center Alliance for Arts Education Network (an education program of the John F. Kennedy Center for the Performing Arts), the Ohio Department of Education, the Ohio Music Education

Association, the Ohio Art Education Association, the Ohio Educational Theatre Association, and OhioDance. The 2005 report was based primarily on questions used in the previous surveys (1989, 1996, 2000), allowing analysts to present trend information for most responses.

The Ohio Alliance for Arts Education hired in August 2009 the consulting firm Driscoll and Fleeter (Columbus, OH) to analyze data available from the Ohio Department of Education's (ODE) Education Management Information System (EMIS) regarding student enrollment in arts courses in Ohio's public schools, and prepare a report. This project was made possible by the generous support of the Ohio Foundation for Music Education and the Ohio Art Education Association.

The report showed the percentage of students in each grade K-12 enrolled during the 2008-2009 school year in arts courses based on the total number of students enrolled in each grade for 609 school districts. School districts were organized according to school district typologies defined by the ODE, and the report included an analysis of student enrollment in arts courses according to the percentage of students in poverty relative to district enrollment.

Since this was the first time that the OAAE had worked with the ODE Data, the project provided the researchers and the OAAE with experience to better understand ODE Data, in preparation for this current study.

Methodology Used to Prepare the 2011 Status of Arts Education in Ohio's Public Schools Report

In April of 2010 Quadrant Arts Education Research on behalf of the Ohio Alliance for Arts Education, the Ohio Arts Council, and the Ohio Department of Education, began a study of the level of arts education in Ohio public schools. The study was conducted in two phases: analysis of ODE Data and implementation and analysis of a survey of public schools in Ohio.

Public schools were defined as traditional public schools and school districts and community schools, which are privately operated public schools in Ohio, and are also known as charter schools. Community schools are authorized under ORC § 3314 and comply with many different laws and rules than traditional public schools.

Analysis of ODE Data: Quadrant Arts Education Research analyzed 20,249 records for the 2009-2010 school year from the Ohio Department of Education's Education Management Information System (EMIS). The ODE Data captured student enrollment by grade level for 29 different arts courses offered in traditional public schools and community schools. Each record contained the school, district, course name, teacher name and qualifications status, grade level, and student enrollment. The duration of the courses, such as whether or not the courses were daily, weekly, semester-long, yearlong, a quarter, or trimester, was not included in this data.

The analysis also reviewed student enrollment, teacher assignment, and arts courses based on ODE's seven school district typologies, which are school district categories that the ODE uses to provide a rational basis for making comparisons and examining equity among school districts. The seven typologies are based on variables such as total student enrollment, number of employees, geography, median

income level, population density, educational attainment, percent of poverty, and percent of minority population.



Type and Number of Schools Examined in the Analysis of ODE Data

Characteristic	# of Schools
<i>School Type (Grade Span)</i>	
Elementary*	1,864
Middle*	1,469
High*	1,054
<i>School Type</i>	
Traditional Public School	2,969
Community School	246
Other	112
<i>Community Category</i>	
Island District or College Corner	3
Major Urban – very high poverty	499
Urban – low median income, high poverty	485
Urban/Suburban – high median income	596
Urban/Suburban – very high median income, very low poverty	323
Rural/Small Town – moderate to high median income	272
Rural/agricultural – small student population, low poverty, low to moderate median income	496
Rural/agricultural – high poverty, low median income	345
Unclassified	308

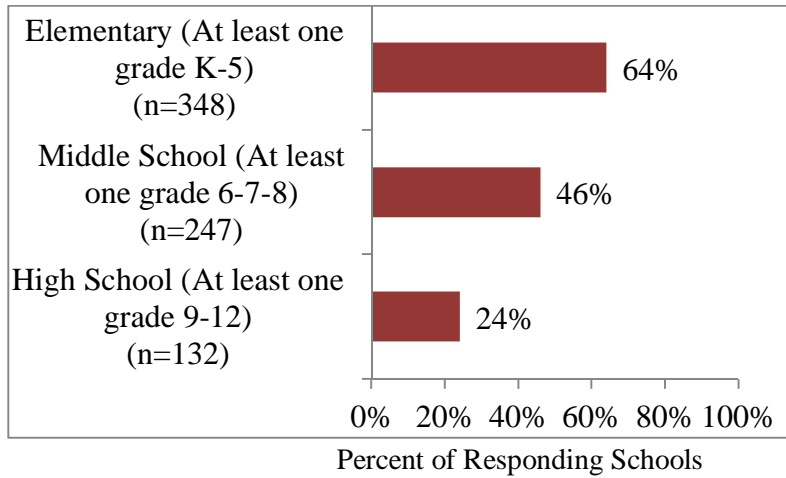
Quadrant Survey (Status Survey): The principals of all 3,686 public schools, including traditional public and community schools, were asked in April 2010 to complete an on-line survey to provide detailed information about arts education programs in the following areas:

- Types of arts courses (curricular and extra-curricular) offered, by grade level for music, visual arts, theater, and dance
- Number of students enrolled in arts courses
- Number of hours in a year dedicated to arts education, by arts discipline
- Certification level of teachers providing arts education
- Non-salary budgets allocated for arts education
- Use of visiting artists, field trips, and artists-in-residence
- Professional development offerings to arts and general classroom teachers
- Arts education policies, such as adoption of standards, high school graduation requirements in the arts, student assessment in the arts, etc.

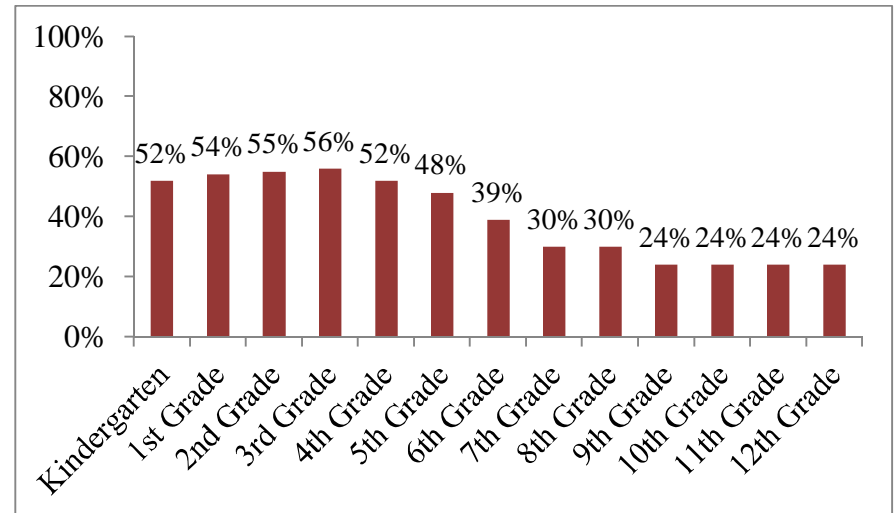
A total of 542 schools, including 13 community schools (16 percent), completed the Status Survey, representing at least one school from 303 school districts and approximately 295,000 students of a total 1.8 million students in Ohio’s schools.

Throughout the Status Survey “school type” was defined as elementary school, grades K-5; middle school, grades 6-8; and high school, grades 9-12. According to school types, most of the schools participating in the Status Survey were elementary schools (64 percent), followed by middle schools (46 percent), and high schools (24 percent).

Participating Schools in the Status Survey by School Type



Grades Levels Represented in Schools Participating in the Status Survey



Student Enrollment in Schools that Participated in the Status Survey

School Type	Total Enrollment of Participating Schools	Minimum Number of Students	Maximum Number of Students	Median Number of Students
Elementary (n=347)	*139,749	90	2,713	412
Middle (n=246)	*70,343	60	2,713	454
High (n=131)	*92,724	60	4,066	640

Recommendations

The following sixteen recommendations are based on the results of the *2010 Status of Arts Education in Ohio's Public Schools* (Status Survey) and an analysis of Ohio Department of Education Data (ODE Data) on teachers and student enrollment in arts education courses in grades K-12 and are not prioritized. For more information about the recommendations, including references to the data that led to the recommendation and a rationale for the recommendation, please see Recommendations in Detail and Presentation of Data.

When the recommendations refer to policy makers we mean the governor and his administration, the Ohio General Assembly, the State Board of Education, the Ohio Arts Council (Board), boards of education, and governing boards for community schools.

Education stakeholders mean the Ohio Department of Education, representatives from higher education, and Ohio's education organizations, including the Ohio School Boards Association, the Buckeye Association of School Administrators, the Ohio Association of School Business Officials, the Ohio Federation of Teachers, the Ohio Education Association, the Ohio Association for Gifted Children, Ohio Association of Elementary School Administrators, Ohio Association of Secondary School Administrators, the Ohio PTA, Ohio Educational Service Centers, community school associations, and other organizations.

Arts education stakeholders include the Ohio Arts Council (agency), the Ohio Alliance for Arts Education, Ohio Citizens for the Arts, the Ohio Music Education Association, OhioDance, the Ohio Educational Theater Association, the Ohio Art Education Association, local and regional arts organizations, arts institutions (such as symphonies, ballets, museums, theaters) and arts educators from higher education.

Summary of Recommendations

(The recommendations are not prioritized.)

STUDENTS

1) Student Enrollment

Increase student enrollment in all of the arts disciplines (dance, drama/theater, music, and visual art), at all grade levels, and in all types of schools, such as community schools and traditional public schools.

2) Graduation Credits in the Arts

Require all high school students, without exceptions, to earn a minimum of one graduation credit in the fine arts (120 hours of instruction or the equivalent) in grades 9-12. Allow students to meet this graduation requirement in a variety of ways, such as through a demonstration of competency or mastery, end of course exams, project-based or performance-based assessment, etc. with the support of a licensed teacher in the arts.

3) Students Gifted in the Arts

Increase the number of school districts and community schools that identify students who are gifted in the arts, and increase the number of gifted students served.

4) Equally Weight Courses in the Arts

Establish uniform state policies that require school districts and schools to weight student grades in arts courses the same as other courses when calculating student grade point averages for honor roll, class ranking, etc.

5) Student Assessment in the Arts

Include the arts in Ohio's assessment and accountability system for schools.

- Support the development or identification of rigorous student assessments in the arts by the State Board of Education at designated grade levels or at the end of a course.
- Use the results of student assessments to develop standards of achievement in the arts.
- Develop indicators for quality arts education programs to be included on the Local Report Card based on the standards for student achievement in the arts or other measures of quality of school arts education programs.

6) Academic Content Standards

Increase the percent of community schools and traditional public schools that align their courses of study in the arts with *Ohio's Academic Content Standards for the Fine Arts*, currently under revision.

TEACHERS

7) Arts Courses/Licensed Teachers

Increase the percent of arts courses that are taught by a teacher with a multi-age license in an arts discipline.

8) District-Wide Planning for Arts Education

Increase the percent of school districts that report the use of an arts education coordinator to facilitate planning, organizing, implementing, and evaluating arts education programs in schools.

9) The Role of Arts Education in School Reform

Increase the percent of schools/districts in which arts educators are included on school improvement teams, and the number of schools/districts that include the arts in school improvement plans.

10) Professional Development of Teachers

Increase the percent of schools that provide professional

development and the percent of teachers who participate in professional development for teachers in the arts.



SCHOOLS AND DISTRICTS

11) Dedicated Classrooms

Increase the number of school districts and community schools that have dedicated classrooms appropriately designed and equipped for arts education courses, including media arts. Examine why the percent of courses taught in dedicated classrooms at the middle school level is generally lower compared to elementary and high school levels.

12) Community-Based Resources for Arts Education

Increase partnerships and collaborations between schools/districts and state and community-based arts resources.

13) Collecting and Disseminating Data

Improve ODE data and access to ODE data about student enrollment in courses in the arts.

14) School/District Budgets for Arts Education

Examine the type of data currently available in Ohio (possibly being collected through EMIS) about school per pupil budgets for arts education. Conduct research to determine how arts budgets are being spent and how the dollars affect, or don't affect, student achievement, equity, and the quality of the arts education programs. In the Status Survey "budgets" were defined as school budget allocations for arts education for the current school year, excluding teacher salaries, non-district funds, or one-time allocations.

15) Equity for Arts Education – Traditional Public Schools

Examine further ODE Data about the percent of students enrolled in arts education programs and the number of arts disciplines offered by school districts based on Ohio Department of Education school typologies. Since the ODE typologies are based on variables such as poverty, income, enrollment levels, and demographics, the results of a more in-depth analysis could provide information and identify trends over time about equity for arts education for students in Ohio's traditional public schools.

16) Equity for Arts Education – Community Schools

Require community schools to provide for the study of fine arts and music as stated in recommendation #1. Develop a method to provide a rational basis for making comparisons and examining equity among community schools similar to the typologies used by the ODE to analyze traditional public schools. The method should be based on variables such as total student enrollment, number of employees, geography, median income level, population density, educational attainment, percent of poverty, and percent of minority population.



Recommendations in Detail

STUDENTS

Student Enrollment in the Arts

1) Increase student enrollment in all of the arts disciplines (dance, drama/theater, music, and visual art), at all grade levels, and in all types of schools, such as community schools and traditional public schools.

According to the ODE Data, 58 percent of students in traditional public schools were enrolled in music courses; 49 percent of students were enrolled in visual art courses; .5 percent of students were enrolled in dance courses, and one percent of students were enrolled in drama/ theater courses during the 2009-2010 school year.

For students enrolled in community schools, 36 percent were enrolled in music; 40 percent in visual art; one percent in dance, and .5 percent in drama/theater courses.

The percent of students enrolled in *music and visual art* courses was higher at the elementary level (70 and 62 percent respectively) than at the middle school (64 and 45 percent respectively) or high school levels (37 and 32 percent respectively), but the percent of students enrolled in dance and drama/theater was significantly lower at all grade levels: high school level 2 percent for dance and .4 percent for drama/theater; at the elementary .3 percent for dance and 0 percent for drama/theater; and at the middle school levels 1 percent for dance and .3 percent for drama/theater.

The ODE Data also shows that compared to traditional public schools fewer students attending community schools were enrolled in arts courses; some students in traditional public schools were not enrolled in arts courses at every grade level; and enrollment in music

and visual arts courses declined in high school.

- Work with policy makers, education and arts education stakeholders, and community school stakeholders to increase the percent of students enrolled in all arts disciplines, i.e. dance, drama/theater, music, and visual art, and address the low percent of students enrolled in dance and drama/theater courses.

All Ohio students should have opportunities to learn the unique and distinct areas of human knowledge and creativity that each arts discipline represents, and it is disappointing to see medium to very low percentages of students enrolled in arts courses overall in Ohio's schools and school districts.

Although student enrollment should increase in all arts disciplines, the very low percent of students enrolled in dance and drama/theater is an immediate concern.

Courses in dance (separate courses or integrated with other content areas) provide students with kinesthetic experiences to develop knowledge and skills in physical movement, aesthetic appreciation, analytical and critical thinking, creative and artistic processes, culture and history, and healthful uses of the body.

Courses in drama/theater (separate courses or integrated with other content areas) provide students with experiences to develop knowledge and skills in writing, acting, improvising, designing, directing, researching, comparing dramatic forms, genres, and styles, analyzing and constructing meaning, and understanding context.

Dance and drama/theatre, along with music and visual art, provide students with opportunities to learn and demonstrate 21st Century skills including creativity, critical thinking, communication, and

collaboration, and prepare students for careers in the arts, higher education, and citizenship.

- Work with policy makers, community school stakeholders, education and arts education stakeholders to increase the percent of students enrolled in arts courses in community schools. Policy makers and community school stakeholders should consider aligning community school law with current law for traditional public schools, and require community schools to provide for the study of the fine arts and music.

Even though there are community schools that provide a specific focus in arts education for students, an analysis of ODE Data found that 39 percent of community schools did not report *enrollment of at least one student in one arts course*. This means that many Ohio students attending community schools are missing learning opportunities to develop knowledge and skills in the arts; develop 21st Century skills; develop artistic talents that could lead to a career in the arts; and develop a life-long involvement in the arts.

Currently Ohio law does not require community schools to comply with the same laws as traditional public schools regarding arts education. Traditional public schools must provide for the study of the fine arts and music (ORC § 3313.60) and must also comply with *Standards for Ohio's Schools and School Districts* (Ohio Administrative Code (OAC) 3301-35-01 to 3301-35-07 and 3301-35-22).

OAC standards require traditional public schools to implement a curriculum and instructional program that includes the study of the fine arts, including music; a course of study in the arts that is aligned to academic content standards, specifies learning and performance objectives, and establishes a scope and sequence; and assessment of student progress.

- Work with policy makers, education and arts education stakeholders to increase the percent of students who have access to sequential arts education courses based on local courses of studies in the arts **at all grade levels**.

Approximately 13 percent of school districts do not enroll students in arts courses at all grade levels. When students miss instruction in the arts at a particular grade level they receive an “incomplete education.” They are denied the opportunity to learn the sequential and grade appropriate learning objectives outlined in their school district’s required courses of study in the arts aligned with content standards in the arts. This incomplete education can hamper future achievement in the arts, and become a barrier for those students who seek higher education or careers in the arts.

- Work with policy makers and education and arts education stakeholders to develop strategies to increase the percent of students enrolled in arts courses in high school.

According to the ODE Data, student enrollment in music courses dropped from 64 percent in middle school to 37 percent in high school. Student enrollment in visual art courses dropped from 45 percent in middle school to 32 percent in high school. According to national research on student enrollment in the arts in other states, this decrease in enrollment at the high school level in Ohio is significant.

The decrease in student enrollment in arts courses in high schools means that many students will not be able to hone their individual skills and talents or pursue personal interests in the arts. This is too bad, because students should be able to explore all areas of learning in high school in order to prepare themselves for the future, which could include many career changes in which a complete education in the arts could be beneficial.

More research should be conducted to determine the reasons for the decline in enrollment in high school in order to develop strategies to counter this trend. In other states scheduling conflicts and state mandated tests have contributed to the decline in student enrollment in the arts.

Graduation Credits in the Arts

2) Require all high school students, without exceptions, to earn a minimum of one graduation credit in the fine arts (120 hours of instruction or the equivalent) in grades 9-12. Allow students to meet this graduation requirement in a variety of ways, such as through a demonstration of competency or mastery, end of course exams, project-based or performance-based assessment, etc. under the supervision of a licensed teacher in the arts.

According to the Status Survey there is good news about the percent of students graduating with credits in the fine arts. High schools reported that 53 percent of seniors in June 2010 were set to graduate with more than one credit in the arts. The Status Survey also found that 79 percent of schools required students to graduate with one or more credits in the arts.

The graduation requirements for students graduating from traditional public schools were changed in 2006 (126-SB311). Most Ohio students who entered ninth grade after July 2010 are now required to complete two semesters or the equivalent in the fine arts in any grades seven to twelve. Students can only receive graduation credit for arts education by successfully completing a high school level course in the arts in high school, or a high school level course in the arts in 7th and 8th grades, taught by a teacher licensed to teach high school level courses.

Students may also complete electives in the arts to fulfill elective

graduation requirements, ORC § 3313.603 (C). In addition to the state graduation requirements in law, traditional public schools are permitted to establish additional graduation requirements, including those in the arts.

There are exceptions to the law that could limit student access to learning opportunities in the arts. Students who graduate from community schools, career-technical education programs, and dropout prevention programs are not required to complete two semesters or the equivalent in the arts, and in some cases courses in the arts are not offered at these schools. These students may complete electives in the arts to fulfill elective graduation requirements, ORC § 3313.603 (C), but only if the opportunities in the arts are available to them.

The current law also creates a situation in which many students might not take additional arts courses in high school if they complete the arts graduation requirement in seventh or eighth grades. This means that some students might miss opportunities to study a more rigorous high school level arts curriculum, which would better prepare them for careers, higher education, and citizenship after graduation.

- Work with policy makers and education stakeholders to change current law and require that all students, including those graduating from traditional public schools, community schools, career-tech programs, or dropout prevention programs, earn a minimum of one high-school level credit in the fine arts, rather than the two semesters in any grades 7-12.

This change in law would mean that more schools would be required to provide students with access to educational opportunities in the arts in high school, and, because the courses would include content at

the high school level rather than at the seventh or eighth grade levels, the academic rigor of the arts courses would better prepare students for future careers and life-long involvement in the arts.

Gifted Education Programs for Students in the Arts

3) Increase the number of school districts and community schools that identify students who are gifted in the arts, and increase the number of gifted students served.

According to national studies, many gifted students “do not make it on their own” and need guidance and instructional support to maximize their abilities and talents, including those in the arts.

Traditional public school districts are required by law to identify students who are gifted in grades K-12 based on specific criteria in law (ORC § 3324.03), and report annually the number of students screened, assessed, and identified as gifted. According to the ODE 19,771 students in 2009-2010 were identified as gifted in the visual and performing arts in Ohio’s schools.

Ohio law does not require traditional public school districts to serve students who have been identified as gifted, but does include in law and in state standards for gifted education a number of instructional strategies to serve gifted students through gifted programs in school districts or through educational service centers. (ORC § 3324.07)

Approximately one third of students who have been identified as gifted in Ohio were served in 2009-10 school year, including 1,048 students identified as gifted in the visual and performing arts.

The results of the Status Survey show that only 42 percent of schools (traditional public schools and community schools) identified students gifted and talented in the arts. Schools participating in the

Status Survey reported that they identified .014 percent of students gifted in dance; .045 percent in music; .03 percent in theater, and .59 percent in visual arts. (Please note: The number of community schools participating in the Status Survey was 13 out of 542 schools.)

