



# The Florida Senate

Interim Project Report 2008-116

November 2007

Committee on Education Pre-K - 12

## STUDENT PARTICIPATION IN VISUAL AND PERFORMING ARTS EDUCATION

### SUMMARY

This project provides an assessment of student participation in arts education in public schools, not only through enrollment in arts courses, but also art integration, extracurricular activities, art in the community, schools with an art mission, and online offerings. This report concludes that student enrollment in arts courses in the state has increased significantly in grades 3, 4, and 5, increased slightly in grades 6 and 7, and decreased slightly in grades 8, 9, and 10 since the 1999-2000 school year. Additionally, student learning and exposure to the arts is increasingly being facilitated through school choice, arts integration and community offerings.

### BACKGROUND

#### Art Requirements For Public Schools

Although art courses are not expressly required at the elementary and middle school levels, district school boards must provide appropriate instruction to ensure that students meet the standards adopted by the State Board of Education (SBE) in the arts.<sup>1</sup> For high school graduation, students must earn one credit in fine or performing arts, of which speech and debate qualifies.<sup>2</sup> The following satisfy the art requirement:

- One credit in practical arts career education or exploratory career education;
- One credit in performing fine arts, designated as music, dance, drama, painting, sculpture, an art course that requires manual dexterity, or a speech and debate course; or
- One credit composed of both a half credit in practical arts career education or exploratory career education, and a half credit in performing fine arts.<sup>3</sup>

Florida Statutes define a one credit requirement in high school as at least 135 hours of bona fide instruction in a course that includes student performance standards for high school graduation purposes, or at least 120 hours where the course is delivered through block scheduling.<sup>4</sup>

#### Sunshine State Standards

In 1996, the SBE approved a set of expectations for student achievement.<sup>5</sup> Collectively known as the Sunshine State Standards, they provide particular criteria that constitute the basis for K-12 public education.<sup>6</sup> Student academic achievement levels are specified for grades PK-2, 3-5, 6-8, and 9-12.<sup>7</sup> Subjects included are language arts, math, science, social studies, the arts, physical education, foreign languages, reading, writing, history, government, geography, economics, and computer literacy.<sup>8</sup>

The Sunshine State Standards address the arts specifically in the areas of dance, music, theater, and visual arts, and provide for the development of the following abilities through art:

- Skills and techniques;
- Creation and communication;
- Cultural and historical connections;
- Aesthetic and critical analysis; and
- Applications to life.<sup>9</sup>

#### Florida Comprehensive Assessment Test (FCAT)

Although the FCAT had its beginnings in May 1996 through statewide assessment of grades four, eight, and ten for reading, and grades five, eight, and ten for math,<sup>10</sup> the Legislature did not expand the program to

<sup>1</sup> s. 1003.42(1), F.S.

<sup>2</sup> s. 1003.428, F.S.

<sup>3</sup> ss. 1003.43(1)(h) and 1003.428(1), F.S.

<sup>4</sup> s. 1003.436(1), F.S.

<sup>5</sup> <http://www.fldoe.org/bii/curriculum/sss/>; Last checked October 2, 2007.

<sup>6</sup> s. 1003.41, F.S.

<sup>7</sup> *Id.*

<sup>8</sup> s. 1000.21(7), F.S.

<sup>9</sup> <http://www.fldoe.org/bii/curriculum/sss/>; Last checked October 2, 2007.

<sup>10</sup> <http://fcats.fldoe.org/aboutfcats/english/what2.html>; Last

test both subjects from grades three through ten until 1999.<sup>11</sup> Today, FCAT scores resulting from tests of 3<sup>rd</sup> through 10<sup>th</sup> grade student achievement in reading, writing, science, and math form the primary basis for the Commissioner of Education to grade each school, on a scale of five grades.<sup>12</sup> Commonly known as the Governor's A+ plan, this legislation linked additional funding for schools and teachers to performance on the FCAT, beginning with the 2000-2001 school year.

Critics of the FCAT assert that students have less opportunity to learn subject areas that are not tested on the FCAT, due to an increased emphasis on those subjects that are tested.<sup>13</sup>

### **No Child Left Behind Act of 2001**<sup>14</sup>

The No Child Left Behind Act of 2001 (NCLB) was enacted in 2001 with the stated purpose of closing the student achievement gap with accountability, flexibility, and choice so that no child is left behind.<sup>15</sup> The Center on Education Policy (CEP) conducted a national five-year, comprehensive study of the NCLB since its inception during the 2001-2002 school year. The study focused on the NCLB's impact on curriculum changes and instructional time.<sup>16</sup> Researchers found an increased time commitment to subjects tested in NCLB, at the expense of a decrease in time dedicated to other subject areas, particularly at the elementary school level.<sup>17</sup> Specifically, 62 percent of districts reported increased attention in elementary

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checked November 14, 2007.

