



# Monitoring Report in the Arts (E-003)



Music



Visual Arts



Dance



Theater Arts



**Greenwich Public Schools**  
**Monitoring Report**  
**Student Achievement: The Arts (E-003)**  
**May 22, 2008**

**Accepted by Board of Education: May 22, 2008**

I hereby present my monitoring report on the District Ends Policy “Student Achievement.” I certify compliance and that the information contained in this report is accurate.

Signed: \_\_\_\_\_  
(Betty J. Sternberg, Superintendent of Schools)

Date: \_\_\_\_\_

**BROADEST POLICY PROVISION**

*The District shall establish an assessment system that is aligned with the District’s Mission and Vision and provides a comprehensive, consistent and integrated system of student learner objectives / outcomes, assessment, analysis and reporting.*

**I. Executive Summary**

In order to ensure that all students master the objectives of the Greenwich curriculum, student achievement in the Arts is assessed against the following local assessments:

- a. Visual arts – Grades 5, 8 and three entry level GHS courses
- b. General Music – Grades 5 and 8
- c. Band and Orchestra – Grades 5, 8 and 12
- d. Chorus – Grade 12
- e. Theatre Arts – All GHS courses

Accomplishments include curriculum refinements, successful professional learning, partnerships with cultural organizations, creation of district-wide ensembles, high quality performances and many awards.

Governance issues focus on teaching space for the Arts, graduations requirements and financial support.

Management issues include reductions in staff, hours of instruction per week for Arts teachers, consistency of implementation at the middle schools, 8<sup>th</sup> grade results on local assessments and 12<sup>th</sup> grade results in chorus.

**II. Accomplishments / Highlights**

1. The entire staff has developed new curricula and progressive assessments. We are making progress in the reworking of the Board approved objectives through the use of Understanding by Design (UbD).
2. We have been very successful in the development of our Arts staff through a strong professional learning program of workshops geared specifically toward their needs. Between bringing in clinicians and some of our own staff, who are experts in their fields, we have been able to offer exciting new learning:
  - Drama: The Missing Link in Teaching Literacy\*\*
  - Bringing Literature to Life\*\*
  - How to Use Music Software
  - Conversational Solfege (sight-signing using prescribed hand gestures)
  - Guitar for Teacher and Student Use
  - Learning to 'Look' thru Composition, Drawing, Painting and Design
  - Dialoging with Students in the Arts
  - Motivating Difficult Students in the Arts
  - Garageband and Audio Recording
  - Cultural Diversity & the Met Museum of Art
  - Aesthetics and the Guggenheim Museum
  - Dalcroze Eurhythmics

\*\*Workshops from our Kennedy Center Partnership with the Westport Playhouse

3. We have a partnership with the Westport Playhouse under the direction of the Kennedy Center. The purpose of the partnership is to develop professional learning workshops for the Greenwich **classroom** teachers. The workshops are specifically geared to assist the classroom teachers in teaching their subject areas (i.e. language arts, math, science and social studies) through the use of an art form. The art form always serves as a motivation for teaching one of the four above areas. In our third year in the program, we are reaching out specifically to the middle school reading teachers and the Hamilton Avenue classroom teachers.
4. We now have four district-wide ensembles for our finest performers, our Honor Choir and the newish Festival Orchestra. The four ensembles (two for the younger children and two for the older children) include auditioned students in grades 4 through 8. Two of our vocal music teachers conduct and another accompanies the Honor Choir. The Festival Orchestra is put together by all of our string staff and conducted by two of the string teachers except at the annual Festival which is conducted by guest conductors. These ensembles travel and/or perform at district-wide functions such as the Distinguished Teachers awards. The Honor Choir has traveled to such sites as Canada and Orlando.
5. Our staff is very proud of the extensive top-flight music concerts (70) and theatrical productions (12) in our schools and visual arts shows constantly changing at the Havemeyer Board Room, local libraries and individual schools.