- Work with policy makers, the ODE, the Ohio Association for Gifted Children, and education and arts education stakeholders to ensure that all school districts comply with Ohio law and screen, assess, and identify students gifted in the visual and performing arts.
- Work with policy makers and community school stakeholders to change the law and require community schools to identify students who are gifted.

Unlike traditional public schools, community schools are not required by law to identify students who are gifted, although some community schools have developed a special focus for gifted students. The lack of a state mandate to identify gifted students means that some Ohio students who attend community schools are not receiving important information about their learning potential, and could be missing instructional opportunities that could help them achieve at even higher levels.

- Work with policy makers and education and arts education stakeholders to advocate for a state school funding system that includes adequate resources for school districts and community schools to identify and serve students identified as gifted.

As Governor Kasich works with state leaders, educational stakeholders, and citizens to develop a new state funding system for schools, arts education advocates should encourage the governor and

legislators to provide adequate funding for school districts and community schools to identify and serve students who are identified as gifted.

Equally Weight Courses in the Arts

4) Establish a uniform state policy about equally weighting student grades in the arts the same as other courses when calculating student grade point averages for honor roll, class ranking, etc.

According to the Status Survey, 16 percent of high schools reported that student grades in arts courses were not weighted equally with other courses when calculating the grade point average of students. The 16 percent of high schools represented approximately 14,000 students.

- Work with policy makers, the ODE, and education and arts education stakeholders to develop a uniform state policy about equally weighting student grades in the arts.

Weighting student grades in arts courses differently than student grades in other courses creates inconsistent and unfair grading practices within and among schools. Such policies place students who take courses in the arts at a disadvantage when determining class ranking, college admissions, and competition for scholarships, and can harm students who excel in the arts, are pursuing higher education and careers in the arts, or are just interested in taking courses in the arts.

Weighting grades in arts courses differently than other courses also could decrease enrollment in the arts and diminish the quality of arts courses in which a minimum level of student participants is needed to present a quality performance. The impact of decreased enrollment in arts courses could ultimately affect the quality of the

entire arts education program and opportunities available in the arts for all students.

Student Assessment in the Arts

5) Include the arts in Ohio's assessment and accountability system for schools.

-Support the development or identification of rigorous student assessments in the arts by the State Board of Education at designated grade levels or at the end of a course.

-Use the results of student assessments to develop standards of achievement in the arts.

-Develop indicators for quality arts education programs to be included on the Local Report Card based on the standards for student achievement in the arts or other measures of quality of school arts education programs.

The Status Survey found that 88 percent of schools reported using teacher-developed assessments in the arts to track student progress, and six percent of schools reported using no assessments in the arts.

The results of assessing students in the arts provides important information for students, parents, arts educators, schools/districts, and the community about student achievement in the arts; the quality of the arts education programs; how arts education programs align with higher education requirements for the arts; strategies to improve instruction; the types of professional development that should be made available for arts teachers; the quality of teacher preparation programs in the arts; the effectiveness and efficiency of arts education programs; and more.

Am. Sub. HB153 (Amstutz), the biennial state budget for FY12-13, provides an opportunity to incorporate student achievement in the arts in Ohio's state assessment and accountability system. The law

requires the State Board of Education to develop a “standards-based framework” for evaluating teachers and principals, and a list of student assessments that measure mastery of course content for the arts. The list may include nationally normed standardized assessments, industry certification examinations, or end-of-course examinations. (ORC § 3319.11, 3319.111, 3319.112, 3319.02, 3314.03, 3326.11.)

- Work with the ODE and education and arts education stakeholders to identify assessments in the arts that align with Ohio’s academic content standards for the fine arts.

The principles outlined in *Performance Counts: Assessment Systems that Support High-Quality Learning* by Linda Darling Hammond for the Council of Chief State School Officers should be considered as assessments for students in the arts are identified or developed to meet the requirements in law. According to this document multiple ways to assess student achievement should be included in any assessment system, including performance-based assessments, project-based assessments, end of course exams, portfolios, demonstration of competency or mastery, etc.

Academic Content Standards

6) Increase the percent of community schools and traditional public schools that align their courses of study in the arts with *Ohio’s Academic Content Standards for the Fine Arts*, currently under revision.

According to *Ohio’s Standards for School Districts and Schools K-12 (rev. July 2010)*, school districts are required to adopt a course of study for the arts guided by Ohio’s state-adopted academic content standards. (OAC 3310-35-04(B)(5)(a)(viii))

Ohio’s academic standards for the fine arts provide clear and rigorous expectations for all students in grades K-12, and ensure that students “experience, understand, and value the arts in their daily lives.”

According to the Status Survey 10 percent of schools reported that they had not adopted *Ohio Academic Content Standards for the Fine Arts*.

- Work with education stakeholders to help schools align their courses of study with *Ohio’s Academic Content Standards for the Fine Arts*.

Currently the ODE is revising Ohio’s content standards in the arts and the State Board of Education is scheduled to adopt the revised standards in 2012. Strategies should be developed and communicated with education and arts education stakeholders to encourage all schools and school districts to revise and align their content standards in the arts once the new standards are adopted.



TEACHERS

Arts Courses/Licensed Teachers

7) Increase the percent of arts courses that are taught by a teacher with a multi-age license in an arts discipline.

An analysis of the ODE Data found that 94 percent of teachers in the arts were licensed to teach all of the arts courses that they taught. This is very good news, because it means that the students in these courses are receiving instruction that is comprehensive, standards-based, balanced, and sequential from formally trained teaching professionals in a specific arts discipline.

However, further analysis of the ODE Data found that while 83 percent of schools reported that all teachers who were teaching arts courses were licensed to teach in an arts discipline, 3 percent of schools reported that none of the teachers who were teaching arts courses were licensed in an arts discipline. For the remaining 14 percent of schools, 2 percent reported that between 1-50 percent of teachers were licensed in the arts; 4 percent reported that between 51-75 percent of teachers were licensed in the arts; and 8 percent reported that between 76-99 percent of teachers were licensed in the arts.

The analysis of ODE Data also found that the percent of arts courses taught by licensed teachers in drama/theater, music, and visual art ranged from a low of 59 percent for the course *Comprehensive Dance* to a high of 97 percent for the course *Music (K-8)*. The following are other examples of the percent of courses taught by teachers licensed in an arts discipline:

- Visual Art Courses, total 17 courses: The percent of visual art courses taught by a licensed teacher in visual art ranged from a low

of 65 percent for the course *Art History* to a high of 96 percent for the course *Visual Art K-12*. The analysis also found that teachers not licensed in visual art, taught 10 percent of courses entitled *Painting and Drawing*, a very popular course in Ohio's schools.

According to the Status Survey, when a teacher not licensed to teach visual art courses taught a visual art course, a small percent of schools reported that the course was taught by a classroom teacher or visiting artist.

- Music, total 8 courses: The percent of music courses taught by a licensed teacher in music ranged from a low of 80 for the course *Other Music Course* to a high of 97 percent for the course *Music (K-8)*.

According to the Status Survey, when a teacher not licensed to teach music courses taught music, a very small percent of schools reported that the course was taught by a visiting artist or classroom teacher. For the course orchestra, 12 percent of elementary schools and 8 percent of middle schools reported that a visiting artist taught the course.

- Dance, two courses: Sixty-three percent of courses entitled *Introduction to Dance* and 59 percent of courses entitled *Comprehensive Dance* were taught by teachers licensed in dance. According to the Status Survey, when a teacher not licensed in dance taught a dance course, schools reported that a physical education teacher, visiting artist, or classroom teacher taught the course.

- Drama/theater, two courses: Eighty-four percent of courses in *Drama/Theatre* in grades K-8 and 70 percent of courses in *Theatre Arts* were taught by a licensed teacher in theater.

According to the Status Survey, when a teacher not licensed in

drama/theater taught a drama/theater course, schools reported that an arts specialist (25 percent at the high school level); visiting artist (59 percent at the elementary and 41 percent at the middle school levels); or classroom teacher (16 percent at the high school level) taught the course.

- Work with education and arts education stakeholders to better understand why licensed arts teachers are not teaching some arts courses, and develop strategies to ensure that high quality instruction by licensed teachers in the arts is available for all students.

Schools and districts should be congratulated for providing students with a variety of arts courses to meet individual student interests and talents and prepare them for careers, including careers in the arts.

In some cases schools have assigned highly qualified individuals in content areas, such as visiting artists, to teach arts courses, even though these individuals might not be licensed in the arts discipline. In other instances a general classroom teacher might be providing instruction for a particular arts course. Research would need to be conducted to understand the reasons behind these decisions, but one possible explanation could be that teacher licensure standards in Ohio permit the holder of certain general types of educator licenses to teach the arts at certain grade levels.

Policy makers and education and arts education stakeholders should work toward the goal that all courses in the arts be taught by appropriately trained and licensed teachers in the arts, to ensure that all students receive age-appropriate, standards-based instruction in the arts to maximize their learning potential.

District-Wide Planning for Arts Education

8) Increase the percent of school districts that report the use of an arts education coordinator to facilitate planning, organizing, implementing, and evaluating arts education programs in schools, and work with the community to support and promote arts education.

According to the Status Survey, 78 percent of schools reported that they did not have an arts coordinator to facilitate arts education programs in schools. This is disappointing news, because researchers have found that coordinating and planning for arts education, in many cases through an arts coordinator, is one of the critical success factors for arts education programs in schools. (*Gaining the Arts Advantage*, published by the President's Committee on the Arts and Humanities and the Arts Education Partnership (1999))

- Work with policy-makers and education stakeholders to communicate the benefits of coordinating arts education programs district-wide, and develop strategies to increase the number of school districts that coordinate their arts education programs.

Researchers have found that one way to organize arts education programs district wide is through an arts coordinator, which can be a full-time or part time position, or even shared position among several schools/districts, depending on the level of complexity of the arts programs and the size of the schools or school districts. Some arts coordinators might also teach courses or coordinate other curricular areas in addition to their responsibilities for arts education.

The arts education coordinator supports the school district's arts education program in several ways:

- Supports classroom arts teachers by making sure they are

supported professionally and represented when policy decisions are being made.

- Works with parents and the community to advocate, publicize, and promote arts education programs in the schools
- Informs administrators about research and opportunities in the arts at the state and national levels
- Coordinates arts events and performances
- Evaluates arts education programs
- Assists in the integration of the arts with other curricular areas
- Proposes ways to improve program offerings, instruction, and assessments to increase student achievement.
- Ensures that the interests of the arts program and students are considered when policies are being developed and implemented by boards of education, including policies about budget allocations, staffing, course offerings and scheduling, articulation of arts courses, content standards, facilities, equipment, etc.
- Engages influential segments of the community to find resources to support school arts programs.

One of the most critical roles of an arts coordinator is to build a strong elementary arts education program. An elementary arts education program is important, because in general all students participate, and so it is one of the few times in which all students have access to instruction in the arts. A quality elementary school arts education program also provides a sound foundation for the arts as students advance into higher-level courses in the arts.

Arts coordinators also ensure that there is vertical articulation of the arts education program, so that students are able to build their knowledge and skills in each grade level and achieve the next level of proficiency.

Overall, the arts coordinator charts a course or framework for arts education programs to best serve students and the community; works with administrators, teachers, and parents to implement the framework; and engages influential segments of the community to find resources to support school arts programs.

The Role of Arts Education in School Reform

9) Increase the percent of schools/districts in which arts educators are included on school improvement teams, and the number of schools/districts that include the arts in school improvement plans.

According to the Status Survey 74 percent of schools reported that arts educators were included on school improvement teams. This is very good news, because it means that arts educators are sharing their knowledge and expertise about learning strategies in the arts with their colleagues to improve overall student achievement. But it also means that 26 percent of schools were not including arts educators on school improvement teams, and missed-out on valuable strategies to improve student learning through arts education.

The Status Survey did not collect data on how many schools incorporated arts education into their school improvement plans.

- Work with the ODE and education and arts education stakeholders to communicate how arts education programs can be used as a strategy for whole-school reform and should be part of all school improvement plans. Develop strategies to collect and share data about the effects of arts education programs on whole school reform from across the state.

When so many schools in Ohio are struggling to improve student achievement and close achievement gaps among groups of students, no research-based education strategy should be ignored. Several

prominent studies on the impact of arts education programs on students and schools provide data-based research to show that arts education programs help schools improve student achievement; help students develop communication and collaboration skills and creativity; keep students in school; improve school climate and student behavior; and engage parents and the community with the school.

Unfortunately, in many schools/districts in Ohio the study of the arts is still considered a frill rather than a strategic instructional strategy to maximize the learning potential of all students.

The overwhelming benefits that quality arts education programs provide students, schools, and communities should encourage Ohio schools and leaders to get serious about the important role of arts education in school improvement, and increase the number of schools/districts that include the arts in school improvement plans.

Professional Development for Arts Teachers

10) Increase the percent of schools that provide professional development and the percent of teachers who participate in professional development for teachers in the arts.

According to the Status Survey 64 percent of schools reported that they provided at least one type of professional development in the arts to teachers who taught the arts, including general classroom teachers, general classroom teachers with responsibility for one or more arts area, and/or a certified arts specialist. This was true for 61 percent of elementary, 66 percent of middle, and 69 percent of high schools.

When professional development meetings were provided, the Status Survey found that 87 percent of arts staff participated, which means

that arts educators are taking professional development opportunities seriously.

The types of professional development opportunities reported by schools included off-site seminars or conferences (47 percent); workshops with professional artists (30 percent); in-school seminars or conferences (28 percent); partnerships with colleges or universities (17 percent); workshops by the Ohio Department of Education staff (13 percent); other (3 percent).

- Work with education and arts education stakeholders to better identify, promote, or develop professional development opportunities for arts educators to meet student needs, and increase the percent of schools that provide professional development for arts teachers.

Comprehensive and ongoing professional development for arts teachers should be available to all arts teachers and should be based on well-defined standards of practice designed to create professional learning communities of administrators, teachers, and other staff. Professional development should also address the individual needs of the arts teacher, to build individual skills and knowledge, so that teachers can provide standards-based, comprehensive, and sequential instruction in the arts to meet student needs.

- Work with the ODE and education and arts education stakeholders to develop more efficient and effective ways to provide professional development for arts teachers to meet their needs and the needs of their students.

Dedicated Classrooms Appropriately Designed and Equipped for Arts Education

11) Increase the number of school districts and community schools that have dedicated classrooms appropriately designed and equipped for arts education courses, including media arts. Examine why the percent of courses taught in dedicated classrooms at the middle school level is generally lower compared to elementary and high school levels.

The Status Survey results showed that the percent of arts courses taught in dedicated classrooms for the arts ranged widely according to grade levels and arts disciplines.

For music 71 percent of courses were taught in dedicated classrooms at the elementary level; 67 percent at the middle school level; and 85 percent at the high school level.

For visual art 62 percent of courses were taught in dedicated classrooms at the elementary level; 56 percent at the middle school level; and 84 percent at the high school level.

For drama/theater, 41 percent of courses were taught in dedicated classrooms at the elementary level; 67 percent at the middle school level; and 69 percent at the high school level.

For dance, 96 percent of courses were taught in dedicated classrooms at the elementary level; 94 percent at the middle school level; and 46 percent at the high school level.

The Status Survey also showed that only 26 percent of schools provided appropriate classrooms for media arts, which is a growing genre that encompasses works of art created with new media technologies, such as digital art, video, film, software, web pages,

computer graphics, animation, virtual art, Internet art, interactive art, and more.

According to *Ohio Standards for Schools and School Districts* all students should have access to an educational environment and facilities that are effective in helping students meet academic standards. (OAC 3301-35-04 (3))

Student learning in the arts is enhanced when classrooms have appropriate spaces, furniture, equipment, supplies, technology, and texts for students to study the arts. Information about appropriate classrooms for dance, drama/theater, music, and visual arts programs in grades preK-12 is available through *Opportunity to Learn Standards for Arts Education* developed by the Consortium of National Arts Education Associations (1995).

The higher percent of courses taught in dedicated arts classrooms in music and visual art at the high school level could be the result of the Ohio School Facilities Commission's (OSFC) building programs. The OSFC's *Ohio School Design Manual* requires schools participating in OSFC programs to build schools that meet classroom standards for the arts at various grade levels. For example, the requirements for music at the high school level include spaces for instrumental storage, orchestra storage, instrumental music library, uniform storage, vocal room, vocal storage, vocal music library, ensemble room, practice room, and a multi-purpose performance area with appropriate technology.

According to the OSFC 193 school districts have completed construction of new facilities that include spaces for the arts, and 158 school districts are in the process of completing school construction projects.

One of the ongoing complaints regarding OSFC's building programs

is the requirement that auditoriums be built as Locally Funded Initiatives (LFI) rather than with matching state funds. OSFC will share with the local school districts the cost of building a cafeteria or an auditoria, which are multipurpose areas that provide a combination theater and cafeteria spaces, and include a stage area, curtains, technology (lighting and sound) for productions, storage areas for sets, etc. According to *Opportunity to Learn Standards for the Arts* the multipurpose rooms are not optimal facilities for music or theater students who are striving to meet advanced levels of content standards in the arts.

- Work with policy makers and education and arts education stakeholders to better understand why the percent of courses taught in dedicated classrooms for the arts ranges so widely among grade levels and disciplines, and develop strategies so that all students have access to optimal learning environments for arts education.
- Work with policy makers, education stakeholders, the ODE, and the Ohio School Facilities Commission to advocate for appropriate facilities for media art in Ohio's schools. Communicate the growing importance of this field in the arts industry, and work with stakeholders to increase opportunities, including appropriate facilities, for students in this field.
- Work with policy makers and education and arts education stakeholders to determine if a lack of appropriate facilities in schools contributes to the overall low course offerings in dance and drama/theater.
- Work with policy makers, education and arts education stakeholders to change the law to allow the state to provide matching funds for the construction of auditoriums for

school districts participating in OSFC's school building programs.



SCHOOLS AND DISTRICTS

Community-Based Resources for Arts Education

12) Increase partnerships and collaborations between schools/districts and state and community-based arts resources.

The Status Survey found that only 26 percent of all schools had a partnership or collaboration with an artist, an art company, or cultural organization, and only 21 percent reported having an artist-in-residence program.

The percent of schools in which students participated in a field trip, defined as at least one performance, lecture, class, or exhibition outside the building *in the past three years*, was 72 percent, while 64 percent of schools reported at least one invited performance/exhibition in an arts discipline *in the past three years*.

When asked in the Status Survey to list the obstacles that prevented schools from providing students with opportunities to experience an art exhibition, performance, or event outside the school building, the top responses included the cost of transportation (72 percent); time out of the school day (57 percent); and fees for performances (45 percent). These obstacles were also cited when schools were asked about the obstacles that prevented schools from implementing an artist-in-residence program, although 12 percent of schools also reported the lack of information about the program as an obstacle.

- Work with policy makers, the Ohio Arts Council, and education and arts education stakeholders to address the obstacles that prevent schools from participating in “out of school” events, performances, exhibitions, etc., and find ways to increase student access to these activities and resources. One way to increase communication and

collaboration with community arts organizations and institutions is through an arts education coordinator, recommended in #10.

According to the research study *Gaining the Arts Advantage* the community is a critical factor in building and maintaining the success of arts education programs in schools through formal and informal relationships. The study defines community as parents, families, artists, arts organizations, business organizations, local civic and cultural leaders, and institutions. The community supports arts education programs by providing a broader access to a variety of arts disciplines for more students; sponsoring artistic events and exhibitions with schools; mobilizing political support for the arts in schools; and setting standards in the arts for students to aspire to achieve. Communities also provide opportunities for students to study with local artists to hone skills and often provide scholarships and internships for students in the arts.

Research shows that strengthening school and community ties through the arts not only increases student access to the arts, but can also build public understanding and support for the overall education goals set by the school/district. Finding ways to overcome the obstacles preventing schools from collaborating more with state and community-based arts organizations can help schools and districts achieve their education goals, and also build life-long advocates for the arts, and a higher quality of living for the entire community.

Collecting and Disseminating Data on Arts Education

13) Improve ODE data and access to ODE data about student enrollment in courses in the arts.

Ohio’s Education Management and Information System (EMIS) provides an impressive amount of information about student

enrollment and who teaches courses in the arts.

A partnership with the Ohio Alliance for Arts Education, the Ohio Arts Council, and the Ohio Department of Education is just beginning to annually review this data to understand the status of arts education in Ohio's schools. The intent is to use the information obtained from the data to develop strategies that better align arts education programs with Ohio's state education goals regarding student achievement and closing achievement gaps.

The OAAE appreciates greatly the professional assistance and support that the ODE has provided researchers examining the ODE data on arts education. However, our understanding about the status of arts education programs in Ohio's schools could be facilitated by improving ODE data about student enrollment in the arts, especially data about the duration of instruction in the arts, and finding better ways with the ODE to disseminate data and analyses about arts education programs in Ohio's schools.

- Work with the ODE, community schools, and school districts to ensure that validated data about student enrollment in the arts and the amount of instructional time that students receive for arts education courses is entered into EMIS.

In reviewing the EMIS data about course enrollment in the arts, questions have been raised about the accuracy of some of the data, which could be the result of coding errors as the data is entered into EMIS.

Another set of ODE data, the duration of courses offered, was not validated by school districts in 2009. This information is important, because it tells us something about how much instructional time students are receiving to meet local course of study objectives in the

arts, and therefore something about the quality of the arts education programs in schools.

These and other questions about ODE Data should be resolved as arts education stakeholders work with data analysts and education stakeholders to better understand the data and its implications.

The ODE also has student-identifiable data that will be used in the future to track student achievement in grades K through college. This data is not readily available to researchers, because of privacy issues, but could provide more precise information about student enrollment in arts courses in the future.