<sup>11</sup>ch. 99-228, L.O.F.; s. 1008.34, F.S., rewards schools earning a grade of "A" or improving a letter grade in a year's time. See Florida Department of Education, *Assessment and Accountability Briefing Book*, page 49 (2007).

<sup>12</sup> ss. 1008.22(3)(c) and 1008.34(2), F.S. School grades are designated as follows: "A" schools – making excellent progress; "B" schools – above average progress; "C" schools – satisfactory progress; "D" schools – less than satisfactory progress; and "F" schools – failing to make adequate progress (s. 1008.34(2), F.S.).

<sup>13</sup> Annette Boyd Pitts, *Regenerating A Civil Society in Florida*, 74-JAN FLBJ 26 (2000); John Doyle and Stephen C. Shenkman, *Revitalizing Civil Education: A Case Study*, 80-NOV FLBJ 31 (2006); David Lewis, *The FCAT is Out of the Bag: Prominent Concerns Regarding Florida's Comprehensive Assessment Test*, 15 UFLJLPP 313, 327 (2004).

<sup>14</sup> 20 U.S.C. 6301

<sup>15</sup> *Id.*

<sup>16</sup> Center on Education Policy, *Choices, Changes, and Challenges: Curriculum and Instruction in the NCLB Era* (July 2007).

<sup>17</sup> *Id.* at 1.

schools in English language arts and mathematics.<sup>18</sup>

Areas experiencing a decrease in time include social studies, science, art, music, and physical education. Overall, 44 percent of districts report a decrease in time in elementary schools in subjects other than English language arts and mathematics since 2001-2002.<sup>19</sup> The study concluded that what is tested is what is taught.<sup>20</sup> Recommendations included funding research on incorporating integration of reading and mathematic instruction into other academic subjects, that, while critical to a well-rounded curriculum, are not currently included in NCLB testing.<sup>21</sup>

### **Florida's Amendment to Reduce Class Size**

In 2002, the voters approved an constitutional amendment to reduce class size by requiring by the beginning of the 2010 school year, the maximum number of students assigned to a teacher in public school classrooms does not exceed:

- 18 students for prekindergarten through 3<sup>rd</sup> grade;
- 22 students for 4<sup>th</sup> through 8<sup>th</sup> grade; and
- 25 students for 9<sup>th</sup> through 12<sup>th</sup> grade.<sup>22</sup>

Beginning in FY 2003-2004, the average number of students in each classroom must be reduced by two per year until the maximum number of students per classroom above is met.<sup>23</sup> The class size requirements do not apply to extracurricular classes.<sup>24</sup> To ensure the amendment's class size maximums were met, the 2003 Legislature enacted a class size reduction schedule which provided:

- For FY 2003-2004 through 2005-2006, calculation of class sizes shall be at the district average;
- For FY 2006-2007 through 2007-2008, calculation of class sizes shall be at the school level; and
- For FY 2008-2009 and thereafter, calculation of class sizes shall be at the classroom level.<sup>25</sup>

The class size reduction provisions apply to core-curricula courses in accordance with the amendment.<sup>26</sup>

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<sup>18</sup> *Id.* at 6.

<sup>19</sup> *Id.* at 8.

<sup>20</sup> *Id.* at 2.

<sup>21</sup> *Id.* at 2.

<sup>22</sup> s. 1, Art. IX of the State Constitution

<sup>23</sup> *Id.*

<sup>24</sup> *Id.*

<sup>25</sup> s. 1, ch. 2003-44, L.O.F., codified in s. 1003.03, F.S.

<sup>26</sup> See s. 1, Art. IX of the State Constitution and s.

Core curricula courses are those courses defined by the Department of Education as mathematics, language arts/reading, science, social studies, foreign languages, English for Speakers of Other Languages, exceptional student education, and courses taught in traditional self-contained elementary school classrooms.<sup>27</sup> Extracurricular courses are all courses not defined as core-curricular courses, including, in pertinent part, fine arts and performing fine arts.<sup>28</sup>

Some school districts have previously reported that the class size amendment has caused them to eliminate fine arts electives.<sup>29</sup>

### METHODOLOGY

Committee staff surveyed school districts regarding art availability, both through a standard curriculum and as extracurricular offerings in public schools. Various other entities, including the Department of Education (DOE); the Division of Cultural Affairs at the Department of State; the Florida Alliance for Arts Education; the Florida Alliance for Health, Physical Education, Recreation, Dance & Sport (FAHPERD); the Florida Music Educators Association; and individual schools were also contacted.