6. The Greenwich Symphony Orchestra, our own professional orchestra, offers our public and private school students three sets of Young People's concerts for grades two through seven. The study material that is prepared by the music staff is used with the children before they attend each concert. The Orchestra gives three performances on each of the three days. These concerts cost the Orchestra over \$80,000 each year and are supported by the GSO Guild.
7. We have three unusual programs in the District: a Traveling Art program, a visual arts Student Docent program and an Arts-in-Education program. The Traveling Art program, as the name suggests, travels all year from elementary school to elementary school. The purpose is to bring pieces of art into classrooms with a volunteer docent who is trained to educate the students about the art form with such questions as: What do you see? What was the artist trying to accomplish? Does it work for you? The art work shown to each grade level is set to connect with the curriculum of the grade. For example, if a grade was working on American History, the art work might reflect work from the civil war or the westward movement.

The visual arts Student Docent program began two years ago. It gives a student or two in each class an opportunity to be trained as a docent and then work with his or her own class at a local art show such as at the Greenwich Art Council or the Bruce Museum. This year, CMS students are hanging a show at the Bruce. Some of our GHS students have also been trained as docents at the Aldrich Museum.

Finally, our Arts-in-Education program is incorporated in the teaching and learning in every one of our schools. Mostly with PTA funding and through assemblies, the schools bring in clinicians in all subject areas to teach our students through their art form (e.g. singing, theatre, demonstration, art work). Over the last several years, we have added lunch time Arts-in-Education programs called Classical Cafes.

8. Below is a sample of the awards we have received and the extraordinary experiences in which our students have taken part:
  - a. 2005 Best 100 Communities for Music Education in **America**
  - b. 2004-05 Grammy award for best high school music program
  - c. 2008 Most students selected for the All-State ensembles
  - d. 2008 20 State Scholastic Visual Art award winners
  - e. 2004 (Gold) & 2006 (Silver) Scholastic Art & Writing Award
  - f. 1995, 2000, 2005 Educational Theater Association's Outstanding School Program Award (must wait 5 years between awards)
  - g. 2002, 2004, 2005, 2006 Connecticut Drama Association Festival's Award for Theatrical Excellence - also Best Ensemble & People's Choice Awards

- h. 2004 New England Theater Festival's Top Twelve Productions for *Romeo and Juliet*
  - i. Adjudication trips to different parts of North America – always winning top awards
  - j. China band trip – not an award, but an exceptional experience.
9. We have been working on the development of the plans and educational specifications for the new GHS auditorium and the music suite renovation. Working with a strong project team and architects, we have established a timeline and moved the project along in a positive and fruitful fashion. Our goal is to have the architects selected and the renderings begun by the beginning of the new fiscal year. This has been a rewarding and exciting project.

### **III. Data Review**

At present, there are no State assessments in the Arts. The State is developing an assessment in music and visual arts for grades 5 and 8 with grades 2 and 12 probably to follow. The current plan, according to the Commissioner, is to offer these assessments to districts for optional implementation. GPS will be piloting the grade 5 music assessment for the State this spring at Cos Cob and Riverside schools.

We have been giving a set of local assessments for the past four years:

- a. Visual arts – Grades 5, 8 and three entry level GHS courses
- b. General Music – Grades 5 and 8
- c. Band and Orchestra – Grades 5, 8 and 12
- d. Chorus – Grade 12
- e. Theatre Arts – All GHS courses

We set our mastery standard for local assessments at 80%. Our data describe the number and percent of students who reach this mastery standard (see Data Charts in the Appendix). Overall, the children have performed extremely well on the music and assessments. In 06-07, between 91% and 96% of our students met or exceeded our music standard. There are two exceptions: only 61% met our eighth grade general music assessment goal (see Management Issue #4); and only 64% our twelfth grade chorus students scored at or above mastery on that assessment (see Management Issue #5). The visual arts assessment results have improved over the last two years. In 05-06, 75% of our students scored 80% or better (score of 3 or 4) compared to 06-07 when 80% of our students scored 80% or better. Scores for 8<sup>th</sup> graders lagged those of 5<sup>th</sup> and 12<sup>th</sup> graders (see Management Issue #4).

### **IV. Governance Issues**

There are three areas of concern under governance: teaching space, graduation requirements and financial support.