School/District Budgets for Arts Education

14) Examine the type of data currently available in Ohio (possibly being collected through EMIS) about per pupil spending for arts education and school budgets for arts education. Conduct research to determine how school/district budgets for the arts are determined; how dollars are spent; and how the dollars affect, or don't affect, student achievement, equity, and the quality of the arts education programs. In the Status Survey "budgets" were defined as school budgets allocated for arts education for the current school year, excluding teacher salaries, non-district funds, or one-time allocations.

The Status Survey found that the total per pupil budget allocated by schools for arts education ranged from a high of \$30 per student (5 percent of schools) to \$1 per student (19 percent of schools).

The Status Survey also found that 43 percent of all schools supplemented their arts program budgets with outside funding from a variety of sources including PTA/PTOs, booster clubs, state and national foundations, earned income, local school district

foundations, and more.

The median allocation per student for arts education by school type was \$3.00 at the elementary level; \$4.67 at the middle school level; and \$9.16 at the high school level.

- Work with ODE data analysts and stakeholders to better understand the data on per pupil budgets for arts education, when, or if, the data is available at the state level.

The Status Survey results begin to provide policy makers and education and arts education stakeholders with some of this information, and should help identify research questions about adequate per pupil amounts for arts education; equity issues regarding the use of outside funds; and equity issues related to the state's school funding formula.

For example, some questions already raised include the following:

- How are per pupil funds for the arts being used now?
- What are the equity issues that should be addressed?
- Do outside funds in support of arts education programs supplement or supplant school budgets for the arts?

More research should be conducted to answer these and other questions before more specific recommendations about adequate per pupil amounts for arts education, etc., can be made.

Equity for Arts Education - Traditional Public Schools

15) Examine further ODE Data about the percent of students enrolled in arts education programs and the number of arts disciplines offered by school districts based on Ohio Department of Education school typologies. Since the ODE typologies are based on variables such as poverty, income, enrollment levels, and

demographics, the results of a more in-depth analysis could provide information and identify trends over time about equity for arts education for students in Ohio's traditional public schools.

The Ohio Department of Education organizes school districts into seven typologies in order to provide a rational basis for making comparisons and examining equity among school districts. The typologies are based on variables such as total student enrollment, number of employees, geography, median income level, population density, educational attainment, percent of poverty, and percent of minority population. The following typologies were used by the ODE in 2009 and were used in this analysis of ODE data:

Type 1: Rural/agricultural — high-poverty, low-median income: 96 school districts, approximate total average daily membership (ADM) = 160,000 students.

Type 2: Rural/agricultural — small student population, low poverty, low-to-moderate median income: 161 school districts, approximate total ADM = 220,000 students.

Type 3: Rural/small town — moderate-to-high median income: 81 school districts, approximate total ADM = 130,000 students.

Type 4: Urban — low median income, high poverty: 102 school districts, approximate total ADM = 290,000 students.

Type 5: Major urban — very high poverty: 15 school districts, approximate total ADM = 360,000 students.

Type 6: Urban/suburban — high median income: 107 school districts, approximate total ADM = 420,000 students.

Type 7: Urban/suburban — very high median income, very low

poverty: 46 school districts, approximate total ADM = 240,000 students.

The results of an analysis of the ODE Data of the percent of students enrolled in the arts based on the ODE school district typologies raises some interesting and perplexing questions for further research.

For example, the results showed that the 15 major urban school districts (Type 5 high poverty and an enrollment of 360,000 students) have the highest percent of students enrolled in the all of the arts. (65 percent in music courses; 63 percent in visual art; 1 percent in dance; and 3 percent in drama/theater.)

Major urban districts in Type 5 and rural/low income districts in Type 1 have the highest percent of schools that offer courses in the four arts disciplines (3 percent). Major urban Type 5 school districts also reported the highest percentage of school districts offering zero arts disciplines (10 percent).

The number of arts teachers in Type 5 major urban school districts is 1,360, which is less than Type 2 rural low poverty (1,482); Type 4 urban high poverty (1,694); and Type 6 urban/suburban high income (2,154).

Question: How can Type 5 major urban school districts have the highest percent of school districts offering zero courses in the arts at 10 percent, but the highest percent of students enrolled in the arts compared to other typologies? Do large class enrollments in a few urban school districts account for the large percentage of students enrolled in the arts? Is this an equity issue?

The percent of students enrolled in music and visual art is generally lower for school districts in Type 6 (urban/suburban high income) and Type 7 (urban/suburban very high income) when compared to

school districts in the other typologies, including those school districts in rural typologies. However, these Type 6 and 7 school districts also report the highest percentage of school districts offering three arts disciplines (12 percent) and high numbers of arts teachers. (Type 6 reported 2,154 teachers and Type 7 reported 1,341 arts teachers.)

Question: Why is the percent of students enrolled in the arts lower in Type 6 and Type 7 school districts, which are generally considered high wealth school districts when compared to all other typologies? Are more arts courses being offered in classes with fewer students in these districts? Is this an equity issue when compared to less wealthy school districts that might have a higher number of students enrolled per arts class?

The percent of students enrolled in music and visual art is higher in rural school districts in Type 1 and Type 2 compared to other typologies with the exception of Type 5 major urban school districts. A small but significant percent of school districts in these rural typologies are also offering three and four arts disciplines. Type 2 rural school districts with high income also reported 1,482 teachers, which is higher than the number of teachers reported for Type 5 major urban districts and Type 7 suburban very high income.

Question: What can we learn from the school districts in Type 1 and 2 to improve student access to arts education programs?

a) Work with the ODE data analysts and education and arts education stakeholders to better understand how data organized based on school district typologies can be used to inform policy-makers about equity for arts education and student access to arts education opportunities in Ohio's schools.

Equity for Arts Education - Community Schools

16) Require community schools to provide for the study of fine arts and music as stated in recommendation #1b. Develop a method to provide a rational basis for making comparisons and examining equity among community schools similar to the typologies used by the ODE to analyze traditional public schools. The method should be based on variables such as total student enrollment, number of employees, geography, median income level, population density, educational attainment, percent of poverty, and percent of minority population.

According to the ODE Data 61 percent of community schools reported enrollment of at least one student in one arts course, meaning that the students in 39 percent of community schools did not have access to arts courses.

A review of ODE Data also found that only 36 percent of students in community schools were enrolled in music courses; 40 percent in visual art courses; one percent in dance courses; and .5 percent in theater courses.

Since community schools are not included in ODE's school district typologies, information about how variables such as poverty, income level, and demographics affect equity for arts education in community schools could not be analyzed.

a) Work with the ODE, community school stakeholders, and education stakeholders to develop a method to study the impact of variables of income, poverty, and demographics on arts education in community schools.

At the present time community schools are not required by law to provide for the study of the fine arts, including music. Nevertheless,

equity for arts education should be a priority for policy makers and advocates of community schools, to ensure that students who attend community schools have access to a complete curriculum that includes the arts.



Call for Action

You are the Leader for Arts Education. What will you do?

The *2011 Status of Arts Education in Ohio's Public Schools* report can be used by students, parents, teachers, administrators, policy makers, and every arts education advocate to work together to ensure that the arts are an integral part of the education of every student in Ohio's schools.

We encourage arts education advocates to use the Status Survey Report as a guide to evaluate the status of music and arts education in your school and school district and identify strategies to improve arts education programs in your schools.

Consider the following questions:

- Do all students have access to all of the arts disciplines (dance, drama/theatre, music, and visual art) at every grade level?
- Are courses in the arts aligned with *Ohio's Academic Content Standards for the Fine Arts*?
- Are all students assessed in the arts? What types of assessments are being used? Are they standardized for the school district?
- Are students who are gifted in the arts being identified and served?
- Are high school graduates earning at least one full credit in the fine arts at the high school level?
- Are grades in the arts weighted the same as other academic courses when calculating grade point average, class ranking, and honor roll?
- Are there appropriate dedicated classrooms for arts education?

- What is the investment in arts education at the school building and district levels?
- Is there a district coordinator to support the arts education programs, students, and staff?
- Are community schools providing instruction in the arts for all students?
- Are all arts courses being taught by teachers licensed in the appropriate arts discipline?
- Do arts educators have access to professional development and adequate resources for use in the classroom?

The following are some of the ways to answer the call to provide *more Ohio students with more arts!!!*

Parents and PTA Leaders: Be a leader for arts education. Share this report with your elected officials (policy makers) and ask them to take action to support arts education. Select one or two of the recommendations that resonate with your school, use the data and the rationale included in the Recommendations in Detail as your talking points, and begin conversations to implement strategies that will improve student achievement in the arts and access to quality arts education programs. Provide policy makers with research-based information to strengthen instruction in the arts, rather than eliminate arts education programs when boards of education are considering reducing student access to the arts to balance school budgets. Stay informed about how recent changes in law regarding the state's school funding system and school ranking system affects arts education programs in the future.

Students: Speak out about how completing rigorous courses in the arts prepares students for careers, higher education, and citizenship in the 21st Century. Inform policy makers about how quality arts education programs keep students on track for graduation and improve the overall school environment for all students, teachers,

and administrators. Students should also use the recommendations in the Status Survey Report to advocate for changing policies about unequal weighting of grades for arts courses, increasing the rigor of graduation requirements in the arts, providing dedicated classrooms for the arts, and ensuring that all students have access to a complete curriculum that includes the arts.

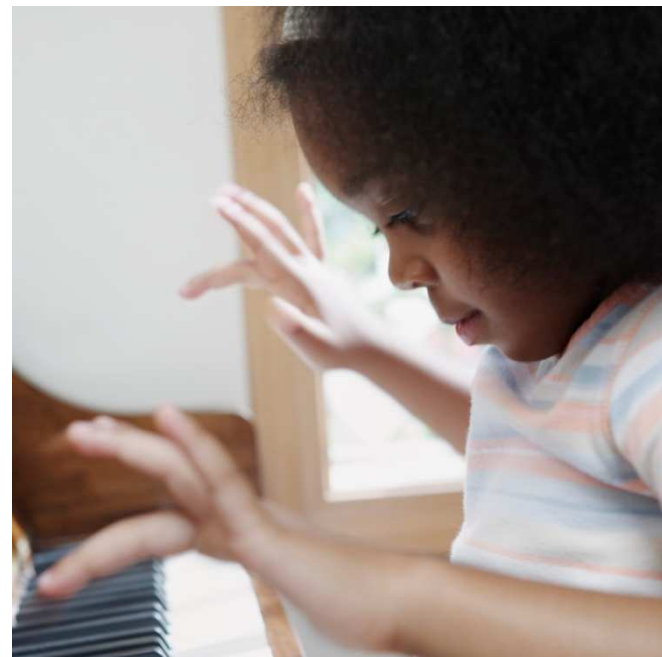
Teachers: As instructional leaders engage your peers and administration in conversations about the need for, and value of, the arts as part of a complete education for all students. Use the data provided in this report and your own personal information about how the arts have impacted the lives of individual students to support your own efforts to strengthen the arts education programs in your school. You'll be surprised at who will listen and how your efforts will inspire others, including parents and members of the community, to work to improve arts education programs in your school and district.

Principals and Superintendents: Provide stability for the arts to flourish in your schools. Make the arts a core priority when planning school/district budgets, planning professional development for teachers, allocating appropriate spaces for classes, setting student schedules and achievement goals, and developing school improvement plans. Consider using an arts education coordinator to establish networks in the community to support arts education and provide students with exciting learning experiences in the arts. Promote the arts as a way to engage students and decrease student apathy and as a way to keep students on track toward graduation. Keep the arts in the academic core, and showcase student successes in the arts to build pride in your schools.

Arts Education Advocates in the Community: Work with boards of education, parents, teachers, students, administrators, and policy makers on ways to promote and support arts education programs in

the schools. Serve as spokes-persons in the community to advocate for arts education programs in schools. Identify gaps and ways to support instruction in the arts for all students in all of the arts disciplines. Support students with special gifts in the arts to ensure that they have the knowledge and skills to become artists in their own-right.

Policy Makers: Real change begins at the policy level. Use this report to identify arts education policies that, when implemented, will transform the quality of education for all students and the school environment. Remember that an education in the arts leads to careers in the arts for some students and economic and cultural benefits for the entire community. Student success is only possible with a complete education, one that includes the arts!



Presentation of Data

Results of an Analysis of Ohio Department of Education Data (ODE Data) on Student Enrollment in Courses in the Arts and the 2010 Status Survey of Arts Education in Ohio's Public Schools (Status Survey)

The results of the analysis of ODE Data and the Status Survey regarding the level of arts education in Ohio's public schools are organized into three sections: Students, Teachers, and Schools and Districts.

SECTION 1: STUDENTS

The results for Students examines student enrollment and access to educational opportunities in the arts, defined as dance, drama/theater, music, and visual arts. It also includes information about grade level enrollment in arts courses; types of arts courses offered; instructional time for arts courses; weighting grades in arts courses; and graduation requirements in the arts.

Student Enrollment

1) Student Enrollment in the Arts

According to Ohio Department of Education Data (ODE Data) 93 percent of Traditional Public Schools (TP) and Community Schools (CS) reported *enrollment of at least one student in one arts course for the 2009-10 school year. Seven percent of schools reported no enrollment in arts courses.* (Please note: The analysis of the ODE Data did not distinguish between traditional public schools and community schools. The percent of community schools included in the ODE Data was 7 percent.)

When examining the grade levels of the schools, 93 percent of elementary schools (grades K-5), 93 percent of middle schools (grades 6-8), and 91 percent of high schools (grades 9-12) *reported enrollment of at least one student in one arts course.*

When examining traditional public schools and community schools, 97 percent of traditional public schools and 61 percent of community schools *reported enrollment of at least one student in one arts course.* (Figure 2)

Figure 1: Percent of Schools Reporting Enrollment of at Least One Student in One Arts Course

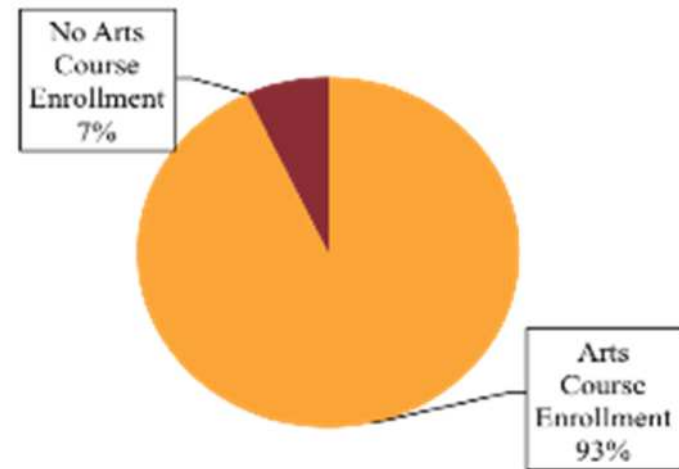


Figure 2: Percent of Schools Reporting Enrollment of at Least One Student in One Arts Course in Traditional Public Schools and Community Schools

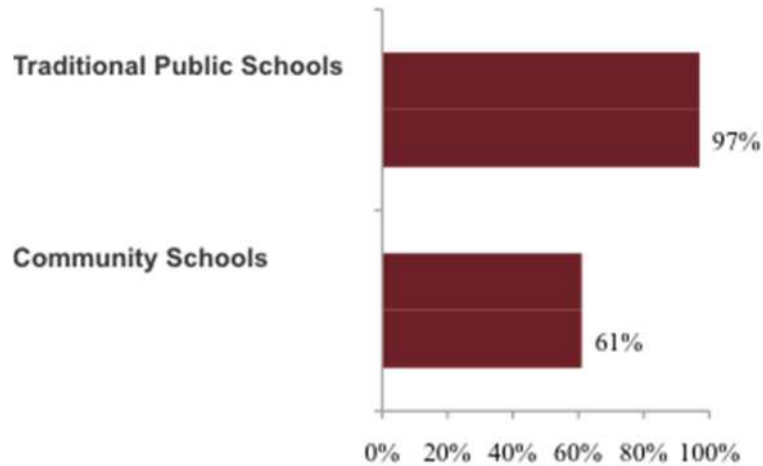
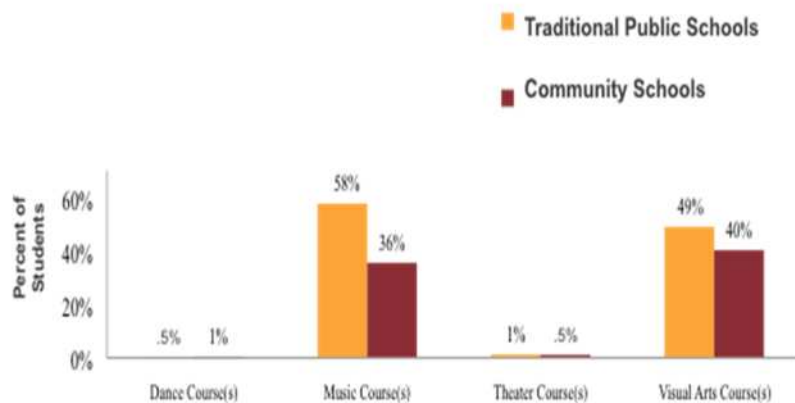


Figure 3: Percent of Students (Aggregated) Enrolled in Arts Courses by Discipline in Traditional Public Schools or Community Schools



2) Percent of Students Enrolled in Arts Courses - Traditional Public Schools

During the 2009-2010 school year, the following percentage of students were enrolled in arts courses by discipline in traditional public schools:

- 58 percent of students were enrolled in a music course
- 49 percent in a visual art course
- .5 percent in a dance course
- 1 percent in a theater course

(Some students were enrolled in more than one arts course.)
(Figure 3)

3) Percent of Students Enrolled in Arts Courses - Community Schools

Compared to traditional public schools, fewer students attending Ohio’s community schools were enrolled in at least one arts course in the 2009-2010 school year by arts discipline:

- 36 percent of students were enrolled in a music course
- 40 percent in a visual art course
- 1 percent in a dance course
- .5 percent in a theater course

(Some students were enrolled in more than one arts course.)
(Figure 3)

Courses Available in the Arts

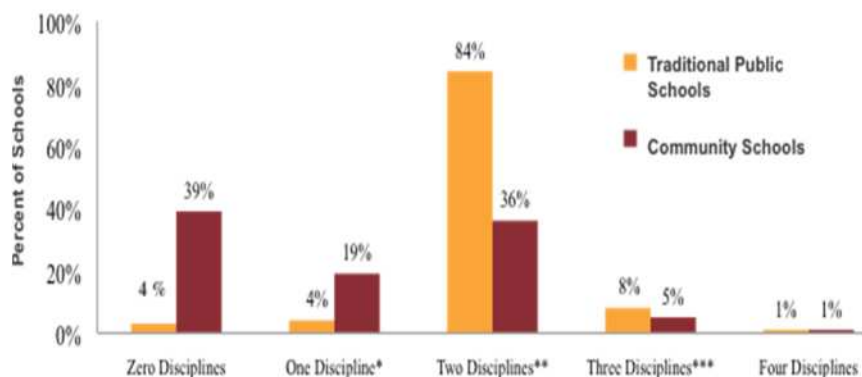
The Prescribed Curriculum

The Ohio Revised Code (ORC) § 3313.60 directs the boards of education of each city, exempted village, and local school districts to prescribe a curriculum for all schools to **include the study of the fine arts, including music.** (ORC § 3313.60(A)(7))

Community schools are authorized to operate under a different

section of law (ORC § 3314), and do not have a prescribed curriculum or a requirement to provide instruction in the fine arts, including music. Nevertheless, some community schools provide instruction in the arts, and some community schools have been established with a particular focus in the arts.

Figure 4: Percent of Schools Offering Arts Disciplines by Traditional Public Schools and Community Schools



4) Access to Arts Disciplines -- Traditional Public Schools

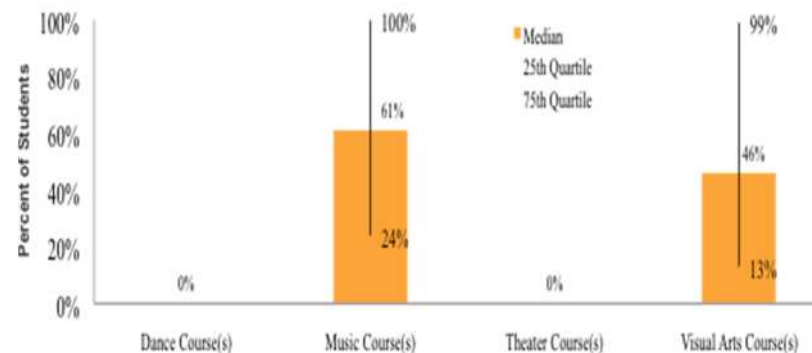
Students enrolled in traditional public schools in Ohio generally had access to two arts disciplines: music and visual art. Four percent of Traditional Public School students had access to zero courses in the arts; 4 percent had access to one discipline in the arts; 84 percent had access to two disciplines; 8 percent had access to three disciplines; and 1 percent had access to four disciplines. (Figure 4)

5) Access to Arts Disciplines -- Community Schools

Students enrolled in community schools had less access to courses in the arts. For community schools, 39 percent of students had access to zero courses in the arts; 19 percent had access to one discipline; 36 percent had access to two disciplines; 5 percent had access to three

disciplines; and 1 percent had access to four disciplines. (Figure 4)

Figure 5: Percent of Students Enrolled in Any Arts Course, By Discipline Median (50th Percentile) Scores



6) Median Arts Enrollment

In the typical Ohio school (median), 61 percent of students were enrolled in a music course(s) and 46 percent were enrolled in a visual art course. (Figure 5)

Opportunity to Learn

Students must have an “opportunity to learn” the arts to achieve the learning objectives outlined in *Ohio’s Academic Content Standards for Fine Arts*. National *Opportunity to Learn Standards for Arts Education* (1995) and research on best practices for high quality arts education programs described in *Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education* (1999) outline the following success factors that are critical for achieving high quality arts education programs:

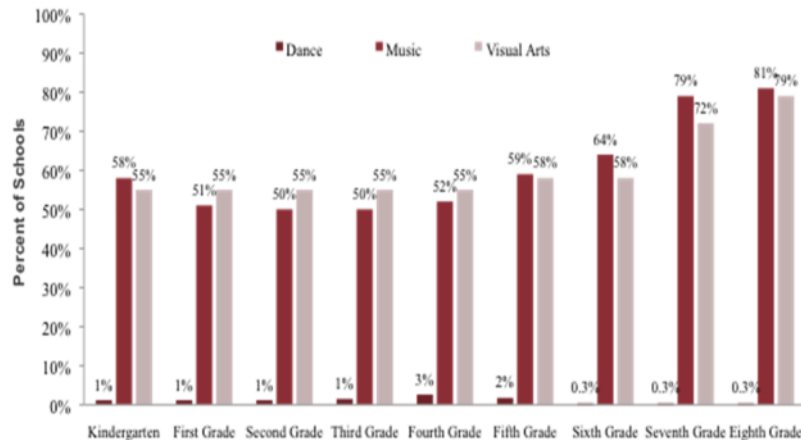
- All students have access to arts courses in all arts disciplines

(dance, drama/theater, music and visual art) and continuity of instruction (scope and sequence) at each grade levels.