### FINDINGS

#### Student Enrollment in the Arts through the General Curriculum

##### *FCAT*

In light of the concerns raised that enrollment in the arts is declining, committee staff obtained enrollment data in arts education courses from the 1999-2000 school year to the 2006-2007 school year. The following table summarizes data obtained from school districts regarding student enrollment in art courses, as reported to the K-20 Education Data Warehouse at the DOE.<sup>30</sup> The data shows the trend of enrollment in art courses at public schools since the 1999-2000 school year. Grades three through 10 are included, as these are the levels tested on the FCAT.

1003.03(1), F.S.

<sup>27</sup> s. 1003.01(14), F.S.

<sup>28</sup> s. 1003.01(15), F.S.

<sup>29</sup> See Council for Education Policy, Research and Improvement, *Impact of the Class Size Amendment on the Quality of Education in Florida*, November 2005, p. 15.

<sup>30</sup> These numbers reflect unduplicated counts, so that a student is counted only once for enrollment in art in a given year, regardless of whether the student enrolled in more than one art class. (Ruth Jones, E-mail, November 7, 2007, and December 3, 2007)

#### Elementary and Middle School – Unduplicated Headcount

| Grade Level         |         |         |         |        |        |        |
|---------------------|---------|---------|---------|--------|--------|--------|
| Year                | 3       | 4       | 5       | 6      | 7      | 8      |
| 99-00               | 103,338 | 104,133 | 101,473 | 27,196 | 31,307 | 33,422 |
| 00-01               | 101,832 | 103,623 | 103,028 | 28,459 | 34,652 | 34,450 |
| 01-02               | 122,357 | 124,532 | 123,864 | 28,164 | 37,574 | 36,299 |
| 02-03               | 120,563 | 123,422 | 120,943 | 32,120 | 36,951 | 37,612 |
| 03-04               | 138,310 | 115,452 | 129,181 | 36,914 | 36,847 | 37,329 |
| 04-05               | 140,715 | 134,526 | 123,341 | 37,357 | 37,770 | 36,718 |
| 05-06               | 145,159 | 135,989 | 139,145 | 37,546 | 36,525 | 35,376 |
| 06-07 <sup>31</sup> | 146,618 | 141,682 | 138,648 | 39,921 | 35,923 | 35,670 |

#### High School – Unduplicated Headcount

| Year                  | 9 <sup>th</sup> grade | 10 <sup>th</sup> grade |
|-----------------------|-----------------------|------------------------|
| 1999-00               | 45,498                | 35,245                 |
| 2000-01               | 46,845                | 33,149                 |
| 2001-02               | 46,389                | 32,584                 |
| 2002-03               | 45,497                | 33,505                 |
| 2003-04               | 44,760                | 33,203                 |
| 2004-05               | 42,092                | 34,813                 |
| 2005-06               | 39,080                | 34,002                 |
| 2006-07 <sup>32</sup> | 38,639                | 34,750                 |

Since the 1999-2000 school year, enrollment in art courses appears to have increased significantly for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders; increased slightly for 6<sup>th</sup> and 7<sup>th</sup> graders; and decreased slightly for 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> graders. However, findings remain unclear, as the increase may be explained by overall increases in total public school enrollment. It is instrumental, therefore, to compare these figures to student population changes in the same time frames. The table below reflects the unduplicated fall headcount for student enrollment.

#### Student Population In Florida – Unduplicated Headcount

| Grade Level |         |         |         |         |         |         |
|-------------|---------|---------|---------|---------|---------|---------|
| Year        | 3       | 4       | 5       | 6       | 7       | 8       |
| 99-00       | 189,270 | 190,513 | 187,888 | 189,503 | 186,275 | 181,393 |
| 00-01       | 190,785 | 194,084 | 192,346 | 197,004 | 194,565 | 185,332 |
| 01-02       | 192,872 | 197,115 | 197,714 | 203,162 | 202,198 | 194,147 |
| 02-03       | 192,711 | 197,625 | 197,061 | 205,095 | 206,774 | 201,160 |
| 03-04       | 211,177 | 179,264 | 200,120 | 207,354 | 210,486 | 206,642 |
| 04-05       | 206,618 | 197,218 | 184,007 | 208,123 | 209,761 | 209,458 |
| 05-06       | 208,494 | 195,193 | 200,700 | 193,503 | 209,934 | 208,312 |

<sup>31</sup> These are preliminary numbers for 2006-2007, and may change slightly in the final reports.