1. The teaching space for the Arts is fine in some of our schools, but a real concern in others. In some schools both the instrumental music teachers and students are: [1] in a large closet, [2] on the stage shared with the media center or gym or [3] floating from space to space without a designated room. Also, the seven GHS visual arts rooms are without natural light.
2. Our high school graduation requirement from our Course of Study Guide reads (**emphasis added**):

“The graduation requirement in the arts is 1.5 credits in **any** of the following areas: VISUAL ARTS, THEATER ARTS, **MEDIA**, MUSIC, **BUSINESS, FAMILY AND CONSUMER SCIENCES or TECHNOLOGY.**”

As a result, a child could leave the Greenwich Public Schools without ever having taken a high school Arts course. The Arts are a core subject, as listed in NCLB, the US Department of Education, NASSP (National Association of Secondary School Principals), the College Board, etc.

The Connecticut Association of Arts Administrators (CAAA), as well as all the educational arts associations in the State, have requested 2 credits in the Arts be required to graduate from high school. The GPS Arts staff has discussed the issue and would recommend at least 1.5 credits in the Arts (i.e. visual arts, theater arts, music or dance) be required to graduate from GHS.

A comprehensive review of graduation requirements will take place in our Secondary Review Committee work.

3. Financial support for the Arts is always in competition with other district needs. The program coordinator has requested a replacement equipment budget of \$250,000 per year to cover the large expense of running a music, visual and theater arts program in fifteen schools. This includes musical instruments, kilns, theatre lighting, drying racks, choral and band risers and upright pianos. The allocated funding has ranged from \$62,000 to \$100,000 per year.

A detailed cost analysis to replace the grand pianos in the District is included in the appendix. These grand pianos cost over \$60,000 each. They will be listed as capital improvement projects for funding.

## **V. Management Issues**

There are five areas of concern in the Arts.

1. As other areas demand more time, especially on the middle school level, the Arts have been the target of staffing reductions disproportionate to other subject areas.

**Progress made on this issue:** There are two approaches we are taking. First, as our partnership with the Westport Playhouse shows, we are attempting to integrate Arts instruction into the regular classroom. Second, in order to ensure a vibrant Arts education for all students, we continue to meet with principals and coordinators to advocate for the needed staffing in the Arts.

2. There is a 24 hour teaching week for the K-5 visual arts and general music teachers. Based on a survey of Arts Coordinators in comparable districts, this is in the upper range for the equivalent districts:

<u>District</u>	<u>Hours</u>	<u>DRG</u>
Avon	25	A
Fairfield	21.5	B
W Hartford	18-20	B
Simsbury	20	A
Trumbull	19	B
Darien	18	A
New Fairfield	17.5	B
Westport	17.5	A
Bethel	22.5	B
New Canaan	24	A
<b>Average</b>	<b>20.4</b>	
<b>Greenwich</b>	<b>24</b>	

**Progress made on this issue:** In 2005-2006 we lowered the instructional load from 25 to 24 hours of teaching per week. We have discussed reducing this to a 22 hour teaching load per week. It would help us to retain our exceptional arts staff.

3. While all three middle schools offer the same classes and programs, the implementation of the program varies from school to school and as such is problematic. For example, due to priorities in the schedule, including academic support, many of our children do not receive instruction in visual arts and/or general music.

**Progress made on this issue:** We are going to begin looking at secondary school education for the District. Hopefully, this will result in a greater consistency of program implementation at all three middle schools.

4. As noted in the data review, we are concerned with the lower scores on the eighth grade general music and visual arts assessments. A significant number of students do not take general music or visual arts each year in our middle schools. Therefore, it is difficult for these students to ‘pass’ the eighth grade general music and visual arts assessments. It should also be noted that participation in band,

orchestra and chorus does not necessarily prepare students for the general music assessment.

**Progress made on this issue:** The program coordinator continues to advocate for the appropriate enrollment and placement. This is an area that cannot be addressed in isolation, but rather as part of the secondary school review.

5. As noted in the data review, 64% of 12<sup>th</sup> graders met or surpassed the goal in chorus. We view this primarily as a problem of inconsistent scoring.

**Progress made on this issue:** We plan to provide some professional learning on scoring the assessment to ensure greater consistency.

## **VI. Description of Standardized Measures**

As mentioned above, in the Arts, there are no national or state standardized assessments. The assessments that we administer to our students are all locally developed assessments.