- Courses of study direct instruction in the arts and are aligned to academic content standards in the arts.
- Students are provided sufficient opportunity and instructional time to learn the course of study objectives.
- Students are appropriately assessed and provided intervention.
- Licensed teachers in an arts discipline provide instruction.
- Dedicated and appropriately equipped classrooms for the arts are available for all students.
- Parents and the community are actively engaged in the arts education program.

The following items #7 - 12 provide information from an analysis of the ODE Data and the Status Survey regarding “Opportunity to Learn” factors, such as instructional time, student enrollment in arts courses, continuity of instruction, and types of courses offered in the arts.

Figure 6: Percent of Schools Reporting at Least One Hour Per Week of Arts Instruction by Discipline in Grades K-8
The number of schools reporting for theater was too small to report.



7) Amount of Instructional Time in Dance, Music, and Visual Art

According to the Status Survey, more than half of all schools (TP and CS) reported that they provided all students with one hour per week of instruction in music and in visual art in grades K-8 for thirty-six weeks. The amount of instructional time for dance was 3 percent or less. The percent of schools providing one hour of instruction in music and in visual art increased as the grade level increased to eighth grade. Not all schools reported providing both courses. (Figure 6)

8) Median Number of Hours of Instruction

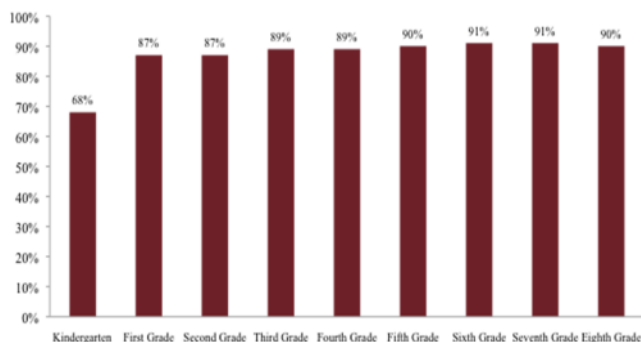
The median number of hours of instruction provided by schools in one week for music, per grade level, ranged from 1 hour in grades K-4 to over three hours in grades 7 and 8.

The median number of hours of instruction provided by schools in one week for visual art, per grade level, ranged from .83 hour (in Kindergarten) to 1.75 hours (in grade 8).

The median number of hours of instruction provided by schools in one week for dance, per grade level, ranged from .33 hour to 1.67 hours.



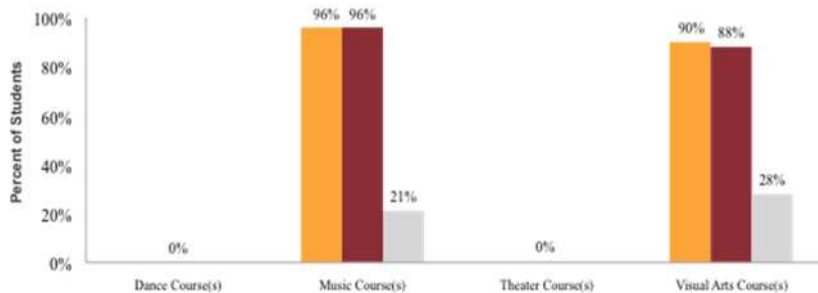
Figure 7: Percent of Schools that Provided At Least One Hour of Instruction in the Arts Per Week in Grades K-8 *Data on Enrollment in Arts Courses was Combined*



9) Instructional Time Per Week

The percent of schools reporting that they provided *at least one hour per week* of instruction in the arts ranged from 68 percent in Kindergarten to 91 percent in grades six and seven. (Figure 7)

Figure 8: Median (50th Percentile) Student Enrollment in Arts Courses By Arts Disciplines and Grade Levels



10) Grade Level Enrollment

The average proportion of students enrolled (median = 50th percentile) in a music and/or visual art course differed widely by grade level in Traditional Public Schools (TP) and Community Schools (CS) combined.

Median enrollment in high schools ranged from 21 – 28 percent in music/visual art courses, compared to a median enrollment of over 90 percent of students at the typical elementary or middle school. (Figure 8)

Figure 9: Enrollment in Courses in the Arts by Grade Level (Grades 1-12) and by Discipline



11) Grade Level Enrollment in Courses in the Arts

Figure 9 shows the number of courses available in the arts and the enrollment of students in those courses by grade levels (1st grade to 12th grade). Kindergarten is not included.

Schools enrolled students in eight music courses; two dance courses; two drama/theater courses; and seventeen visual art courses. (Not all courses are shown on this chart.)

Generally, schools reported that students were enrolled in one or more of four arts courses in grades 1-5: *Music K-8*; *General Music*; *Visual Art K-12*; and *Painting and Drawing*.

Fewer students were enrolled in the two dance courses (*Comprehensive Dance and Introduction to Dance*) and the two theater courses (*Drama/Theatre K-8 and Theatre Arts*).

Enrollment in *Instrumental Music* and *Vocal/Choral Music* increased to grade five, and then slightly decreased in high school.

12) Continuity of Instruction in the Arts in Traditional Public Schools

Not all students in traditional public schools had access to arts courses at every grade level K through 12. Students who miss instruction in the arts at a particular grade level are denied the opportunity to learn the sequential and grade appropriate learning objectives outlined in their school district's required courses of study in the arts based on *Ohio's Academic Content Standards in the Fine Arts*.

Eighty-three school districts (13 percent) did not enroll students in arts courses at every grade level between Kindergarten and twelfth grade. Fifty-one of those school districts enrolled at least one student in an arts course in twelve grades, but many did not enroll students in arts courses in Kindergarten.

For the remaining twenty-eight school districts:

- 3 school districts reported enrollment in six grade levels
- 4 school districts reported enrollment in seven grade levels
- 8 school districts reported enrollment in eight grade levels
- 6 school districts reported enrollment in nine grade levels
- 5 school districts reported enrollment in ten grade levels
- 6 school districts reported enrollment in eleven grades.

Students Identified as Gifted in the Arts

Ohio Law Regarding Gifted Education

Boards of education of traditional public school districts are required to identify students who exhibit “visual or performing arts ability” in grades Kindergarten through twelve. (ORC § 3324.03). Ohio law does not require traditional public school districts to serve students who are identified as gifted.

Community schools are not required by law to identify or serve students who are gifted, but some community schools have been established to serve students identified as gifted.

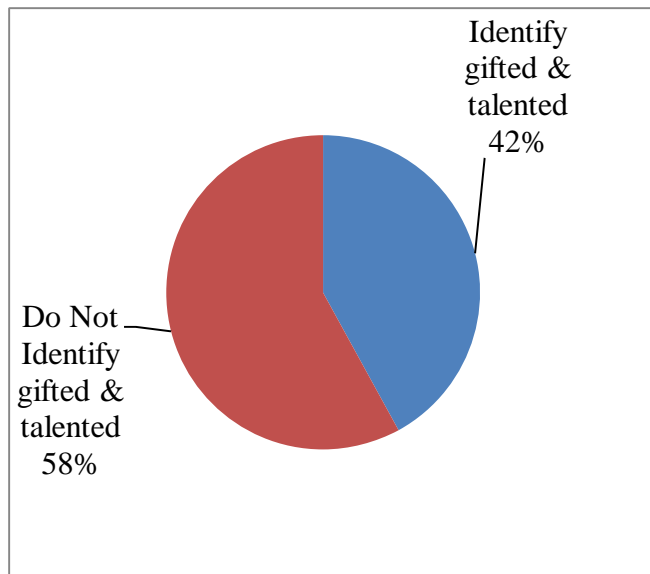
Parents, teachers, or students may request that a student be assessed for visual or performing arts ability. To be identified as exhibiting “visual or performing arts ability” superior to that of children of similar age, the student must demonstrate through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area and exhibit sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area.

Traditional public school districts must submit an annual report to the department of education specifying the number of students in each of grades Kindergarten through twelve screened; the number assessed; and the number identified as gifted in each category

specified in ORC § 3324.03.

In 2009-2010 the number of students identified as gifted in the visual and performing arts was 19,771 students, and 1,048 students identified as gifted were served.

Figure 10: Percent of Schools that Reported Identifying Students Gifted and Talented in the Arts

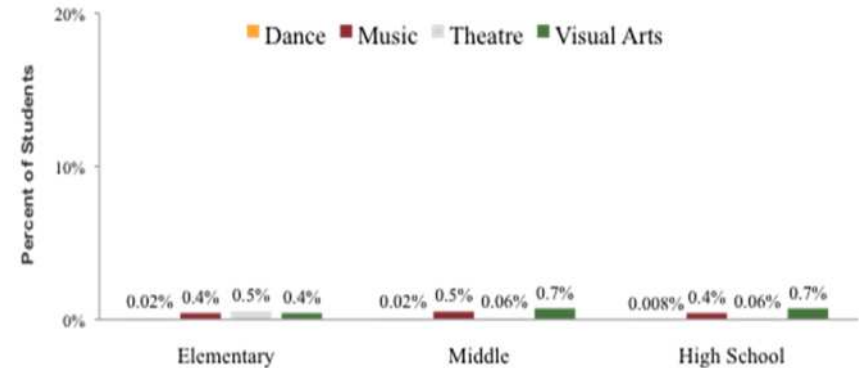


13) Gifted Education

According to the Status Survey, 42 percent of schools (TP and CS) reported that they identified students gifted and talented in the arts. (Figure 10)

Figure 11: Percent of Students Identified as Gifted in Arts Disciplines -- Aggregated Data

The number of community schools participating in the Status Survey was very small, 13 out of 542 schools.



14) Gifted Education

Schools participating in the Status Survey reported very small percentages of students who were identified as gifted and talented in the visual and performing arts. When aggregated, .014 percent of students were identified as gifted in dance; .045 percent in music; .03 percent in theater, and .59 percent in visual arts. (Figure 11)

Graduation Requirements in the Arts

Students who graduate from traditional public schools must meet (with some exceptions) the Ohio Core Curriculum, ORC § 3313.603(C).

In addition, ORC § 3313.603 (K) requires students who graduate

from traditional public schools (with some exceptions) to complete two semesters or the equivalent in the fine arts in any grades seven to twelve.

Students can receive high school credit for arts courses successfully completed in 7th and 8th grades, if the course is a high school level course and an appropriately licensed teacher provides instruction. Students may also complete electives in the arts to fulfill elective graduation requirements. (ORC § 3313.603 (C))

Students in community schools must meet the graduation requirements in ORC § 3314.03 (A)(11)(f). This provision requires students (with some exceptions) to meet the Ohio Core Curriculum, ORC § 3313.603 (C), but not the requirements to complete two semesters or the equivalent in the fine arts.

Students may also complete electives in the arts to fulfill elective graduation requirements. (ORC § 3313.603 (C))

In addition to the state graduation requirements in law, traditional public schools and community schools are permitted to establish additional graduation requirements, including those in the arts, for students to fulfill in order to qualify for a diploma.

15) Graduation Requirements in the Arts (Figure 12)

According to the Status Survey, when the total number of students is aggregated, high schools reported the following:

- 53 percent of seniors would graduate with more than one credit in the arts
- 12 percent reported that 100 percent would graduate with more than one credit in the arts
- 15 percent reported that between 76 - 99 percent of students would graduate with more than one credit in the arts
- 31 percent reported that between 51 and 75 percent of students would graduate with more than one credit in the

arts; and

- 16 percent reported that less than 25 percent of students would graduate with more than one credit in the arts

Figure 12: Percent of High Schools Reporting that Seniors Would Graduate with More than One Credit in the Arts

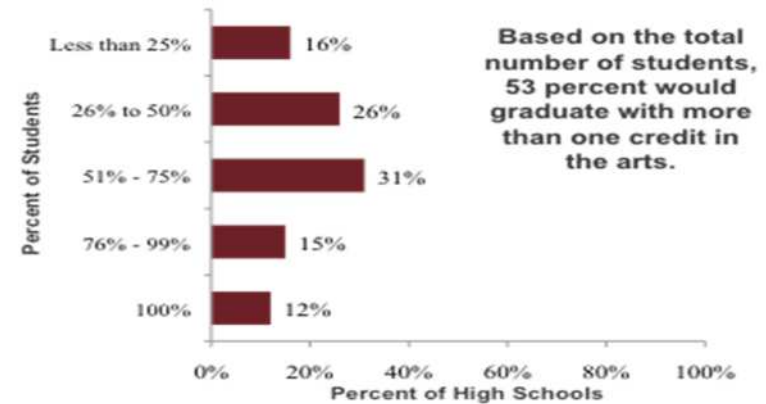
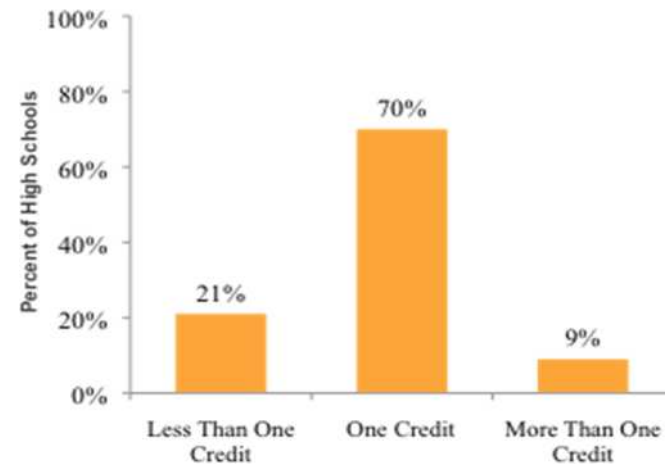


Figure 13: Percent of High Schools that Reported Graduation Requirements in the Arts

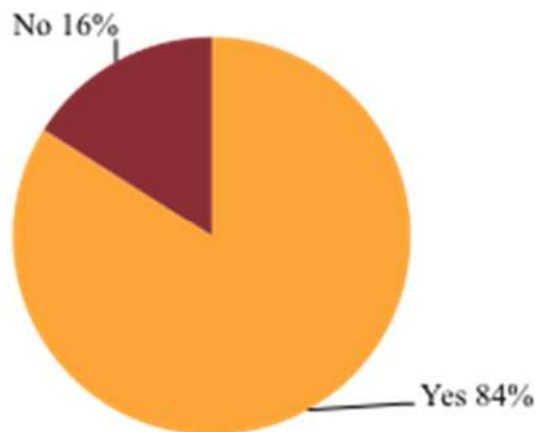


16) Graduation Requirements in the Arts

According to the Status Survey, 79 percent of high schools reported that students are required to earn one or more credits in the arts for graduation. Twenty-one percent of schools required less than one credit in the arts for graduation. (Figure 13)

Weighting Grades in the Arts Equally

Figure 14: Percent of High Schools Reporting that they Weight Student Grades in the Arts the Same as Other Courses



17) Weighting Grades in the Arts Equally

According to the Status Survey, 84 percent of high schools reported that they weight the grades that students receive in courses in the arts equally with the grades that students receive in other courses when calculating the grade point average (GPA) for students for honor roll, class rank, etc.

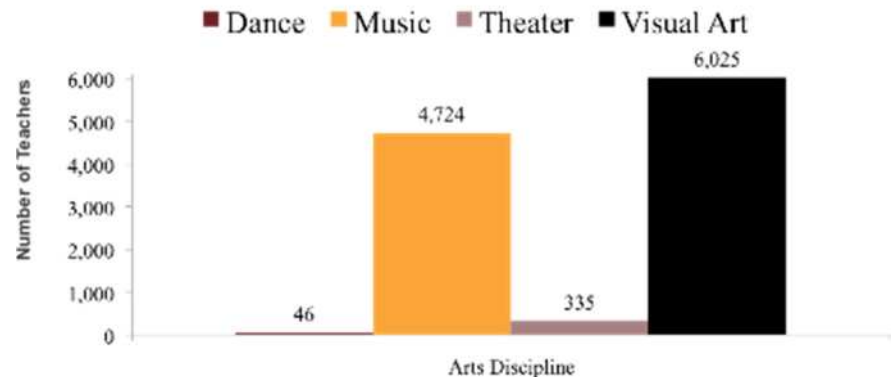
The number of students for which grades in the arts are not weighed equally is 14,000 students. (Figure 14)

SECTION 2: TEACHERS

This section examines the results of the analysis of ODE Data and the Status Survey about who teaches the arts, their qualifications, and the conditions of teaching, including professional development.

Number of Teachers

Figure 1: Total Number of Teachers by Arts Discipline
Duplicated Count: 452 Teachers Taught More than One Discipline in the Arts.

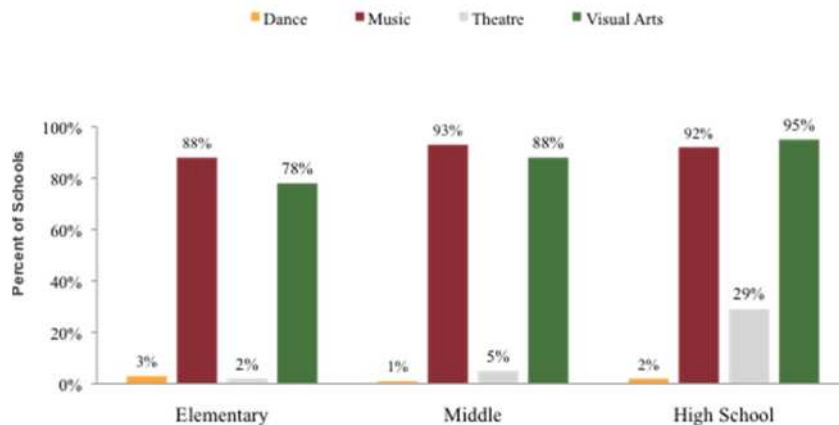


1) Total Number of Arts Teachers

According to Ohio Department of Education Data (ODE Data), there were a total of 10,673 teachers providing instruction in one or more arts disciplines in the 2009-2010 school year in traditional public schools and community schools. There were more visual art teachers (6,025) than music teachers (4,724); dance teachers (46); and theater teachers (335). Some 452 (4 percent) of teachers provided instruction in more than one arts discipline. (Figure 1)

Figure 2: Percent of Schools Reporting At Least One Full Time Equivalent Teacher (FTE) in the Arts, by Discipline and by Grade Levels

Elementary K-5; Middle 6-8; High School 9-12



2) Full Time Equivalent (FTE)

According to the Status Survey, 93 percent of traditional public schools and 72 percent of community schools reported that they employed at least one full time equivalent (FTE) teacher of the arts in a building.

(The number of community schools participating in the Status Survey was 13.)

3) FTE Teachers in the Arts by Arts Discipline

When examining the percent of FTE teachers in the arts by arts disciplines and grade levels (elementary: grades K-5; middle: grades 6-8; and high school: grades 9-12) 90 percent of elementary schools; 94 percent of middle schools; and 95 percent of high schools reported employing a FTE teacher of the arts. Most of those teachers were employed in the areas of music and visual art, but at the high school level, 29 percent of schools also reported a FTE teacher for theater. (Figure 2)

District Typologies

The Ohio Department of Education organizes school districts into typologies in order to provide a rational basis for making data-driven comparisons among school districts, and provide a way to examine equity among school districts. The typologies are based on variables such as total student enrollment, number of employees, geography, median income level, population density, educational attainment, percent of poverty, and percent of minority population. In Chart 3 community schools are included as a separate typology. The following is a description of the seven typologies. A more detailed description of the school typologies is provided in Section 3: Schools and School Districts.