<sup>32</sup> *Id.*

|                     |         |         |         |         |         |         |
|---------------------|---------|---------|---------|---------|---------|---------|
| 06-07 <sup>33</sup> | 206,102 | 199,640 | 195,565 | 204,520 | 195,091 | 206,802 |
|---------------------|---------|---------|---------|---------|---------|---------|

| Year                  | 9 <sup>th</sup> grade | 10 <sup>th</sup> grade |
|-----------------------|-----------------------|------------------------|
| 1999-00               | 223,871               | 177,005                |
| 2000-01               | 238,615               | 170,086                |
| 2001-02               | 248,529               | 172,642                |
| 2002-03               | 249,878               | 184,325                |
| 2003-04               | 254,697               | 192,445                |
| 2004-05               | 250,174               | 202,392                |
| 2005-06               | 245,256               | 212,555                |
| 2006-07 <sup>34</sup> | 239,101               | 210,469                |

From this, changes in art enrollment can be tracked, by dividing the number of students enrolled in art by grade and year into the number of students enrolled in school.

### Art Enrollment by Grade and Year in Percentages<sup>35</sup>

| Year                  | Grade Level |      |      |      |      |      |      |      |
|-----------------------|-------------|------|------|------|------|------|------|------|
|                       | 3           | 4    | 5    | 6    | 7    | 8    | 9    | 10   |
| 1999-00               | 54.6        | 54.7 | 54.0 | 14.4 | 16.8 | 18.4 | 20.3 | 19.9 |
| 2000-01               | 53.4        | 53.4 | 53.6 | 14.4 | 17.8 | 18.6 | 19.6 | 19.5 |
| 2001-02               | 63.4        | 63.2 | 62.6 | 13.9 | 18.6 | 18.7 | 18.7 | 18.9 |
| 2002-03               | 62.6        | 62.5 | 61.4 | 15.7 | 17.9 | 18.7 | 18.2 | 18.2 |
| 2003-04               | 65.5        | 64.4 | 64.6 | 17.8 | 17.5 | 18.1 | 17.6 | 17.3 |
| 2004-05               | 68.1        | 68.2 | 67.0 | 17.9 | 18.0 | 17.5 | 16.8 | 17.2 |
| 2005-06               | 69.6        | 69.7 | 69.3 | 19.4 | 17.4 | 17.0 | 15.9 | 16.0 |
| 2006-07 <sup>36</sup> | 71.1        | 71.0 | 70.9 | 19.5 | 18.4 | 17.2 | 16.2 | 16.5 |

Again, student enrollment in arts education on a percentage basis mirrors the student enrollment data on an unduplicated student basis. Since the 1999-2000 school year, there is an increase in arts enrollment in grades 3 through 7 and a decrease in grades 8 through 10. The data is insufficient to establish a causal link between the FCAT and arts enrollment.

### *No Child Left Behind<sup>37</sup>*

As noted above, on the national level, there is a study indicating reduced time for art and music in 44 percent of districts that responded to the survey.<sup>38</sup> In Florida, the percentage of students taking arts classes increases in grades 3 through 7 and a decreases in grades 8

through 10 since the enactment of NCLB.<sup>39</sup> The data is insufficient to sustain any meaningful correlation between NCLB and arts enrollment.

### *Class Size Reduction*

Since the enactment of class size reduction in 2003, there has been an increase in arts enrollment in grades 3 through 7 and a decrease in grades 8 through 10. The data is insufficient to sustain any meaningful correlation between class size reduction and arts enrollment.

### Art Availability Options

Student enrollment in arts courses through the general curriculum is only one method of calculating student learning in the arts. Accordingly, committee staff surveyed school districts and stakeholders concerning arts offerings through other methods.

### *Schools of the Arts, Magnet Programs, and Magnet Schools*

Florida offers 24 schools of the arts statewide.<sup>40</sup> At least 16 art schools currently operate at the high school level.<sup>41</sup>

Using the example of the Douglas Anderson School of the Arts in Duval County, the art curriculum offers creative writing, dance, visual arts, instrumental music, piano, film and television, vocal music, and theater.<sup>42</sup> Students audition in one aspect of the arts. The school received an “A” grade every year from 2001 through 2006.<sup>43</sup> The school’s website notes that more than 96 percent of graduates progress to attendance at postsecondary institutions.

The New World School of the Arts, located in Dade County, offers students an education in dance, music, theater, and visual arts. The arts education culminates in a Bachelor of Fine Arts, or Bachelor of Science in Music degree, in collaboration with Miami-Dade College and the University of Florida.<sup>44</sup>

<sup>39</sup> There is an increase in arts enrollment on an unduplicated basis for 10<sup>th</sup> graders but a decline in arts enrollment on a percentage basis.

<sup>40</sup> Linda Lovins, Arts Education Program Specialist, Department of Education, E-mail (October 24, 2007).