# **Appendices (Data Tables and Article)**

Creative endeavors, like in the Arts, give children a safe environment to try new things, understand new concepts, and find out who they are as people.

Respectfully presented by Dr. Jeffrey Spector for the Music, Visual and Theater Arts Departments.

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**Data: Music Assessments** (indicating students scoring 80 % or higher on LCA)

Grade	Assessment	Type	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
3	General Music	Test (25)	Pilot	76 %	73 %	NA*	NA*
3	GM Performance	Rubric (5)	Pilot	78 %	81 %	NA*	NA*
4	General Music	Test (25)	Pilot	83 %	78 %	NA*	NA*
4	GM Performance	Rubric (5)	Pilot	79 %	85 %	NA*	NA*
5	General Music	Test (25)	Pilot	81 %	77 %	96 %	95 %
5	GM Performance	Rubric (5)	Pilot	78 %	87 %	90 %	NA**
5	Band	Rubric (7)	Pilot	82 %	85 %	88 %	91 %
5	Orchestra	Rubric (7)	Pilot	88 %	91 %	96 %	96 %
5	Chorus	Rubric (1)	Pilot	100 %	100 %	NA*	NA*
8	General Music	Test (36)	Pilot	72 %	71 %	69 %	61 %
8	Band	Rubric (7)	Pilot	79 %	76 %	92 %	91 %
8	Orchestra	Rubric (7)	Pilot	79 %	79 %	89 %	96 %
8	Chorus	Rubric (5)	Pilot	73 %	85 %	96 %	NA*
12	Band	Rubric (5)	Pilot	79 %	58 %	89 %	94 %
12	Orchestra	Rubric (7)	Pilot	97 %	97 %	94 %	100 %
12	Chorus	Rubric (5)	Pilot	NA	60 %	52 %	64 %

\*Note1: Originally, all of the above assessments were used to assess the music program. After using these assessments for several years, the following assessments were felt to be unnecessary: General Music in Grades 3 and 4, and Chorus in Grades 5 and 8.

\*\*Note2: The General Music Grade 5 assessment was changed from a multiple choice and performance assessment to a multi-sectional music composition assessment (The State of Connecticut is actually piloting this format for a Grade 8 State assessment).

Respectfully submitted by Dr. Jeffrey Spector for the Music Department.

<b>Music Assessments 2005-2006</b> (by letter grade)										
				A	B	C	D	E		<u>Total</u>
				100-90	90-80	80-70	70-60	60-		
General Music	<u>Grade 5</u>	# students		458	179	23	3	2		665
(Pt 1 - Composition)		%		<b>69</b>	<b>27</b>	<b>4</b>	<b>0</b>	<b>0</b>		
General Music	5	# students		427	172	61	2	3		667
(Pt 2 - Performance)		%		<b>64</b>	<b>26</b>	<b>10</b>	<b>0</b>	<b>0</b>		
Strings	5	# students		72	65	6	0	0		143
		%		<b>50</b>	<b>46</b>	<b>4</b>	<b>0</b>	<b>0</b>		
Winds&Percussion	5	# students		127	84	25	5	0		239
		%		<b>53</b>	<b>35</b>	<b>10</b>	<b>2</b>	<b>0</b>		
General Music	<u>Grade 8</u>	# students		74	224	147	72	23		540
(Pt 1 - Listening)		%		<b>14</b>	<b>42</b>	<b>27</b>	<b>13</b>	<b>4</b>		
General Music	8	# students		117	49	34	0	7		207
(Pt 2 - Performance)		%		<b>57</b>	<b>24</b>	<b>16</b>	<b>0</b>	<b>3</b>		
Strings	8	# students		22	17	5	0	0		44
		%		<b>50</b>	<b>39</b>	<b>11</b>	<b>0</b>	<b>0</b>		
Winds&Percussion	8	# students		36	59	9	0	0		104
		%		<b>34.5</b>	<b>57</b>	<b>8.5</b>	<b>0</b>	<b>0</b>		
Vocal	8	# students		170	39	5	1	3		218
		%		<b>78</b>	<b>18</b>	<b>2.5</b>	<b>0.5</b>	<b>1</b>		
Strings	<u>Grade 12</u>	# students		13	1	1	0	0		15
		%		<b>87</b>	<b>6.5</b>	<b>6.5</b>	<b>0</b>	<b>0</b>		
Winds&Percussion	12	# students		13	10	2	0	1		26
		%		<b>50</b>	<b>38.5</b>	<b>7.5</b>	<b>0</b>	<b>4</b>		
Vocal	12	# students		11	15	8	15	1		50
		%		<b>22</b>	<b>30</b>	<b>16</b>	<b>30</b>	<b>2</b>		