Type 1: Rural/Small Town: moderate to high median income

Type 2: Rural/agricultural: small student population, low poverty, low to moderate median income

Type 3: Rural/agricultural: high poverty, low median income

Type 4: Urban: low median income

Type 5: Major Urban: very high poverty

Type 6: Urban/Suburban: high median income

Type 7: Urban/Suburban: very high median income, very low poverty



Figure 3: Total Number of Teachers by School District Typology and by Discipline

Duplicate Count: Some Teachers Provide Instruction in More than One Arts Discipline

I. School Category	II. Total Number of Teachers	III. Total Number of Dance Teachers	IV. Total Number of Music Teachers	V. Total Number of Theater Teachers	VI. Total Number of Visual Art Teachers
Type 1: Rural/agriculture high poverty	958	0	367	23	585
Type 2: Rural/agriculture low poverty	1,482	0	597	31	905
Type 3: Rural small town	813	2	354	18	470
Type 4: Urban high poverty	1,694	4	713	37	989
Type 5: Major urban	1,360	23	660	72	646
Type 6: Urban/suburban high income	2,154	6	1,021	59	1,134
Type 7: Urban/suburban very high income	1,341	2	690	53	609
Community Schools	792	13	295	43	565

4) Number of Teachers by District Typology

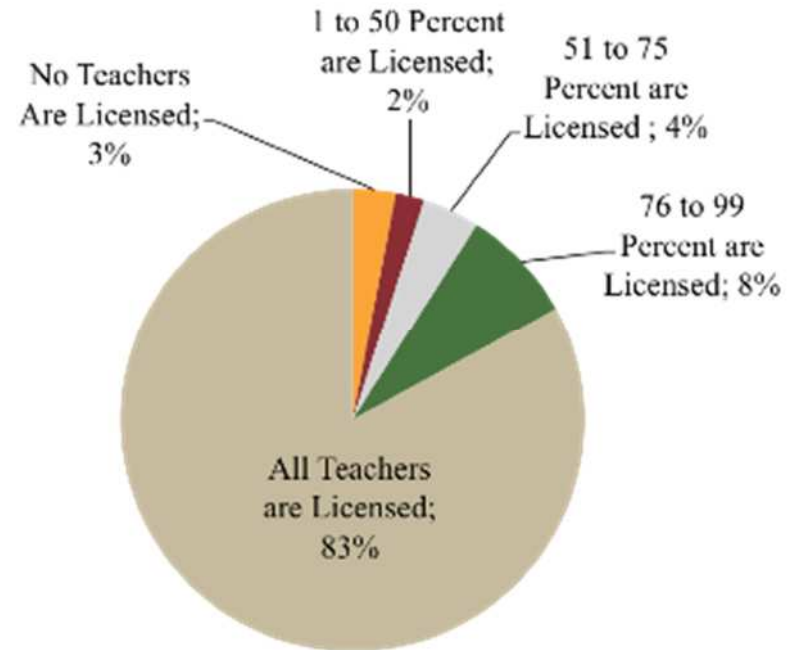
According to ODE Data, when examining the number of arts teachers sorted by school district typology (and including community schools as its own typology), Type 6, urban/suburban school districts, reported the highest total number of arts teachers.

School districts categorized as Type 3 rural/small town and community schools reported the lowest total number of arts teachers.

Type 5, major urban school districts, reported the highest number of dance teachers and theater teachers. (Figure 3)

Teacher Licensure

Figure 4: Percent of Schools Reporting Licensed Teachers in the Arts



5) Licensed Arts Teachers

Figure 4 presents the *percent of schools* that reported teachers licensed to teach the arts.

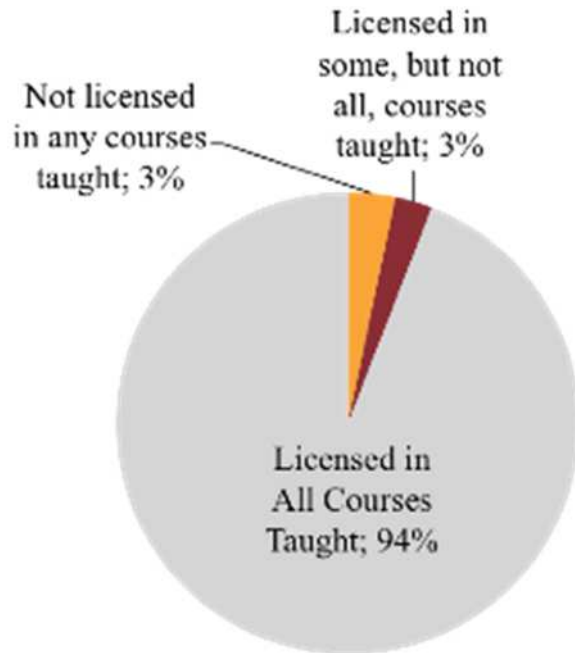
Figure 5 (next page) presents the *percent of teachers* licensed to teach all of the courses that they taught.

According to ODE data shown in Figure 4, 83 percent of schools reported that all arts teachers were licensed in the arts disciplines in which they taught during the 2009-2010 school year.

For 3 percent of schools, none of the teachers were licensed in the arts discipline.

For the remaining 14 percent of schools, 2 percent reported that 1-50 percent of teachers were licensed in the arts; 4 percent reported that between 51-75 percent of teachers were licensed in the arts; and 8 percent reported that between 76-99 percent of teachers were licensed in the arts. (Figure 4)

Figure 5: Percent of Arts Teachers Licensed to Teach All Courses



6) Licensed Arts Teachers for All Courses

In Figure 4 the *percent of schools* employing licensed teachers is presented. In Figure 5 the *percent of teachers* licensed to teach all of the courses that they taught is presented.

According to ODE Data, 94 percent of teachers were licensed in “all courses taught”; 3 percent were licensed in some, but not all courses taught; and 3 percent were not licensed in any of the courses taught. (Figure 5)

Figure 6: Total Number of Arts Courses Taught, by Arts Discipline, and Percent of Courses Taught by a Licensed Teacher in the Arts

Course Name	# of Courses Taught	% of Courses Taught by Teacher Certified in Arts Discipline
Visual Art		
Visual Art (K-12)	6116	96%
Art Appreciation	397	79%
Art History	215	65%
Design	343	88%
Crafts	189	94%
Ceramics	355	93%
Drawing and Painting	951	96%
Photography/Film Making	367	84%
Printmaking	44	93%
Sculpture	179	94%
Graphic Arts/Unified Arts	213	85%
AP Studio Art - Drawing	70	91%
AP Studio Art - 2D Design	38	89%
AP Studio Art - 3D Design	19	89%
AP Art History	25	84%
Advanced Visual Art	243	94%
Other Visual Art Course	304	74%

Course Name	# of Courses Taught	% of Courses Taught by Teacher Certified in Arts Discipline
Theater		
Drama/Theatre in K-8	51	84%
Theatre Arts	362	70%
Dance		
Introduction to Dance	57	63%
Comprehensive Dance	29	59%
Music		
General Music	1600	94%
Music Theory	317	89%
Vocal/Choral Music	1578	96%
Instrumental Music	2871	96%
Music Appreciation	390	82%
Music (K-8)	2595	97%
AP Music Theory	55	84%
Other Music Course	276	80%

7) Percent of Arts Courses Taught by Licensed Teachers (Figure 6)

According to ODE Data, the percent of courses in visual art, music, and theater taught by licensed teachers in those arts disciplines ranged from 59 to 97 percent depending on the particular course.

- Visual Art Courses, total 17 courses: The percent of visual art courses taught by a licensed teacher in visual art ranged from a low of 65 percent for the course *Art History* to a high of 96 percent for the course *Visual Art K-12*. The analysis also found that teachers not licensed in visual art, taught 10 percent of courses entitled *Painting and Drawing*, a very popular course in Ohio’s schools.
- According to the Status Survey, when a teacher not licensed to teach visual art courses taught a visual art course, a small percent of schools reported that the course was taught by a classroom teacher or visiting artist.
- Music, total 8 courses: The percent of music courses taught by a licensed teacher in music ranged from a low of 80 for the course *Other Music Course* to a high of 97 percent for the course *Music (K-8)*.
- According to the Status Survey, when a teacher not licensed to teach music courses taught music, a very small percent of schools reported that the course was taught by a visiting artist or classroom teacher. For the course orchestra, 12 percent of elementary schools and 8 percent of middle schools reported that a visiting artist taught the course.
- Dance, two courses: Sixty-three percent of courses entitled *Introduction to Dance* and 59 percent of courses entitled *Comprehensive Dance* were taught by teachers licensed in dance.
- According to the Status Survey, when a teacher not licensed in dance taught a dance course, schools reported that a physical education teacher, visiting artist, or classroom teacher taught the course.

- Drama/theater, two courses: Eighty-four percent of courses in *Drama/Theatre in grades K-8* and 70 percent of courses in *Theatre Arts* were taught by a licensed teacher in theater.
- According to the Status Survey, when a teacher not licensed in drama/theater taught a drama/theater course, schools reported that an arts specialist (25 percent at the high school level); visiting artist (59 percent at the elementary and 41 percent at the middle school levels); or classroom teacher (16 percent at the high school level) taught the course.

Figure 7: Percent of Schools with a Visiting Artist as Primary Instructor in at Least One Grade, by Arts Course

Discipline	% of All Schools	% of Schools With Discipline
Dance	5%	33%
Band	3%	4%
Chorus	3%	5%
General Music	1%	1%
Orchestra/Strings	2%	8%
Theater	6%	29%
Visual Arts	1%	1%

8) Visiting Artists

According to the Status Survey, a small percentage of traditional public schools and community schools reported that a visiting artist was the primary instructor in at least one grade in Dance (5 percent); Band (3 percent); Chorus (3 percent); General Music (1 percent);

Orchestra/Strings (2 percent); Theater (6 percent); and Visual Arts (1 percent).

When the Status Survey results for schools that offered a particular arts course were examined, rather than the results for all schools, the percent of schools that reported a visiting artist as a primary instructor increased for Dance (33 percent); Band (4 percent); Chorus (5 percent); Orchestra/Strings (8 percent); and Theater (29 percent).

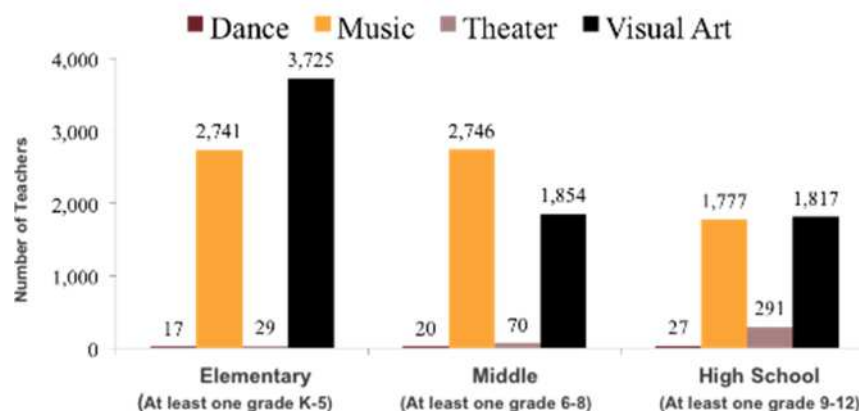
The percent of schools reporting visiting artists as the primary instructors was higher for courses in dance and theater than for music or visual art. (Figure 7)

Conditions of Work

Items #9-19 provide information about the conditions in which arts teachers work, such as the number of teachers by grade levels; number of courses taught by a teacher; number of schools in which arts teachers work; number of students per course taught; number of dedicated classrooms for instruction in the arts; instructional support available; and professional development opportunities for arts teachers.



Figure 8: Total Number of Arts Teachers by Discipline and Grade Levels



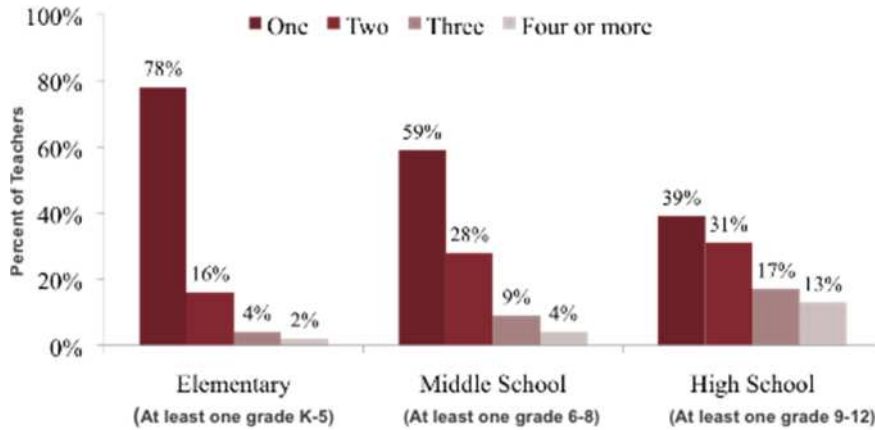
9) Number of Arts Teachers by Grade Levels - Elementary, Middle, High School

According to the ODE data, when examining the number of arts teachers by arts discipline and grade levels (elementary: grades K-5; middle: grades 6-8; and high school: grades 9-12) most arts teachers worked in elementary schools, followed by middle schools, and then high schools.

The number of visual art teachers in grades K-5 and grades 9-12 was higher than the number of music teachers. The number of music teachers in grades 6-8 was higher than the number of visual art teachers.

The number of dance teachers and theater teachers increased as the grade levels increased. (Figure 8)

Figure 9: Number of Different Arts Courses Taught by Arts Teachers by Grade Level



10) Number of Different Arts Courses Taught

According to ODE data, most elementary school teachers (78 percent) and middle school teachers (59 percent) provided instruction in only one arts course. The percent of arts teachers who taught more than one course was higher in high schools. Thirty-nine percent of high school arts teachers provided instruction in one course; 31 percent in two courses; 17 percent in three courses; and 13 percent in four or more arts courses. (Figure 9)

Number of Schools in Which Art Teachers Provided Instruction

Figures 10-11 provide information about the number of schools in which arts teachers provided instruction, by arts discipline and grade levels. Figure 12 provides the number of arts teachers who taught in more than one school, by arts discipline and grade levels.

Figure 10: Percent of Arts Teachers Who Taught in One or More Schools by Arts Discipline

	Music Teachers	Visual Art Teachers	Dance Teachers	Theater Teachers
One School	59%	84%	91%	96%
Two Schools	31%	13%	3%	3%
Three Schools	7%	2%	3%	1%
Four or More Schools	3%	1%	3%	0%
Total:	100%	100%	100%	100%

11) Number of Schools by Arts Discipline

According to ODE Data, the percent of music teachers who taught in more than one school is higher than visual art, dance, or theater teachers. More than half of music teachers (59 percent) provided instruction in one school, but 41 percent taught in more than one school, compared to 16 percent of visual art teachers, who taught in more than one school. (Figure 10)

Figure 11: Percent of Teachers Who Taught in One or More Schools by Grade Levels

	Elementary Schools	Middle Schools	High Schools
One School	69%	63%	68%
Two Schools	23%	28%	24%
Three Schools	6%	6%	6%
Four or More Schools	2%	3%	3%
Totals:	100%	100%	100%

12) Number of Schools by Grade Level

According to ODE Data,

- 69 percent of arts teachers taught in one elementary school (grades K-5)
- 63 percent taught in one middle school (grades 6-8)
- 68 percent taught in one high school (grades 9-12)

The percent of arts teachers who taught in two schools was,

- 23 percent in elementary
- 28 percent in middle
- 24 percent in high school

The percent of teachers who worked in three or more schools is less than 10 percent across grade levels. (Figure 11)

Figure 12: The Number of Arts Teachers Who Taught in One or More Schools, by Arts Discipline, and by Grade Levels

# Schools Teach In	Teach In Elementary School(s)				Teach In Middle School(s)				Teach In High Schools(s)			
	Dance	Music	Theater	Visual Art	Dance	Music	Theater	Visual Art	Dance	Music	Theater	Visual Art
One	11	1468	47	3002	21	1473	86	2010	29	1067	280	1815
Two	0	919	3	603	1	1096	11	441	1	806	12	277
Three	0	288	1	101	1	246	2	56	1	205	5	31
Four +	2	131	2	55	2	119	2	46	2	90	2	48
Totals*:	13	2806	53	3761	25	2934	101	2553	33	2168	299	2171



Figure 13: Mean (Average) and Maximum Number of Students for which a Single Teacher Provides Instruction in Arts Courses
The courses are defined by the ODE.

	Mean # of Students	Minimum # of Students	Max.# of Students
Visual Arts:			
Visual Art (K-12)	108.1	1	724
Drawing and Painting	67.4	1	531
Ceramics	56.6	1	284
Design	55.6	1	274
Photography/Film Making	51	1	262
Graphic Arts/Unified Arts	45.2	1	244
Art Appreciation	43.1	1	454
Crafts	38.8	1	262
Sculpture	30.5	1	227
Printmaking	23.5	1	148
Advanced Visual Art			182
Other Visual Art Course	19.7	1	156
AP Art History	16.9	1	100
AP Studio Art - 2D Design	14.7	1	96
AP Studio Art - 3D Design	14.5	1	90
AP Studio Art - Drawing	12.8	1	63
Art History	12.6	1	222
Music:			
Music (K-8)	160.5	1	724
General Music	118.9	1	632
Vocal/Choral Music	96.5	1	530
Instrumental Music	68.6	1	432
Music Appreciation	23.7	1	200
Other Music Course	21.2	1	190
Music Theory	15	1	390
AP Music Theory	11.7	1	51
Dance:			
Introduction to Dance	65.6	1	405
Comprehensive Dance	33.4	1	154
Theater:			
Drama/Theatre (K-8)	84	1	480
Theatre Arts	49.2	1	281

13) Number of Students Per Arts Teacher

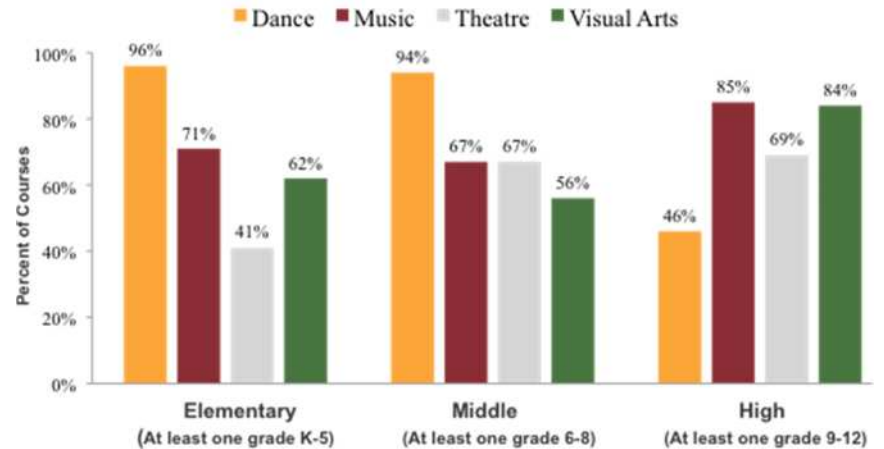
Based on ODE Data, Figure 13 provides information about the mean (average), minimum, and maximum number of students per arts teacher in arts courses. The course titles are based on ODE course codes.

The average number of students for a single teacher in two courses, *Music (K-8)* (160.5 students) and *General Music* (118.9 students), was higher than the average number of students taught in other arts courses.

The average number of students in six visual art courses and two music courses was below twenty. (Figure 13)

A list of arts courses and Ohio Department of Education course codes is included in Section 3: Schools and Districts.

Figure 14: Percent of Arts Courses Taught in Dedicated Classrooms, by Discipline and by Grade Levels



14) Dedicated Classrooms

According to the Status Survey, of those schools that reported offering courses in the arts, 71 percent of courses in music and 62 percent of courses in visual art were taught in dedicated classrooms at the elementary level.

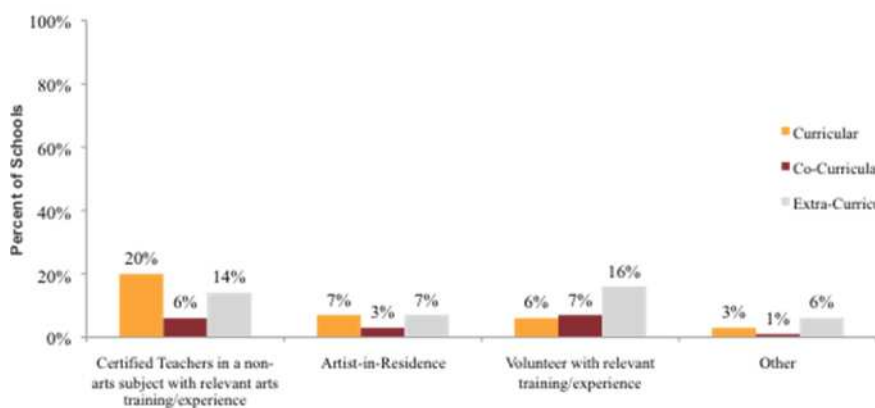
At the middle school level 67 percent of music courses and 56 percent of visual art courses were taught in dedicated classrooms. At the high school level, 85 percent of music courses and 84 percent of visual art courses were taught in dedicated classrooms.

The opposite was true for dance. A very high percent of dance courses in elementary schools (96 percent) and middle schools (94

percent) were taught in dedicated classrooms, but only 46 percent of dance courses were taught in a dedicated classroom in high school.