<sup>41</sup> Jackie Cornelius, Principal of the Douglas Anderson School of the Arts, Phone Conference (October 3, 2007).

<sup>42</sup> <http://www.dreamsbeginhere.org/dasota/dasota/arts/artsddefault.htm>; Last checked October 1, 2007.

<sup>43</sup> <http://schoolgrades.fldoe.org/>; Last checked November 14, 2007.

<sup>44</sup> [http://nwsa.trapezoid.com/index.php?option=com\\_content&task=view&id=13&Itemid=61](http://nwsa.trapezoid.com/index.php?option=com_content&task=view&id=13&Itemid=61); Last checked October

<sup>33</sup> *Id.*

<sup>34</sup> *Id.*

<sup>35</sup> Economic and Demographic Research, E-mail, November 30, 2007, and December 3, 2007.

<sup>36</sup> These are preliminary numbers for 2006-2007, and may change slightly in the final reports.

<sup>37</sup> 20 U.S.C. 6301

<sup>38</sup> Center on Education Policy, *supra* note 16.

As defined on the DOE's website, magnet schools are public schools with a particular theme or academic focus, such as mathematics, science, technology, business, or performing arts.<sup>45</sup> Performing arts magnet programs constitute 23, or 14 percent, of the total 160 magnet programs offered statewide.

Twenty-two districts offer arts magnets or schools of the arts. Notably, these programs and schools are primarily concentrated in large, urban areas.<sup>46</sup> Dade County offers 11 magnet programs and two magnet schools, while Broward County has six full magnet schools with a specialty in the performing arts. Duval County also provides considerable arts education, with four magnet programs and three magnet schools. Many magnet programs and schools contain in their mission the goal of racial inclusion.<sup>47</sup>

### *Schools of Choice*

#### **Ballet Academie, Fort Walton Beach, Okaloosa County**

The Ballet Academie website characterizes its program as a free integrated artistic and academic education model, with an emphasis on ballet.<sup>48</sup> Offered to second through 12<sup>th</sup> graders (although the highest grade level currently offered is 8<sup>th</sup> grade, as the school has been in operation just six years), this non-profit school contracts with the school district in Okaloosa County. Core subjects are math, science, reading, and writing. Additionally, French language is offered. The Northwest Florida Ballet Company routinely recruits members of its company from graduates of the Ballet Academie.<sup>49</sup> Currently serving 107 students, Ballet Academie students have received among the highest scores on the FCAT.<sup>50</sup>

#### **Davenport School of the Arts**

The Davenport School of the Arts (DSA), located in Polk County, is another example of a school of choice. Promoted as a kindergarten through 8<sup>th</sup> grade school with strong academics and a focus on visual and performing arts, the DSA categorizes itself as providing a program of "art-infused academics." Areas

of arts available at the DSA include dance, drama, music, photography, studio art, and graphic arts and design.<sup>51</sup> The DSA has received the designation of a Florida Music Demonstration School.<sup>52</sup>

### *Charter Schools*

Charter schools are also public schools.<sup>53</sup> At least 21 charter schools throughout the state contain in their mission, in part or in full, a commitment to art education.<sup>54</sup>

### *Florida Virtual School*

The Florida Virtual School (FLVS), an online Internet learning model, began operation in 1997.<sup>55</sup> The Florida Legislature codified the FLVS in statute in 2002.<sup>56</sup> The FLVS is administratively housed in the Commissioner of Education's Office of Technology and Information Services.<sup>57</sup> Online courses are prioritized for, and available to students who:

...need expanded access to courses in order

<sup>51</sup> <http://www.davenportschoolofthearts.com/>; Last checked November 13, 2007.

<sup>52</sup> Schools applying to become demonstration schools are approved by the Florida Department of Education pursuant to criteria developed by the National Association for Music Education and the Florida Music Educators' Association; Commissioner Jeanine Blomberg, Florida Department of Education, *Memorandum to District School Superintendents* (April 3, 2007).

<sup>53</sup> s. 1002.33(1), F.S.

<sup>54</sup> These are in **Alachua**: Expressions Learning Arts Academy, Grades K-5; **Broward**: Hollywood Academy of Arts & Sciences, K-5; Downtown Academy of Technology & Arts, 6-8; Hollywood Academy of Arts & Sciences Middle School, 6-8; Somerset Arts Conservancy, 9-12; **Duval**: Wayman Academy of the Arts, K-5; **Highlands**: Hopewell Academy for the Arts, 2-7; **Hillsborough**: Walton Academy for the Performing Arts, K-5; **Indian River**: Indian River Charter High School, 9-12; **Leon**: School of Arts & Sciences, K-8; **Manatee**: Manatee School for the Arts & Sciences, K-5; Manatee School for the Arts & Sciences, 6-11; **Miami-Dade**: the Academy of Arts & Minds Charter High, 9-12; Doral Performing Arts & Entertainment Academy, 9-12; Mater Performing Arts & Entertainment Academy, 9-12; **Orange**: Rio Grande Charter School for Excellence, PK-5; **Palm Beach**: G-Star School of the Arts, 9-10; Toussaint L'Ouverture High School for Arts & Social Justice, 9-12; **Pinellas**: Academie Da Vinci, K-5; **Sarasota**: Sarasota School of Arts & Sciences, 6-8; and **Wakulla**: Wakulla Coast Charter School of Art, Science & Technology, K-8.