<b>Visual Arts Assessments 2005-2006</b>							(Goal is 80 % or better [Score of 3 or 4])				
<u>Two-Dimensional Art Work</u>							<u>Three-Dimensional Art Work</u>				
		4	3	2	1	Total	4	3	2	1	Total
Grade 5	# students	195	297	162	35	689	220	281	129	30	660
	%	<b>28</b>	<b>43</b>	<b>23.5</b>	<b>5</b>		<b>33.5</b>	<b>42.5</b>	<b>19.5</b>	<b>4.5</b>	
Grade 8	# students	66	76	54	21	217	110	74	31	3	218
	%	<b>30.5</b>	<b>35</b>	<b>25</b>	<b>9.5</b>		<b>51</b>	<b>34</b>	<b>14</b>	<b>1</b>	
Grade 12	# students	69	49	8	6	132					
	%	<b>52.5</b>	<b>37</b>	<b>6</b>	<b>4.5</b>						
Note:	4 = highest grade to 1 = lowest grade. These correlate to the rubric.										

<b>Music Assessments 2006-2007 (by letter grade)</b>										
			A	B	C	D	E	<u>Total</u>		
			100-90	90-80	80-70	70-60	60-			
General Music	<u>Grade 5</u>	# students	314	198	23	4	0	539		
		%	<b>58</b>	<b>37</b>	<b>4</b>	<b>1</b>	<b>0</b>			
Strings	5	# students	89	44	6	2	0	141		
		%	<b>64</b>	<b>32</b>	<b>4</b>	<b>1</b>	<b>0</b>			
Winds&Percussion	5	# students	69	64	14	1	0	148		
		%	<b>47</b>	<b>44</b>	<b>9</b>	<b>&lt;1</b>	<b>0</b>			
General Music	<u>Grade 8</u>	# students	68	72	69	44	82	335		
(Pt 1 - Listening)		%	<b>20</b>	<b>22</b>	<b>21</b>	<b>13</b>	<b>24</b>			
General Music	8	# students	163	99	33	24	14	333		
(Pt 2 - Performing)		%	<b>49</b>	<b>30</b>	<b>10</b>	<b>7</b>	<b>4</b>			
Strings	8	# students	27	20	2	0	0	49		
		%	<b>55</b>	<b>41</b>	<b>4</b>	<b>0</b>	<b>0</b>			
Winds&Percussion	8	# students	31	32	5	0	1	69		
		%	<b>45</b>	<b>46</b>	<b>7</b>	<b>0</b>	<b>2</b>			
Strings	<u>Grade 12</u>	# students	12	3	0	0	0	35		
		%	<b>80</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>0</b>			
Winds&Percussion	12	# students	21	11	2	0	0	34		
		%	<b>62</b>	<b>32</b>	<b>6</b>	<b>0</b>	<b>0</b>			
Vocal	12	# students	21	21	18	5	1	66		
		%	<b>32</b>	<b>32</b>	<b>27</b>	<b>8</b>	<b>1</b>			

<b>Visual Arts Assessments 2006-2007</b>							(Goal is 80 % or better [Score of 3 or 4])				
<u>Two-Dimensional Art Work</u>							<u>Three-Dimensional Art Work</u>				
		4	3	2	1	Total	4	3	2	1	Total
Grade 5	# students	152	248	106	16	522	192	301	65	18	576
	%	<b>29</b>	<b>48</b>	<b>20</b>	<b>3</b>		<b>34</b>	<b>52</b>	<b>11</b>	<b>3</b>	
Grade 8	# students	93	91	54	26	264	115	124	53	21	313
	%	<b>35</b>	<b>35</b>	<b>20</b>	<b>10</b>		<b>37</b>	<b>40</b>	<b>17</b>	<b>6</b>	
Grade 12	# students	156	92	9	20	277					
	%	<b>57</b>	<b>33</b>	<b>3</b>	<b>7</b>						
Note:	4= highest grade to 1 = lowest grade. These correlate to the rubric.										