For courses in theater, 41 percent of courses in elementary schools, 67 percent of courses in middle schools, and 69 percent of courses in high schools were taught in dedicated classrooms. (Figure 14)

Figure 15: Percent of Schools Providing Supplemental Support for Arts Instruction



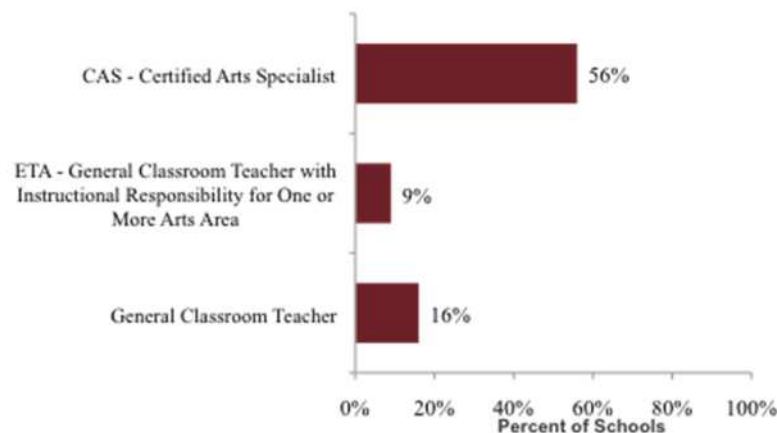
15) Supplemental Support for Arts Instruction (Figure 15)

According to the Status Survey, a small percent of schools (between 1 and 20 percent) reported that they supported curricular, co-curricular, and extra-curricular arts instruction in the following ways:

- Certified and Trained Teachers in Non-Arts Subjects
- Artist-in-Residence
- Volunteers with Training/experience
- other supports

Professional Development

Figure 16: Percent of Schools Providing Professional Development in the Arts

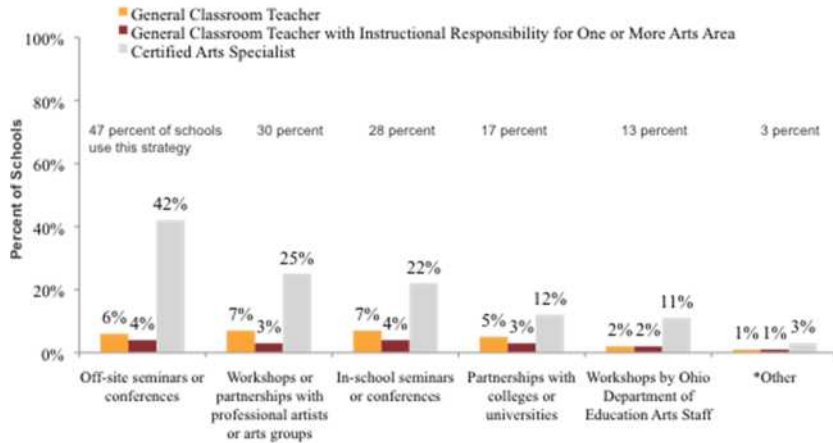


16) Professional Development for Arts Teachers

According to the Status Survey, 56 percent of schools reported that they provided professional development activities in the arts for arts specialists, defined as a teacher with a K-12 multi-age licensed in one of the arts disciplines.

According to information not shown on the Figure, but provided in the Status Survey results, 64 percent of schools reported that they provided at least one type of professional development in the arts to teachers who taught the arts, including general classroom teachers, general classroom teachers with responsibility for one or more arts area, and/or a certified arts specialist. This was true for 61 percent of elementary, 66 percent of middle, and 69 percent of high schools. (Figure 16)

Figure 17: Percent of Schools Offering Professional Development by Type of Professional Development Offered for Different Categories of Teachers

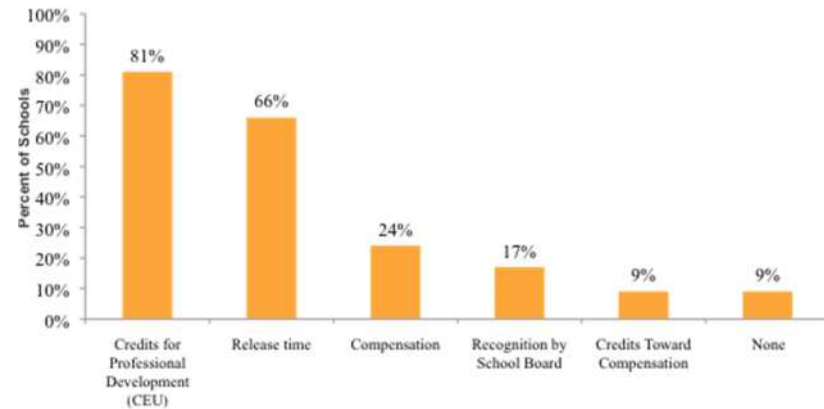


17) Types of Professional Development (Figure 17)

According to the Status Survey, 47 percent of schools reported off-site seminars or conferences as a professional development strategy. Other professional development strategies reported included

- workshops with professional artists (30 percent)
- in-school seminars or conferences (28 percent)
- partnerships with colleges or universities (17 percent)
- workshops by the Ohio Department of Education staff (13 percent)
- other (3 percent)

Figure 18: Percent of Schools that Offered Teachers Incentives to Participate in Professional Development, by Type of Incentive

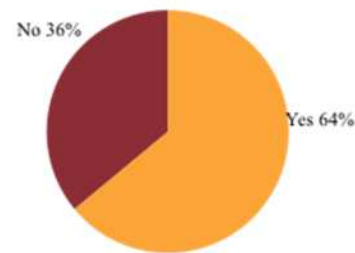


18) Professional Development Incentives

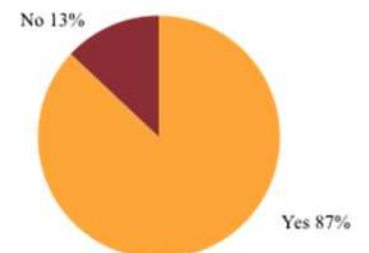
According to the Status Survey, all but two schools (.4 percent) reported that they offered incentives to teachers for participating in professional development. The incentives most offered by schools were credits (81 percent) and release time (66 percent). (Figure 18)

19a-b) School/District Professional Development Meetings

Pie Chart 19a: Percent of Schools that Reported that their District or School Held Professional Meetings for Arts Staff



Pie Chart 19b: Percent of Schools that Reported Arts Staff Participated in Arts Focused Professional Development



According to the Status Survey, 64 percent of schools (TP and CS) reported that they held district-wide or school meetings for professional development and planning.

Eighty-seven percent of schools, in which school districts held professional development meetings, reported that the arts staff participated in those meetings.



SECTION 3: SCHOOLS AND DISTRICTS

This section examines the results of an analysis ODE Data and Status Survey about certain characteristics of the arts education programs available in traditional public schools (TP) and community schools (CS).

Presented in this section is information about the variety of arts courses offered by grade levels; budgets for arts education; the types of assessments used to measure student achievement in the arts; who coordinates arts education programs within a school/district; alignment of local standards in the arts with Ohio’s Academic Content Standards in the Fine Arts; cultural and artistic opportunities

for students, such as field trips, artists in residence programs, etc., and information about partnerships/collaborations.

This section begins with an analysis of some findings according to the demographic/economic/geographic typology of school districts.

Analysis of ODE Data on Arts Education by “School District Typologies”

The Ohio Department of Education organizes school districts into seven typologies in order to provide a rational basis for making comparisons and examining equity among school districts. The typologies are based on variables such as total student enrollment, number of employees, geography, median income level, population density, educational attainment, percent of poverty, and percent of minority population. The following is a description of the seven typologies and the number of school districts and students in each typology, based on 2009 average daily membership:

Type 1: Rural/agricultural — high-poverty, low-median income: These school districts are rural/agricultural and tend to be located in the Appalachian area of Ohio. As a group they have higher-than-average poverty, the lowest average median income level, and the lowest percent of population with a college degree or higher compared to all of the groups. (96 school districts, approximate total average daily membership (ADM) = 160,000 students)

Type 2: Rural/agricultural — small student population, low poverty, and low-to-moderate median income: These school districts tend to be small, very rural districts outside of Appalachia. They have an adult population that is similar to districts in Type 1 in terms of education level, but their median income level is higher and their poverty rates are much lower. (161 school districts, approximate total ADM = 220,000 students)

Type 3: Rural/small town — moderate-to-high median income: These school districts tend to be small towns located in rural areas of the state outside of Appalachia. These districts tend to have median income levels similar to Type 6 suburban districts, but have lower rates of both college attendance and managerial/professional occupations among adults. Their poverty percentage is also below average. (81 school districts, approximate total ADM = 130,000 students)

Type 4: Urban — low median income, high poverty: This category includes urban (i.e. high population density) school districts that encompass small or medium size towns and cities. They are characterized by low median incomes and very high poverty rates. (102 school districts, approximate total ADM = 290,000 students)

Type 5: Major urban — very high poverty: This group of school districts includes all of the six largest core cities and other urban districts that encompass major cities. Population densities are very high. These districts have very high poverty rates and typically have a very high percentage of minority students. (15 school districts, approximate total ADM = 360,000 students)

Type 6: Urban/suburban — high median income: These school districts typically surround major urban centers. While their poverty levels range from low to above average, they are more generally characterized as communities with high median incomes and high percentages of college graduates and professional/administrative workforce. (107 school districts, approximate total ADM = 420,000 students)

Type 7: Urban/suburban — very high median income, very low poverty: These school districts often surround major urban centers. They are distinguished by very high-income levels and almost no poverty. A very high percentage of the adult population has a college

degree, and a similarly high percentage works in professional/administrative occupations. (46 school districts, approximate total ADM = 240,000 students)

Figure 1: Percent of Schools with at Least One Student Enrolled in One Arts Course by School District Typologies

School District Typology	# of Schools With Arts Enrollment
Type 1: Rural/Agriculture, high poverty	98%
Type 2: Rural/Agriculture, low poverty	98%
Type 3: Rural/small town, moderate median income	97%
Type 4: Urban, low median income, high poverty	97%
Type 5: Major Urban	90%
Type 6: Urban/Suburban, high median income	98%
Type 7: Urban/suburban, very high median income, low poverty	92%
Unclassified schools	79%

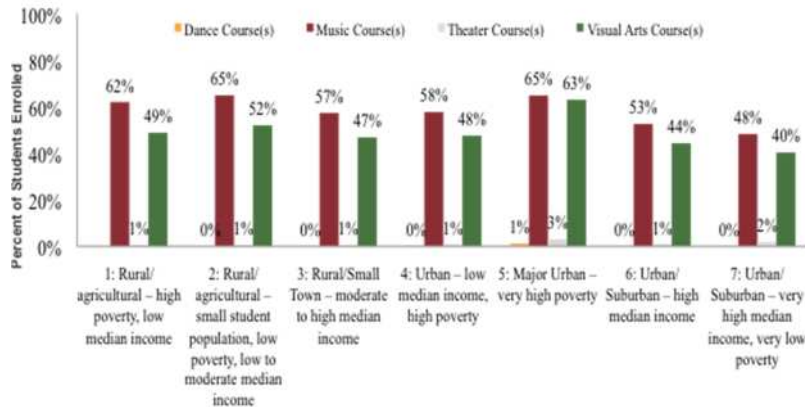
1) Student Enrollment in Arts Courses based on School District Typology

According to Ohio Department of Education Data, between 90 and 98 percent of school districts, organized by school district typologies, enrolled at least one student in one arts course in 2009-2010 school year. (Figure 1)

(Please note: ODE Data on the amount of instructional time per course at the elementary and secondary levels was not available. At the high school level a course in the arts is generally 120 hours of instruction and students who successfully complete the course can earn a credit toward graduation.)

Figure 2: Percent of Students Enrolled in Any Arts Course by Discipline by School District Typology

Student enrollment in arts disciplines is aggregated and so the same student could be counted more than once depending on how many arts courses a student is taking.



2) Student Enrollment by School District Typologies

Analyzing ODE Data according to school district typologies provides some information about student enrollment in arts courses in school districts with high and low median income levels; high and low poverty levels; and students enrolled in urban, suburban, or rural school districts.

According to the ODE Data, the variation in the percent of students enrolled in music courses based on school typology ranges from a low of 48 percent for school districts in Type 4 (urban, low income, high poverty) to 65 percent for school districts in Type 2 (rural, low poverty) and Type 5 (major urban).

The variation in the percent of students enrolled in visual art courses based school district typology ranges from a low of 40 percent for school districts in Type 7 (urban/suburban, high income) to a high of

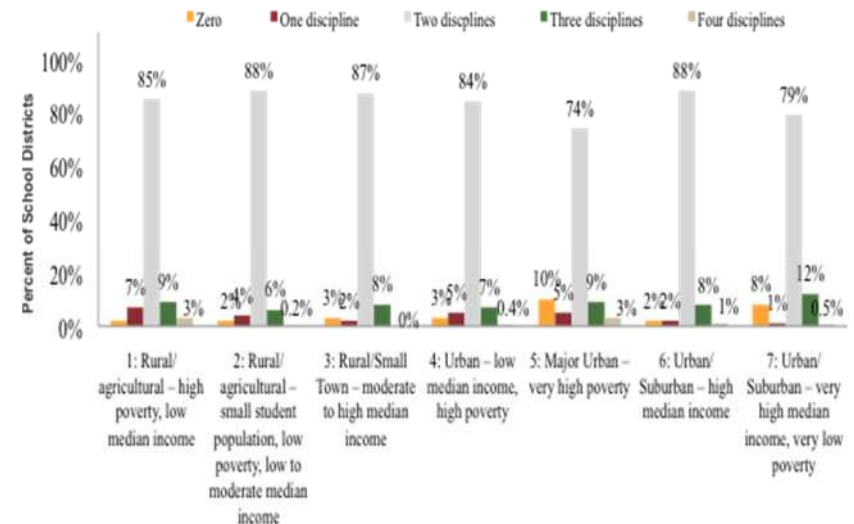
63 percent for school districts in Type 5 (major urban).

The percent of students enrolled in music and visual art is generally lower for school districts in Type 6 (urban/suburban high income) and Type 7 (urban/suburban very high income) when compared to school districts in the other typologies.

The percent of students enrolled in music courses is higher than the percent of students enrolled in other arts disciplines for all school district typologies.

The percent of students enrolled in dance, music, theater, and visual art courses is higher in school districts included in Typology 5 (major urban) than in any other typology. (Figure 2)

Figure 3: Percent of School Districts by Typology That Offered Zero to Four Arts Disciplines



3) Number of Arts Disciplines Offered

According to ODE Data, between 74 and 88 percent of school districts, in any typology, offered students courses in two arts disciplines.

- Low percentages of school districts in any typology offered courses in three or four arts disciplines.
- The highest percent of school districts offering courses in three arts disciplines is 12 percent of school districts included in Typology 7 (urban/suburban).
- Three percent of school districts in Typology 5 (major urban) and Typology 1 (rural/agriculture) offered courses in the four arts disciplines. (Figure 3)
- Between 2 and 10 percent of school districts in any typology offered “0” arts disciplines.



Figure 4: Number and Percent of Schools with at Least One Arts Course with Low Enrollment

Low course enrollment means between 1-5 students.

I. School Typology	II. Total Number of Schools	III. % of Schools With At Least One Low Enrollment Course**	IV. Total # Courses With Low Enrollment [Total # of Courses=20,249]	V. Proportion of All Arts Courses With Low Enrollment
Type 1: Rural/Agriculture, high poverty	377	46%	957	17%
Type 2: Rural/Agriculture, low poverty	532	51%	1418	17%
Type 3: Rural/small town, moderate median income	288	44%	793	17%
Type 4: Urban, low median income, high poverty	553	42%	1364	16%
Type 5: Major Urban	563	45%	1367	14%
Type 6: Urban/Suburban, high median income	689	44%	1672	6%
Type 7: Urban/suburban, very high median income, low poverty	381	34%	1038	15%
Community Schools	319	33%	767	26%
Grade Level:***				
Elementary	2079	72%	1975	7%
Middle	1519	47%	3042	13%
High	1094	34%	6822	26%

***Schools can be categorized in one, two, or all three, based on grade span of school. ** Base = all schools in category, including those with no arts course enrollment.

4) Course Enrollment in the Arts

According to the ODE Data, between 33-51 percent of traditional public schools categorized by typologies and community schools, reported class enrollment between 1 and 5 students for at least one arts course in any grade of school.

Type 6 school districts (urban/suburban median income school districts) showed the lowest proportion (6 percent) of courses with low enrollment, while community schools showed the highest proportion at 26 percent. (Figure 4)

Thirty-three percent of community schools showed the highest proportion of arts courses having very low enrollment (26 percent of courses).

Arts Courses Offered

Ohio Department of Education Data on student enrollment in arts courses was aggregated to examine 29 different arts courses offered in 612 school districts. This includes enrollment in eight music courses, seventeen courses in visual art, two courses in dance, and two courses in theater.

The following are the titles of the courses and their course codes as described by the Ohio Department of Education:

Art Course Title	Course Code
VISUAL ART	
Visual Art (K-12)	020012
Art Appreciation	020100
Art History	020101
Design	020210
Crafts	020240
Ceramics	020242
Drawing and Painting	020250
Photography and Film Making	020270
Printmaking	020280
Sculpture	020290
Graphic Arts/Unified Arts	020320

Art Course Title	Course Code
AP Studio Art - Drawing	029100
AP Studio Art - 2D Design	029110
AP Studio Art - 3D Design	029120
AP Art History	029130
Advanced Visual Art	029902
Other Visual Art Course	029999

DRAMA/THEATER

Drama/Theatre in grades K-8	050337
Theatre Arts	050600

DANCE

Introduction to Dance	080312
Comprehensive Dance	080315

MUSIC

General Music	120000
Music Theory	120300
Vocal/Choral Music	120400
Instrumental Music	120500
Music Appreciation	120800
Music (K-8)	122000
AP Music Theory	129926
Other Music Course	129999

Figure 5: Number of Districts with Student Enrollment in Arts Courses by Arts Disciplines
 Courses defined by the ODE. Total # of school districts 612

Course	# of Districts Which Offer Course (in at least 1 grade)	% of Districts Which Offer Course (in at least 1 grade)
Visual Art – 99.8% of districts offer at least one course		
Visual Art (k-12)	606	99%
Drawing and painting	430	70%
Ceramics	252	41%
Photography and filmmaking	217	35%
Art Appreciation	184	30%
Design	188	31%
Advanced visual art	178	29%
Graphic arts	143	23%
Art History	105	17%
Crafts	130	21%
Sculpture	137	22%
AP studio Drawing	52	8%
Printmaking	39	6%
AP Studio 2DD	31	5%
AP Studio 3DD	15	2%
AP Art history	19	3%
Other Visual arts course	148	24%
Theater – 34% of districts offer at least one course		
Theater	202	33%
Drama/theater (k-8)	17	3%
Dance – 4% of districts offer at least one course		
Introduction to dance	19	3%
Comprehensive dance	11	2%
Music – 99.8% of districts offer at least one course		
Music (k-8)	538	88%
Instrumental music	607	99%
Vocals/choral music	591	97%
General music	421	69%
Music appreciation	232	38%
Music theory	231	38%
AP Music theory	43	7%
Other music course	184	30%

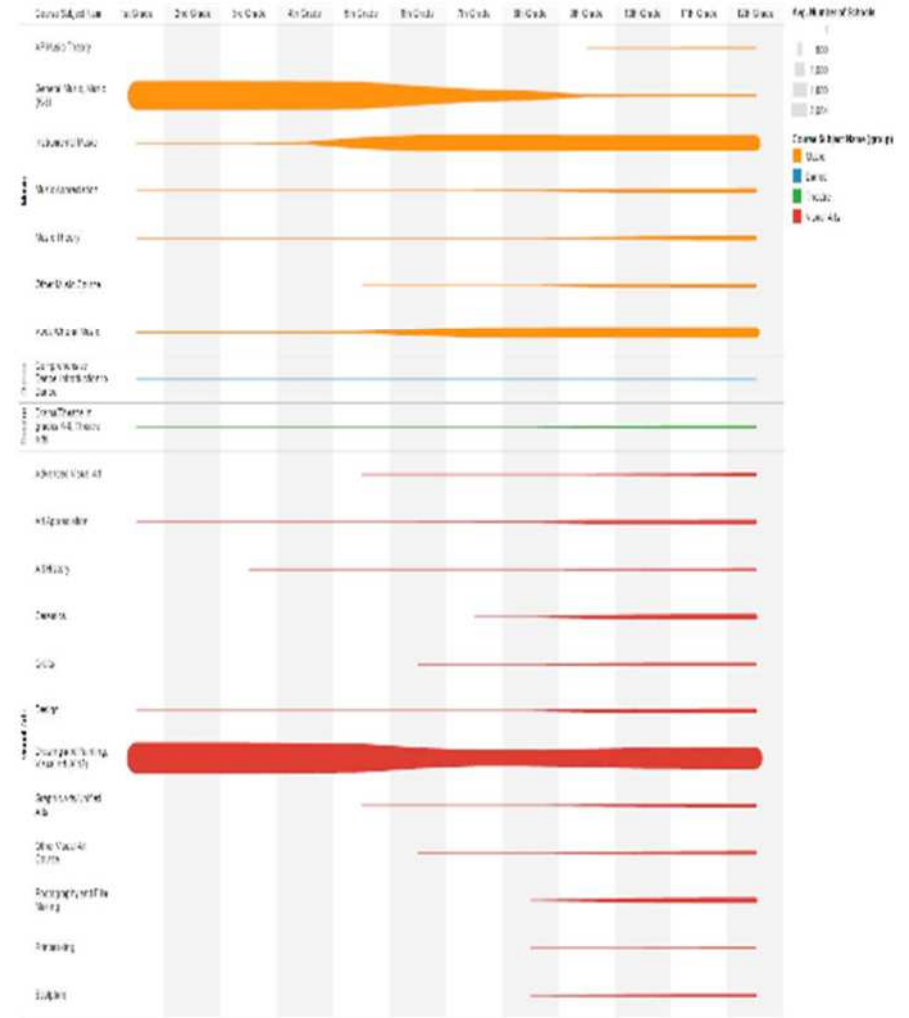
5) Number and Percent of School Districts that Offered Courses in the Arts

According to ODE Data, most school districts offered the following courses:

- Instrumental Music (607 of a total of 612 school districts)
- Visual Art K-12 (606)
- Vocal/Choral Music (591)
- Music K-8 (537)
- Painting and Drawing (430)
- General Music (421).