<sup>55</sup> [http://www.flvs.net/educators/fact\\_sheet.php](http://www.flvs.net/educators/fact_sheet.php); Last checked October 3, 2007.

<sup>56</sup> ch. 2002-387, L.O.F.

<sup>57</sup> s. 1002.37(1)(a), F.S.

1, 2007.

<sup>45</sup> <http://www.fldoe.org/flbpso/otherpubschopt/magnetschools.asp>; Last checked December 11, 2007.

<sup>46</sup> *Id.*

<sup>47</sup> *Id.*

<sup>48</sup> <http://www.nfballet.org/acadame.htm>; Last checked October 18, 2007.

<sup>49</sup> Jeff Welsh, North Florida Ballet Academie Education Director, Phone Conference (September 11, 2007).

<sup>50</sup> *Art in Unfamiliar Places*, Florida History & the Arts, page 26 (Fall 2007).

to meet their educational goals, such as home education students and students in inner-city and rural high schools who do not have access to higher-level courses.<sup>58</sup>

In addition to outside funding, the FLVS is funded through the General Appropriations Act.<sup>59</sup>

Course offerings are available for students from grades six to 12.<sup>60</sup> Current courses in the area of visual arts consist of “Orientation to Art 2-D”, at the middle school level, and “Advanced Placement® Art History,” at the high school level.<sup>61</sup>

The Florida Virtual School franchises also offer courses in the arts: Broward Virtual School offers “Orientation to Art 2-D” for middle school students;<sup>62</sup> Okaloosa Virtual School provides “Art 2-D;”<sup>63</sup> and Polk Virtual School offers “Art 2-D” and “Advanced Placement® Art History.”<sup>64</sup>

### K-8 Virtual Schools

Florida law also established the K-8 Virtual School Program.<sup>65</sup> These virtual schools require approval by the DOE, and initially operate under a three-year contract.<sup>66</sup> Art courses are included in their online curriculum. The Florida Virtual Academy (FVA) provides the following in visual arts: “Art” (K-4), “Intermediate Art: American” (5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grades), and “Intermediate Art: World” (8<sup>th</sup> grade). Regarding music arts, the FVA has five choices, ranging in availability from kindergarten through eighth grade, contingent on course content.<sup>67</sup> The Florida

Connections Academy provides art courses to 6<sup>th</sup> through 8<sup>th</sup> graders as follows: “Art,” “Music IV,” “History of Painting,” and “History of Sculpture.”<sup>68</sup>

### Arts Integration

#### Arts Integration Nationally

Arts integration initiatives had their beginnings in the 1960s, when community organizations and public schools began to form arts partnerships, especially in larger, urban areas.<sup>69</sup> The concept of arts integration involves bringing together learning in the arts with other subjects in the academic curriculum.<sup>70</sup> Arts integration is part of the larger model of interdisciplinary education, which is defined as:

Education that enables students to identify and apply authentic connections between two or more disciplines and/or to understand essential concepts that transcend individual disciplines.<sup>71</sup>

Examples of public school integration of the arts into other areas include art immersed with reading and language development;<sup>72</sup> math, science, and technology;<sup>73</sup> and writing.<sup>74</sup>

A review of the Arts for Academic Achievement Program in Minnesota revealed a strong relationship between arts-integrated instruction and learning gains in reading and math. The project involved partnerships between schools, artists, and arts organizations through an integration of art into a non-art curriculum.<sup>75</sup>

<sup>68</sup> <http://www.connectionsacademy.com/curriculum/middleSchoolCourses.asp>; Last checked October 3, 2007.

<sup>69</sup> Gail Burnaford, Sally Brown, James Doherty, & H. James McLaughlin, *Arts Integration Frameworks, Research & Practice, A Literature Review*, page 3 (April 2007).

<sup>70</sup> Arts Education Partnership National Forum, *Creating Quality Integrated and Interdisciplinary Arts Programs*, page 3 (2002).

<sup>71</sup> *Id.* at 5.

<sup>72</sup> The Clap, Sing and Read Partnership in Chicago combines music with reading and language development for students in grades K-2 in low-income schools.