## Proposal for District Grand Pianos

The District's grand pianos are generally in different states of disrepair (report from Steinway & Sons to be handed out at the BoE meeting). Because these are large ticket items nothing has been done to replace or restore these pianos for as far back as I can tell. The grand pianos we own presently include:

GHS	5 <b>B, B, B, L All Steinways (1970)</b> except 1 BB Mason & Hamlin (1981)
WMS	1 <b>A Mason &amp; Hamlin (1963)</b>
CMS	2 <b>B &amp; M Steinways (1958 &amp; 1957)</b>
EMS	1 <b>BB Mason &amp; Hamlin (1927)</b>
JC	1 A Mason & Hamlin (1965)
NS	1 M Steinway (1955)
NM	1 ? Mason & Hamlin (1923)
ISD	1 M Baldwin (1964)
R	1 M Steinway (1955)
OG	1 A Mason & Hamlin (1980)
P	1 A Mason & Hamlin (1960)
NL, G	1 Howard (1966) – Knabe (1980) BABY Grands
CC	1 Yamaha BABY Grand (1994)
HA	No Grand or Baby Grand (Purchase opening 2007)

Total 16 (9 Steinways, 6 Mason & Hamlins and 1 Baldwin)

I believe our basic needs for the grand pianos are three in the GHS and one in each middle school. I would not replace any grand pianos in the elementary schools. Baby grand pianos will suffice. Steinway & Sons are willing to trade in old Steinway grands and give us \$10,000 towards new Steinway grands. They will also give us an institutional discount of 17% if we purchase 2 – 5 pianos or 20% for 6-9 pianos (This total includes the 3/4 uprights we purchase each year too). These figures are based on the 17% figure. The total Steinway proposal with the breakdown of the pricing is attached.

Therefore, I would suggest the following plan to upgrade the secondary school pianos:

[1] In the GHS:

- Choral Room – Trade-in a Steinway B for a new one. **Final cost \$48,389.**
- Auditorium – Trade-in both Steinway Bs in the hall for one new one. **Final cost \$38,389.**
- Orchestra & Band Rooms – Trade-in Steinway L for a new Steinway O to be placed in the Band Room. This would also be moved into the auditorium when a concert calls for two grand pianos. This is feasible because it is on the same level as the Auditorium. The Orchestra Room only needs an upright. a - Cost \$37,101.

The Mason & Hamlin BB would be moved out of the Band Room to  
replace the grand piano at EMS.

b - Cost \$500.

**a + b - Final cost \$37,601.**

[2] In the CMS:

- Auditorium – Restore the Steinway B. **Final cost \$23,582.**
- Choral Room – Leave alone the Steinway M other than normal tunings  
each year. **No extra cost.**

[3] In the WMS:

- Auditorium – Replace the Mason & Hamlin A piano with a new Steinway  
M piano **Final cost \$38,678**

[4] In the EMS:

- Auditorium – Replace the Mason & Hamlin BB with the 54 years younger  
GHS Band Room Mason & Hamlin BB. **No extra cost.**

[5] At this time all elementary school grand pianos should be left alone except for  
tunings and normal upkeep / repairs. **No extra cost.**

**Total costs**

**\$186,639**

Note 1: Models A = 6'2" grand  
B = 7' grand  
BB = 5'?" grand  
L or O = 5'11" grand  
M = 5'7" grand

2: The pianos we own in **BOLD** are being replaced, restored or traded-in.

Because of the large expense, the cost can be broken down over three years:

[1]	Year 1 – GHS - Choral Room trade-in	\$48,389	
	- Band Room move to EMS	500	/ \$48,889
[2]	Year 2 – GHS – Band Room trade-in	37,101	
	- Auditorium trade-in	38,389	/ \$75,490
[3]	Year 3 – CMS – Auditorium restore	23,582	
	WMS – Auditorium replace	38,678	/ \$62,260

Respectfully submitted for the Music Department by Jeffrey Spector.