Few school districts offered *Introduction to Dance* (19 school districts), *Comprehensive Dance* (11 school districts), *Drama/theater K-8* (17 school districts), and *AP Art History* (19 school districts).

Figure 6: Number of Schools Offering Selected Courses in the Arts by Grade Level 1-12 (No Kindergarten)
 The number of schools offering courses in music and visual art is aggregated for courses in General Music and Music K-8 and for Visual Art K-12 and Painting and Drawing



6) Number of Schools Offering Arts Courses by Grade Levels

According to the ODE Data, more schools offered courses in music (General Music and Music K-8 combined) and visual art courses (Visual Art K-12 and Painting and Drawing combined) in grades 1-5 compared to other grade levels and other arts courses.

After grade 5, the number of schools offering courses in general music decreased, but the number of schools offering courses in instrumental music and vocal/choral music increased in grades 5 and 6, and remained steady through high school. Some school districts offered instrumental music and vocal music starting in grade 1.

After grade 5, the number of schools offering courses in general visual art decreased, but then increased in grade 9, and remained steady through grade 12. The variety of courses in visual art offered by school districts increased starting in grades 5/6/7 and remained steady through high school.

The number of schools that offered courses in dance and drama/theater was low, but steady in grades 1-12. (Figure 6)



Figure 7: School Districts Identified as Offering the Highest Number of Different Courses in the Arts, Per Grade Level
The number of arts courses is aggregated for all courses in a discipline and for all grades offered.

1. District Name	District IRN	# of Courses (Summed For All Courses of That Type, For All Grades Offered)				# of Arts Courses in All grades	# of Grades (Which have arts enrollment)	# Arts Courses Per Grade
		Visual Art	Dance	Theater	Music			
Teledo City	44909	50	0	4	27	81	7	11.6
Cincinnati City	43752	48	18	9	42	117	13	9.0
Akron City	43489	52	13	14	31	110	13	8.5
Dayton City	43844	47	9	10	43	109	13	8.4
Columbus City	43802	38	16	15	31	100	13	7.7
Cleveland Municipal City	43786	46	13	13	26	98	13	7.5
Centerville City	43737	19	8	4	21	52	7	7.4
Solon City	46607	32	0	0	17	49	7	7.0
Olcuney Local	46763	46	0	4	38	88	13	6.8
Worthington City	45138	27	0	4	15	46	7	6.6
Reynoldsburg City	47001	22	0	0	17	39	6	6.5
Lima City	44222	32	16	8	28	84	13	6.5
Canton City	43711	50	0	3	29	82	13	6.3
Lorain City	44263	38	6	7	31	82	13	6.3
Oak Hills Local	47373	38	0	3	36	77	13	5.9
Wayne Local	50468	21	0	0	25	46	8	5.8
Mason City	50450	46	0	4	24	74	13	5.7
Shaker Heights City	44750	45	0	4	25	74	13	5.7
South-Western City	44800	40	0	4	29	73	13	5.6
Stow-Munroe Falls City	44834	39	0	4	30	73	13	5.6
Sylvania City	44875	36	0	4	33	73	13	5.6
Newark City	44453	44	0	0	28	72	13	5.5
Sycamore Community City	44867	34	0	4	34	72	13	5.5
Warren City	44990	39	0	1	32	72	13	5.5
Delaware City	43873	39	0	4	28	71	13	5.5

7) School Districts with the Highest Number of Different Arts Courses. (Community Schools are not included.)

According to ODE Data, 25 school districts offered the highest number of different arts courses per grade level. All are urban school districts (typologies 5, 6, & 7), with the exception of Wayne Local, which is categorized as a Type 3 District: rural/small town.

The Toledo City School District reported student enrollment in the arts in only 7 of 13 possible grades, but offered 11.6 courses per grade level (aggregated across all arts disciplines). Toledo reported enrollment in at least 14 different arts courses beginning in grade 9 and continuing through grade 12. The district also offered courses in three of the arts disciplines, with the highest number of courses offered in visual art (50 courses) and music (27 courses), and the lowest number of courses offered in drama/theater (4 courses).

Five of the major urban school districts and the Lima City school district (Type 4) offered dance and drama/theater courses in addition to courses in music and visual art.

The 25 school districts ranked highest according to the number of arts courses offered by grade, are categorized according to the following school district typologies:

- Type 3 Rural/small town, moderate-to-high median income: Wayne Local
- Type 4 Urban low median income/high poverty: Lima City and Newark City
- Type 5 Major Urban: Toledo City, Cincinnati City, Akron City, Dayton City, Columbus City, Cleveland Municipal City, Canton City, and Lorain City
- Type 6 Urban/suburban high median income: Reynoldsburg City, Oak Hills Local, South-Western City, Stow-Munroe Falls

City, and Delaware City

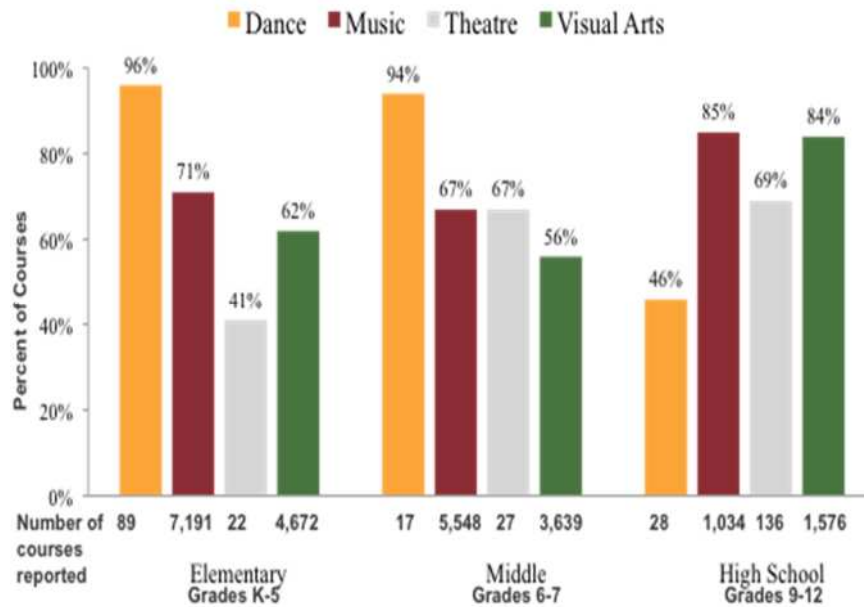
- Type 7 Urban/suburban very high median income, very low poverty: Centerville City, Solon City, Olentangy Local, Worthington City, Mason City, Shaker Heights City, Sylvania City, and Sycamore Community City



Dedicated Classrooms for Arts Education

Figure 8: Percent of Courses Taught in Dedicated Classrooms by Arts Discipline and by Type of School

Type of School means elementary, middle, or high school



8) Percent of Courses Taught in Dedicated Classrooms

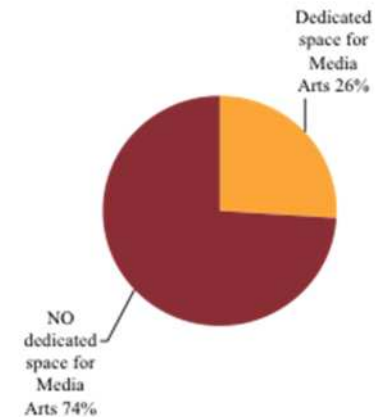
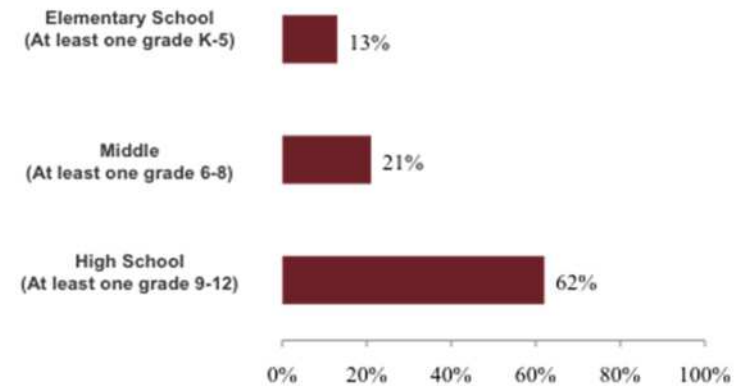
According to the Status Survey, even though the number of courses reported taught for dance was low, the percent of courses in dance taught in dedicated classrooms was 96 percent for elementary, 94 percent for middle, but only 46 percent for high school.

For music, 71 percent of courses were taught in dedicated classrooms at the elementary level; 67 percent at the middle school level; and 85 percent at the high school level.

For visual art, 62 percent of courses were taught in dedicated classrooms at the elementary level; 56 percent at the middle school level; and 84 percent at the high school level.

For drama/theater, 41 percent of courses were taught in dedicated classrooms at the elementary level; 67 percent at the middle school level; and 69 percent at the high school level. (Figure 8)

Figure 9: Percent of Schools with Dedicated Classrooms for Media Arts



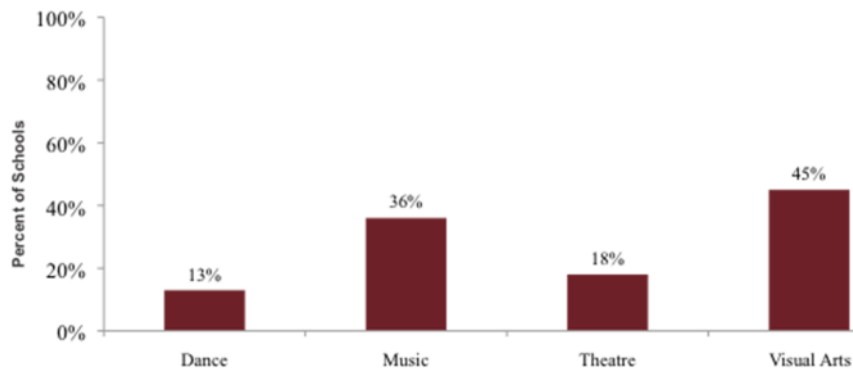
9) Dedicated Classrooms for Media Arts

Media arts is a genre of art created by using technology, such as video/film production, TV production, digital art, computer graphics, computer animation, virtual art, interactive art, etc.

According to the Status Survey, 26 percent of schools Traditional Public School (TP) and Community Schools (CS) reported that they have dedicated spaces for instruction in media arts. The percent of schools reporting dedicated spaces for instruction in media arts was highest in schools with grades 9-12 (62 percent); and was 21 percent for middle schools and 13 percent for elementary schools. (Figure 9)

Technology

Figure 10: Percent of Schools that Used Technology to Assist in the Instruction of the Arts
Based on the Number of Schools that Provide Instruction in an Arts Discipline



10) Percent of Schools that Used Technology for Arts Instruction

According to the Status Survey, the percent of schools that reported using technology to assist students in the study and creation of works of art was 13 percent of schools for dance; 36 percent for music; 18 percent for theater; and 45 percent of schools for visual art.

Within the disciplines of music, theater, and visual art, the grade levels with the highest percentage of schools that used technology were grades 9-12. In dance, the highest percentage of schools that used technology was grades 6-8. For schools that reported using technology to assist instruction in visual art, 72 percent of schools used technology in grades 9-12. (Figure 10)

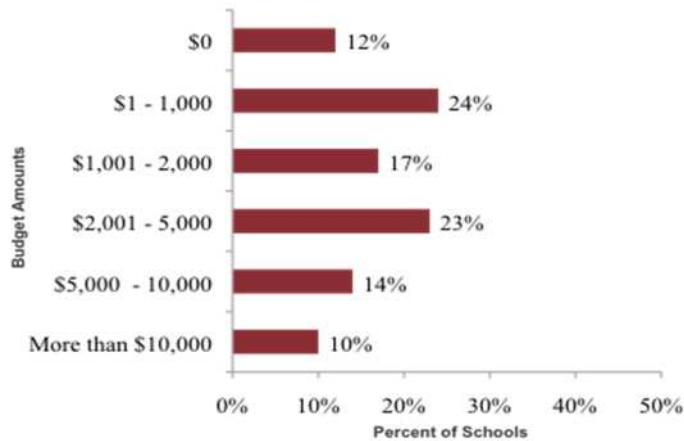
11) Types of Technology Used

The following are examples of the technology reported being used by schools to assist in the instruction of courses in the arts: computers; smart Board; camera; interactive media show, keyboards; Smart Music; printers and scanners; projectors system; video; Sibelius; recording and mixing studios; Promethian boards; iPod, mp3; digital recorders; electronic instruments; light/sound consoles; software; I movie; ELMO; digital drawing tables; filmmaking station, etc.



Funding for Arts Education

Figure 11: Percent of Schools that Reported Having a Budget for Arts Education and the Range of Budget Amounts



12) Percent of Schools with a Budget for Arts Education

Budgets are defined as dedicated amounts of funds that schools received to support arts education for the current school year, excluding teacher salaries, non-district funds, or one-time allocations.

According to the Status Survey, 12 percent of schools (Traditional Public Schools and Community Schools) reported having \$0 budget for arts education, while 10 percent of schools reported having a budget of more than \$10,000. More than half of schools reported having a budget over \$1000 per year for arts education. (Figure 11)

Figure 12: Percent of Schools that Reported Having a Budget for Arts Education by School Type
School type means elementary, middle, and high schools.

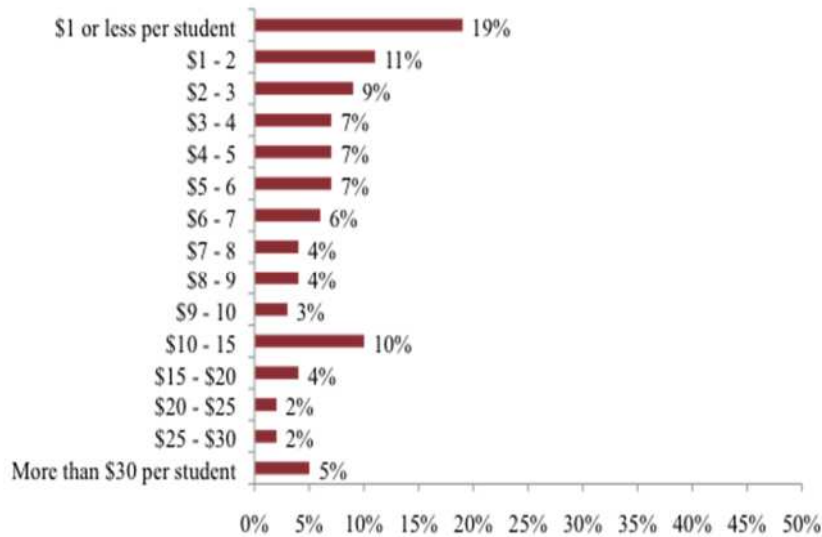
Total Annual Budget for arts education	Elementary	Middle	High
\$0	13%	12%	8%
\$1-\$1,000	33%	22%	10%
\$1001-\$2000	21%	16%	6%
\$2,001-\$5,000	22%	28%	19%
\$5,001-\$10,000	7%	15%	28%
\$10,001 +	4%	7%	29%

13) Type of Schools with a Budget for Arts Education

According to the Status Survey, when the budgets for arts education were examined according to budget amount and type of school (elementary, middle, and high school), a higher percent of elementary and middle schools reported having a budget between \$0 - \$5000 for arts education when compared to high schools.

Higher percentages of high schools reported having a budget for arts education between \$5001 - 10,000+ when compared to elementary and middle schools. (Figure 12)

Figure 13: Budgets for Arts Education - Per Student

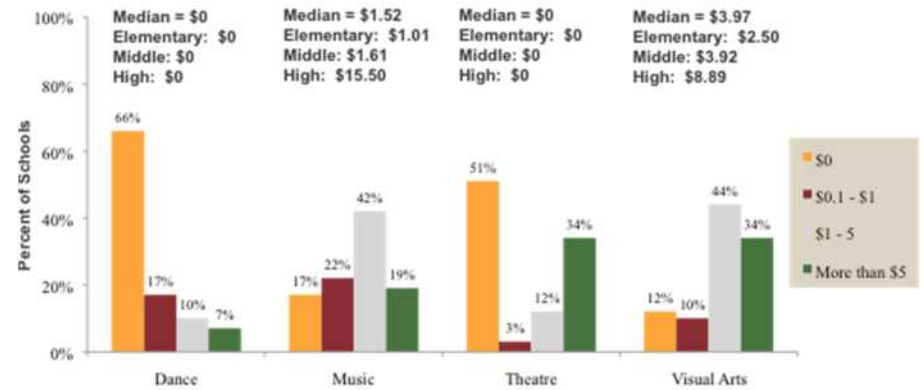


14) Budgets for Arts Education - Per Student

According to the Status Survey, the maximum per student budget for arts education reported was \$135. While 19 percent of schools reported a budget of \$1 or less per student for arts education, 5 percent of schools reported having a budget of more than \$30 per student. (Figure 13)

The median per student budget by school type was \$3.00 for elementary schools; \$4.67 for middle schools; and \$9.16 for high schools.

Figure 14: Percent of Schools Reporting a Per Student Budget for Arts Education by Arts Discipline Based on All Schools

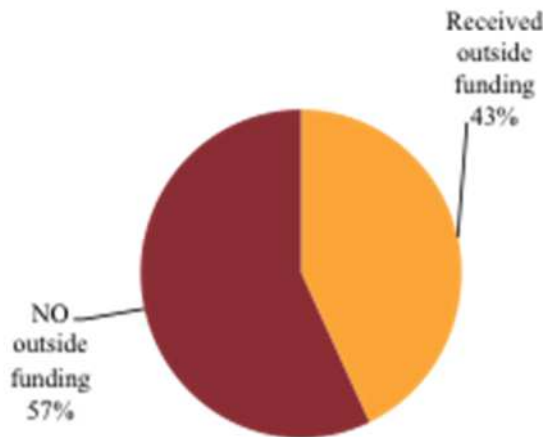
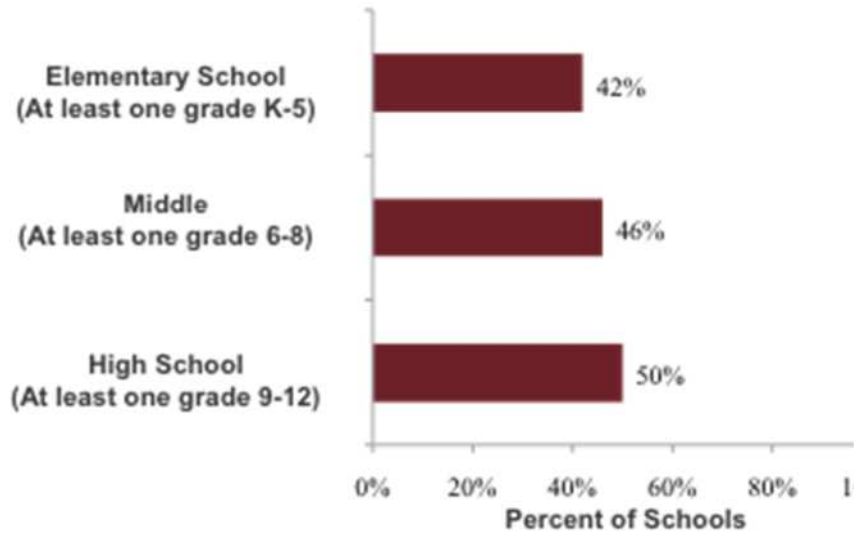


15) Budget, Allocated by Arts Discipline

According to the Status Survey, the percent of schools that reported a \$0 budget per student was higher for dance and drama/theater.