<sup>73</sup> The Hofstra University’s Middle School Summer Program in Long Island, New York, combines literary, visual, and performing arts with math, science, and technology.

<sup>74</sup> The Idalia School in Idalia, Colorado combines theater/acting lessons with writing.

<sup>75</sup> Debra Ingram and Eric Riedel, *Arts For Academic Achievement, What Does Arts Integration Do For Students?*, Center for Applied Research and Educational Improvement, page iv (October 2003).

<sup>58</sup> s. 1002.37(1)(b)1., F.S.

<sup>59</sup> s. 1002.37(3), F.S.

<sup>60</sup> [http://www.flvs.net/students\\_parents/VSACourseAvailability.php](http://www.flvs.net/students_parents/VSACourseAvailability.php); Last checked October 3, 2007.

<sup>61</sup> [http://www.flvs.net/students\\_parents/VSACourseAvailability.php](http://www.flvs.net/students_parents/VSACourseAvailability.php); Last checked October 3, 2007.

<sup>62</sup> <http://www.bved.net/>; Last checked October 29, 2007.

<sup>63</sup> <http://www.okaloosaschools.com/online>; Last checked October 29, 2007.

<sup>64</sup> <http://www.polk-fl.net/pvs/>; Last checked October 29, 2007.

<sup>65</sup> s. 1002.415, F.S.

<sup>66</sup> s. 1002.415(3), F.S.; To qualify, a school must be nonsectarian, comply with antidiscrimination provisions, participate in the state’s school accountability system, locate its administrative office in-state, and offer courses without tuition or student registration fee costs (s. 1002.415(1)(a), F.S.).

<sup>67</sup> [http://www.k12.com/curriculum\\_and\\_products/k\\_8\\_curriculum/index.html](http://www.k12.com/curriculum_and_products/k_8_curriculum/index.html); Last checked October 3, 2007.

Students who participate in the federal free or reduced price lunch program and students learning English as a second language showed the biggest improvement in reading scores, following the introduction of arts integration.<sup>76</sup> Researchers cited the program's success in its unique approach to arts integration – not through a focus on partnerships as a way to replace arts in the curriculum already provided by certified arts educators, but with the goal of enhancing instruction and advancing student learning in non-arts areas.<sup>77</sup>

#### *Arts Integration in Florida – Wolfsonian, Artful Citizenship*

The Artful Citizenship Project received funding through the Arts in Education program, a national initiative designed to promote integration of the arts into other core disciplines.<sup>78</sup> Through a partnership with the Wolfsonian museum at the Florida International University in Miami, project administrators introduced the program to 3<sup>rd</sup> through 5<sup>th</sup> graders at four Title I<sup>79</sup> schools, including one control school. The initial pilot project operated from 2002 to 2005, and applied art education to both a social studies and a language arts setting.

Through its concept of “visual literacy,” students viewed art from the Wolfsonian collection and analyzed the visual images in a variety of contexts.<sup>80</sup> Specific objectives included instruction of visual literacy and critical thinking skills. Project designers theorized that these abilities facilitate social development and academic achievement, as measured through various assessments, including the FCAT.

Course evaluations revealed little evidence of a relationship between the project and psychosocial development. Researchers did discover, however, a strong correlation between visual literacy and student achievement in the areas of reading and mathematics.<sup>81</sup> Teachers and administrators predict a similar impact on writing abilities. Beginning in Fall 2005, administrators

<sup>76</sup> *Id.* at v.

<sup>77</sup> *Id.* at 1.

<sup>78</sup> [http://www.artfulcitizenship.org/main\\_content.html](http://www.artfulcitizenship.org/main_content.html);  
Last checked October 24, 2007.

<sup>79</sup> 20 U.S.C. 6301

<sup>80</sup> Visual literacy is defined as utilizing a learner-centered method that teaches students to examine and find meaning in visual art, through facilitation of open-ended discussion and collaboration in the classroom. See Curva and Associates, *Program Evaluation Report, Artful Citizenship Project, Three-Year Project Report*, page 11-12 (2005).

<sup>81</sup> *Id.* at 59.

expanded the project to other Miami-Dade county schools. The program was additionally replicated in Volusia County for the 2005-2006 school year.<sup>82</sup>

#### ***Arts in the Community***

The Sarasota County Arts Council (Council) operates as a non-profit community arts agency. Through its four core initiatives of an Arts Education Task Force, Community/Schools Partnership for the Arts, Artists in Schools, and Professional Development Workshops, the Council seeks to enhance and enrich art education in public schools, as shaped by the Sunshine State Standards. Council programs include:

- CeMor Through the Arts: With a focus on brain-based and multiple-intelligence learning strategies, this project provides professional development, performances on tour, workshops, classes, and sponsored relationships between professional artists and educators;
- Backlot Schoolhouse: This program provides hands-on interactive learning experiences that integrate arts into a basic curriculum, such as social studies;
- Circus Sarasota: As an after school program, this project exposes students to math, science, physics, social science, and reading through the circus arts; and
- West Coast Civic Ballet: This program brings dance instructors into public schools for grades two through 12 for pre-ballet and creative movement lessons.<sup>83</sup>

Arts integration is a component part of many of the community offerings in Sarasota County.