- The percent of schools that reported a \$1-5 budget per student was highest for music and visual art.
- The percent of schools that reported a per student budget of more than \$5 was highest for theater and visual art (34 percent) followed by music (19 percent).
- The median amount of funding reported for arts education per student by discipline was \$0 for dance; \$1.52 for music; \$0 for theater; and \$3.97 for visual art.
- The median amount per student reported for high schools was higher than elementary and secondary schools in both music (\$15.50) and visual art (\$8.89). (Figure 14)

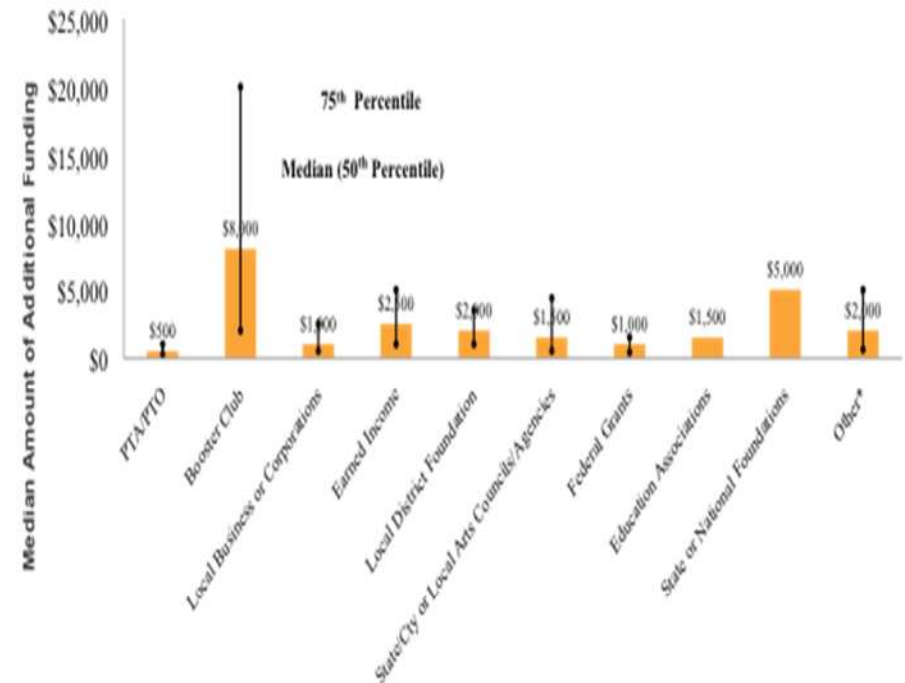
Figure 15: Percent of Schools Reporting Funding from a Source Outside of the School/District for Arts Education Over the Past Three Years



16) Outside Sources for Arts Education By Type of School

According to the Status Survey, 43 percent of schools reported that they received funding from sources outside of the school district for arts education in the past three years. Of those schools reporting outside funds, 42 percent were elementary; 46 percent were middle; and 50 percent were high schools. (Figure 15)

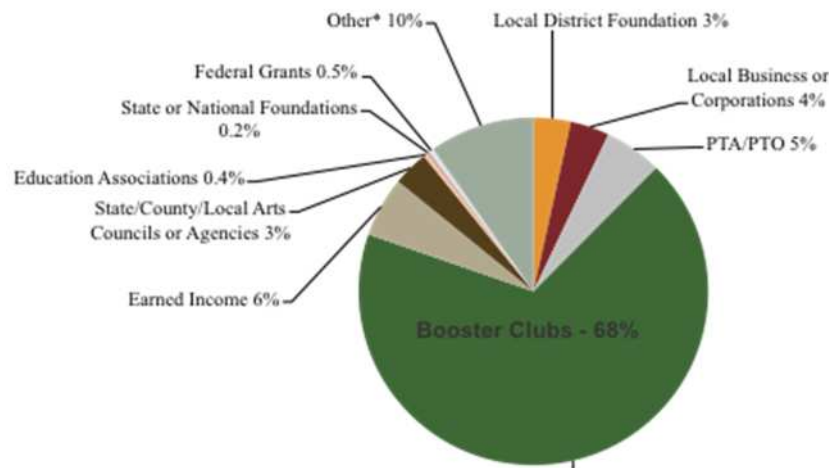
Figure 16: Median Amount of Funding Received for Arts Education from an Outside Source



17) Median Level of Outside Funding for the Arts

According to the Status Survey, schools reported receiving funding for arts education from a variety of sources other than the school district or central office. The median amounts ranged from \$500 (PTA/PTO) to \$8000 (Booster Club).

Figure 17: Percentage of Outside Funding Received by Schools by Source



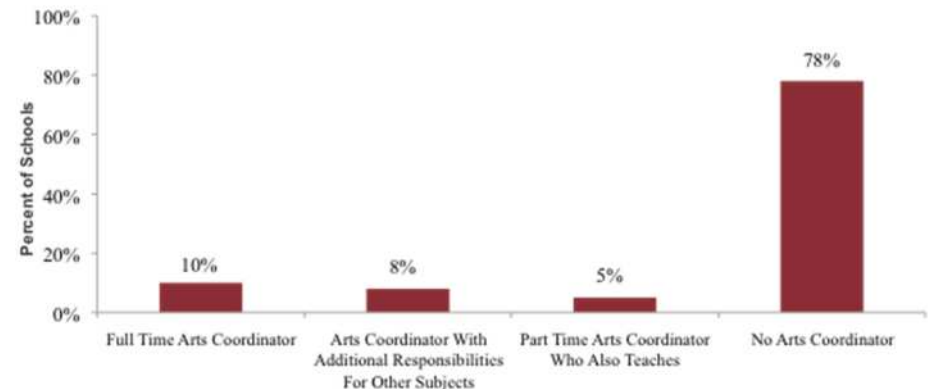
18) Outside Funding for Arts Education by Source

According to the Status Survey, schools reported that 68 percent of outside funding to support arts education came from Booster Clubs. Earned Income provided 6 percent of additional funding; PTA/PTOs provided 5 percent of funding; local business/corporation provided 4 percent of funding; arts councils or agencies provided 3 percent; and local district foundations provided 3 percent of funding.

Ten percent of additional funding was attributed to the “other*” category, which includes grants (35 schools); parent donations (12 schools); fund-raisers (10 schools); student fees (7 schools), etc. (Figure 17)

Coordination of Arts Education

Figure 18: Percent of Schools Reporting Coordination of Arts Education Programs



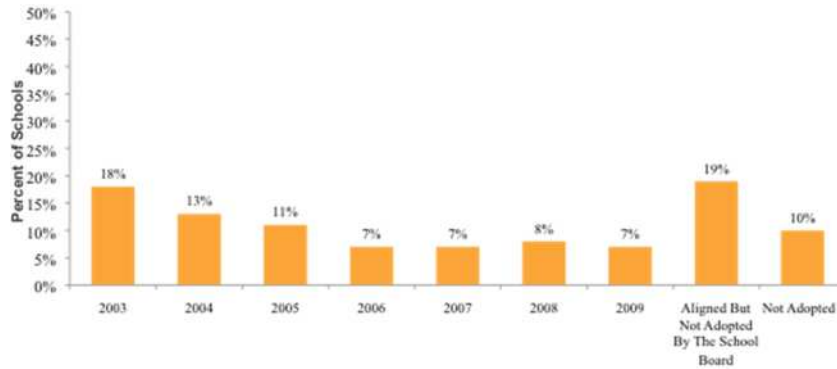
19) Coordination of Arts Education Programs

According to the Status Survey, 78 percent of schools (Traditional Public Schools and Community Schools) reported no coordinator for the arts education programs in their schools. Ten percent of schools reported having a full-time coordinator; 8 percent reported having a coordinator for arts education who also had additional responsibilities for other subjects; and 5 percent reported having a part time arts coordinator, who also teaches.

When examining the qualifications of the arts coordinator, 98 percent of the full-time arts coordinators were licensed to teach an arts discipline; 92 percent of the part time arts coordinators were licensed to teach in an arts discipline; but only 32 percent of arts coordinators with additional responsibilities were licensed to teach an arts discipline. (Figure 18)

Academic Content Standards

Figure 19: Percent of Schools Reporting the Year in which their Arts Curriculum was Aligned with Ohio’s Academic Content Standards in the Fine Arts and Adopted



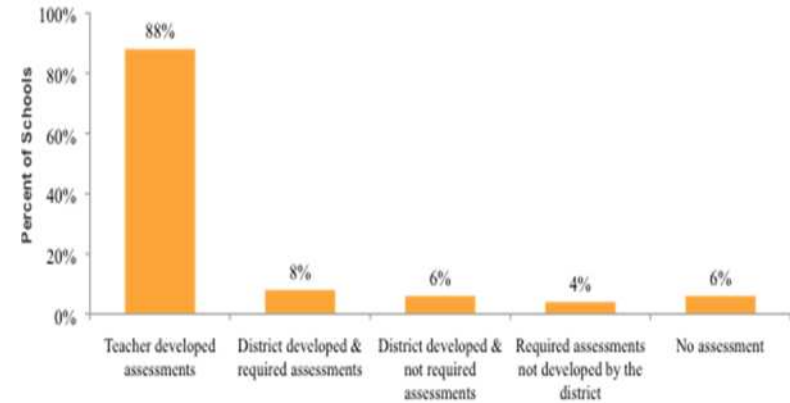
20) Courses of Study Aligned with Ohio’s Academic Content Standards in the Fine Arts

According to the Status Survey, most schools reported that their boards of education adopted *Ohio’s Academic Content Standards in the Fine Arts* and aligned their curriculum in the arts with *Ohio’s Academic Content Standards in the Fine Arts* between 2003 and 2009.

Nineteen percent of schools reported that their boards of education had aligned their curriculum with *Ohio’s Academic Content Standards in the Fine Arts*, but had not adopted the standards. Ten percent of schools reported that their school boards had not adopted *Ohio’s Academic Content Standards in the Fine Arts*. (Figure 19)

Student Assessment in the Arts

Figure 20: Percent of Schools Reporting Types of Assessment Used to Measure Student Achievement in the Arts

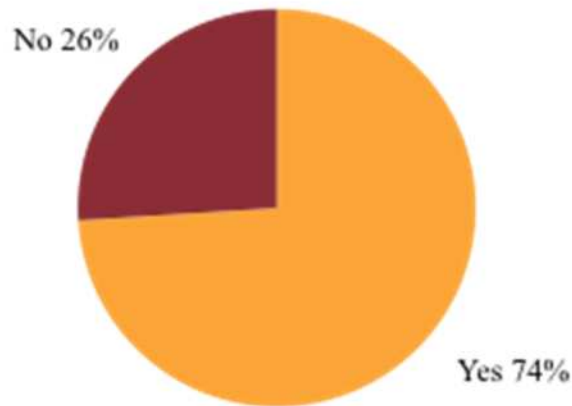


21) Assessment in the Arts

According to the Status Survey, 88 percent of schools reported that student achievement in the arts was measured by teacher-developed assessments. Six percent of schools reported not using any assessment to measure student achievement in the arts. Other types of assessments reported being developed included district-required assessments (8 percent); district developed but not required assessments (6 percent); and required assessments not developed by the district (4 percent). (Figure 20)

School Improvement Teams

Figure 21: Percent of Schools Reporting that They Included an Arts Specialist on Their School Improvement Teams



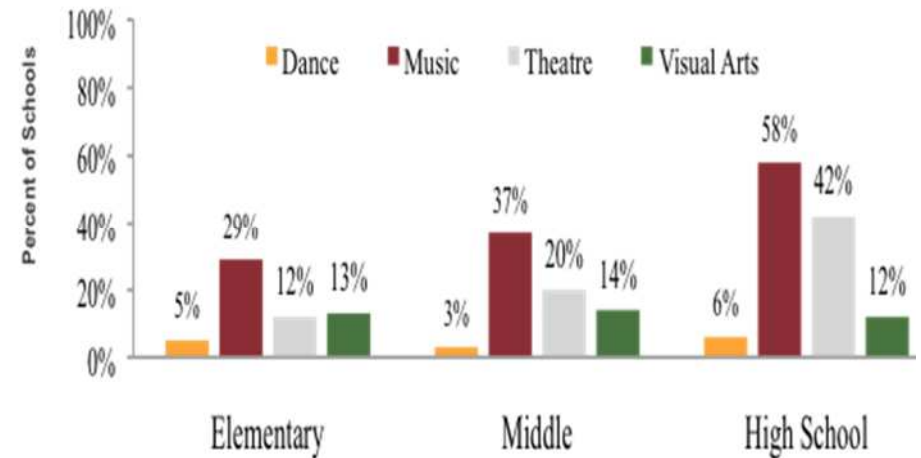
22) School Improvement Teams

According to the Status Survey, 74 percent of schools reported including, and 26 percent of schools reported not including, arts specialists on school improvement teams. When examined for school type, 76 percent of elementary; 76 percent of middle; and 73 percent of high schools reported including arts specialists on school improvement teams. (Figure 21)

Student Access to Arts and Cultural Opportunities Through Schools

Many Ohio students have access to arts and culture opportunities through schools. These opportunities include extra-curricular instruction, visiting artists, field trips, artist-in-residence programs, etc.

Figure 22: Percent of Schools by Grade Levels that Reported Extra-Curricular Instruction in the Arts by Arts Discipline

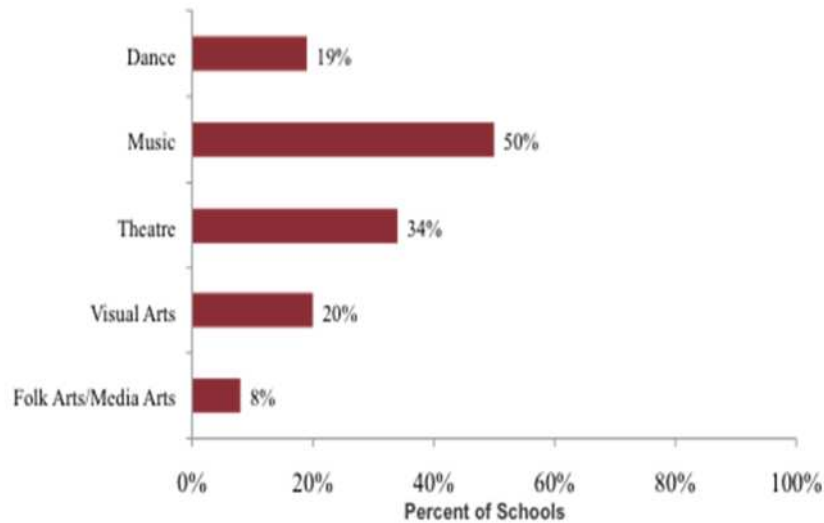


23) Extra-Curricular Instruction in the Arts

The percent of schools that reported providing students with extra-curricular instruction in the arts in at least one discipline was 72 percent of high schools; 49 percent of middle schools; and 37 percent of elementary schools. (Please note: This information is not shown on the Figure.)

Extra-curricular instruction was most often provided by schools in music at all grade levels (elementary, middle and high school), followed by theater and visual art. (Figure 22)

Figure 23: Percent of Schools Reporting at Least One Invited Performance/Exhibition

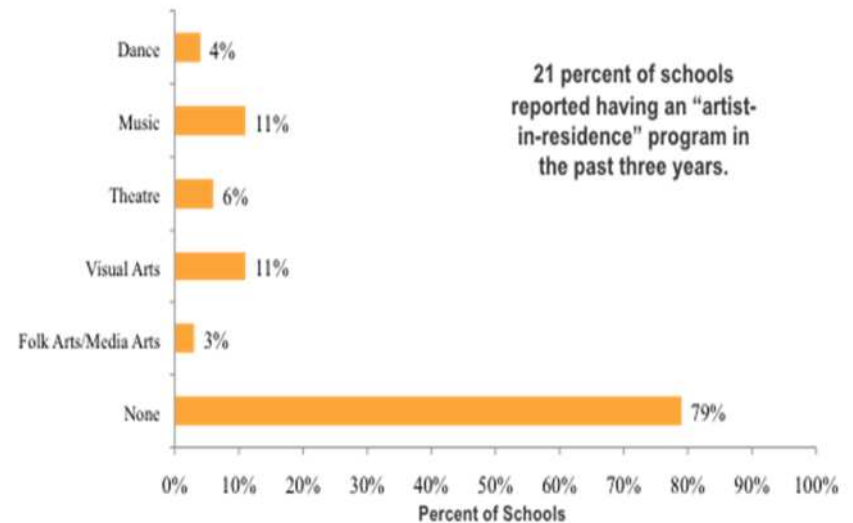


24) Invited Performances

According to the Status Survey, 64 percent of schools reported at least *one invited performance/exhibition in an arts discipline in the past three years*, including 70 percent of elementary schools; 55 percent of middle schools; and 61 percent of high schools. (Please note: This information is not included on the Figure.)

Fifty percent of schools reported invited performances in music followed by theater at 34 percent. (Figure 23)

Figure 24: Percent of Schools Reporting At Least One Artist-in-Residence Program over the Past Three Years



25) Artist-in-Residence

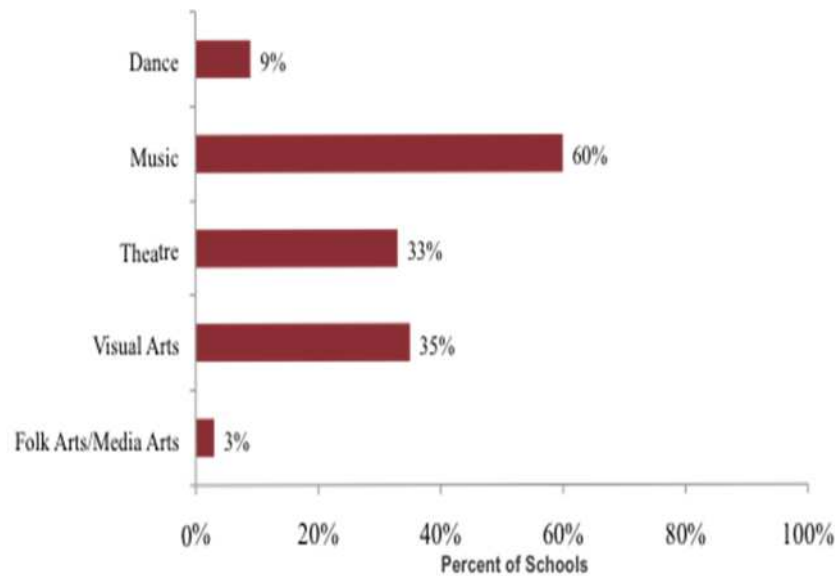
According to the Status Survey, 21 percent of schools reported that they had an “*artist-in-residence*” program in the past three years. Of schools reporting an “artist-in-residence” program, 11 percent reported a program in visual art and 11 percent in music. (Figure 24)

More than half of schools without an “artist-in-residence” program reported that budget constraints were the greatest obstacle preventing implementation of an “artist in residence” program. Other obstacles reported were competing priorities, such as testing (17 percent); lack of information about the program (12 percent); time in the day (6 percent); insufficient space/ facilities (5 percent); no obstacles (7 percent).

Schools with “artist-in-residence” programs reported that the program contributed to the school’s overall arts program in the following ways:

- Engaged students and generated new enthusiasm for teaching and learning -- 83 percent.
- Provided knowledge about art forms to students through exhibition or instruction -- 76 percent.
- Revealed new skills/abilities in students and teachers -- 75 percent.
- Built school pride and stronger sense of identity among students/teachers/staff -- 46 percent.
- Provided knowledge about art forms or art education through teacher in-service training -- 30 percent.

Figure 25: Percent of Schools Reporting Arts-Related Field Trips by Arts Discipline

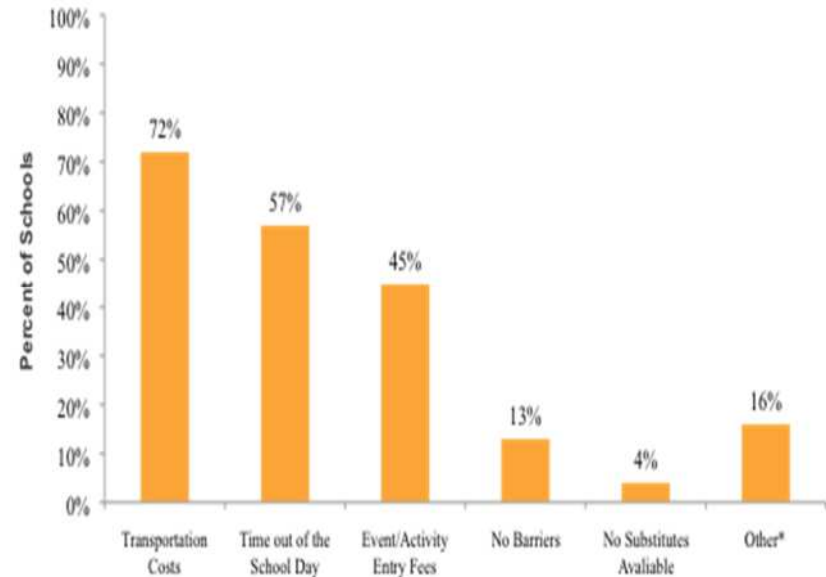


26) Field Trips

According to the Status Survey, 72 percent of schools reported that students took *at least one arts-related field trip in the past three years*. On average (median), students had four arts-related field trips

in the past three years. When arts-related field trips were taken, most schools reported that the field trip was for music. (Figure 25)

Figure 26: Percent of Schools Reporting Types of Barriers for Students Not Taking Field Trips for the Arts

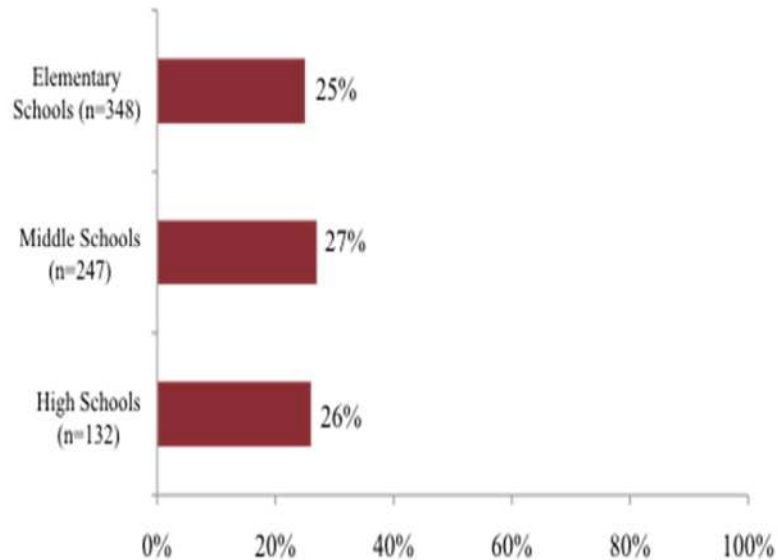


27) Field Trips -- Barriers

Most schools reported transportation costs and time out of the school day as barriers that prevented students from taking field trips for the arts. (Figure 26)

Partnerships and Collaborations

Figure 27: Percent of Schools Reporting Ongoing Partnerships/Collaborations with Artists/Art Companies, or Cultural Organizations



28) Partnership or Collaborations

According to the Status Survey, 26 percent of all schools reported having a partnership or collaboration with an artist, art company, or cultural organization.

When examined for types of schools reporting, 25 percent of elementary; 27 percent of middle; and 26 percent of high schools reported having a partnership or collaboration with an artist, art company, or cultural organization. (Figure 27)

###

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