#### **Arts in Education Grant Program**

The Division of Cultural Affairs, Department of State, oversees an art education grant program, newly established in August 2007. This program provides grant opportunities for art education, with special consideration given to applicants from areas of rural development.<sup>84</sup> Eligible applicants receive entry level support to create or advance arts in education programs in areas designated in the state's REDI (Rural Economic Development Initiative), as well as rural or

<sup>82</sup> Kate Rawlinson, Wolfsonian-Florida International University, Phone Conference (October 23, 2007).

<sup>83</sup> <http://www.sarasota-arts.org/directory.pdf>; Last checked November 13, 2007.

<sup>84</sup> <http://www.florida-arts.org/grants/guidelines/index.cfm?program=ae>; Last checked November 13, 2007.

underserved areas, based on U.S. census data of population per square mile.<sup>85</sup> Education applicants must demonstrate that project activities relate to the core curriculum, as reflected in the Sunshine State Standards. Recipients who qualify under REDI status are authorized to request a cash match waiver. Funding is available for up to three years.<sup>86</sup>

### **Survey Findings**

Staff sent arts education surveys to the Florida Association of State School Superintendents for distribution to all school districts in the state. Out of 67 school districts, staff received 38 completed surveys, a 57 percent response rate.

In 30 districts, certified teachers exclusively provided art instruction in the year 2006-2007, and in seven school districts, both certified and non-certified teachers provided art education.

In 12 districts, art is offered as an elective at both the middle and high school levels.

Extracurricular activities in the visual arts include local art exhibits and shows (cited by 19 respondents), school arts clubs (15 respondents), and local museums (5 districts). Additionally, three districts noted that area colleges provide extracurricular art activities.

Extracurricular activities in the performing arts is primarily available through music offerings, which are band practice (21 responses), chorus/choir (18 responses), musicals (9 responses), orchestra (9 responses), music festivals (four responses), music clubs (3 responses), and dance, including the step team (6 responses). Drama club and plays other than musicals comprised the majority of other extracurricular activities identified (19 responses), along with marching/drill team (9 responses), and debate competitions.

The overwhelming majority of field trips are concentrated in the area of museum trips (24 responses), local performing arts (20 responses), and

concerts or symphonies (16 responses). Nine districts identified universities and colleges as field trip venues. As expected, smaller, more rural counties typically lack the community offerings that are found in larger, urban areas.

Twenty-six districts indicate that there are formal partnerships between the district or individual schools and the art community. Examples include the following partnerships: Manatee County and ArtCenter Manatee (provides an interactive/visual hands-on art experience for 5<sup>th</sup> graders to understand the work of galleried artists); Brevard County and the Brevard Symphony Orchestra (sponsors a 5<sup>th</sup> graders concert); Escambia County and the Pensacola Museum of Art (provides various sponsorships and adopts at least two low socioeconomic elementary schools to provide on-site, monthly art enrichment visits); and Polk County and the Polk Museum of Art (enables students from the Harrison School for the Arts to take art instruction at the museum on a daily basis, and provides exhibition space for six school exhibitions annually, culminating in a reception and awards ceremony).

Twenty-seven districts, or 71 percent of respondents, confirmed that schools in the district provide at least one program that integrates art into other core academic subject areas, such as social studies, reading, math, and science. Of the eleven districts that do not currently contain arts integration (in Sumter County, it is only offered at the elementary school level), only one district responded that students would not benefit from such a program. Schools offering arts integration are typically located in larger, more urban school districts.

## **RECOMMENDATIONS**

This project was prepared to educate and provide information regarding the opportunities for students to participate in arts education in K-12 public schools; recommendations are not part of the project objective.

<sup>85</sup> The 1999 Florida Legislature established the Rural Economic Development Initiative, or REDI, in s. 288.0656, F.S., for the purpose of providing outreach to rural areas in economic distress (ch. 99-251, L.O.F.). REDI is created within the Office of Tourism, Trade, and Economic Development, Executive Office of the Governor.

<sup>86</sup> Rule 1T-1.001(12), F.A.C., provides details of the Arts in Education Program, including funding levels by year.