

HOLMDEL TOWNSHIP SCHOOLS



VISUAL and PERFORMING ARTS

2014-2015

Program Evaluation



District Goal: *Evaluating the Visual and
Performing Arts Program, K-12*

To meet the needs of all students, the district will continue to assess the scope of its curricular and co-curricular offerings in the area of the arts and the degree to which these align to the New Jersey Core Curriculum Content Standards.

Acknowledgements:

- The 2012-2014 work of the Ad-hoc Committee
- Survey Participants
 - Parents
 - Students
 - Arts Faculty
- HCAA
- Curriculum Authors
- Administration
- Board of Education





Research Questions:

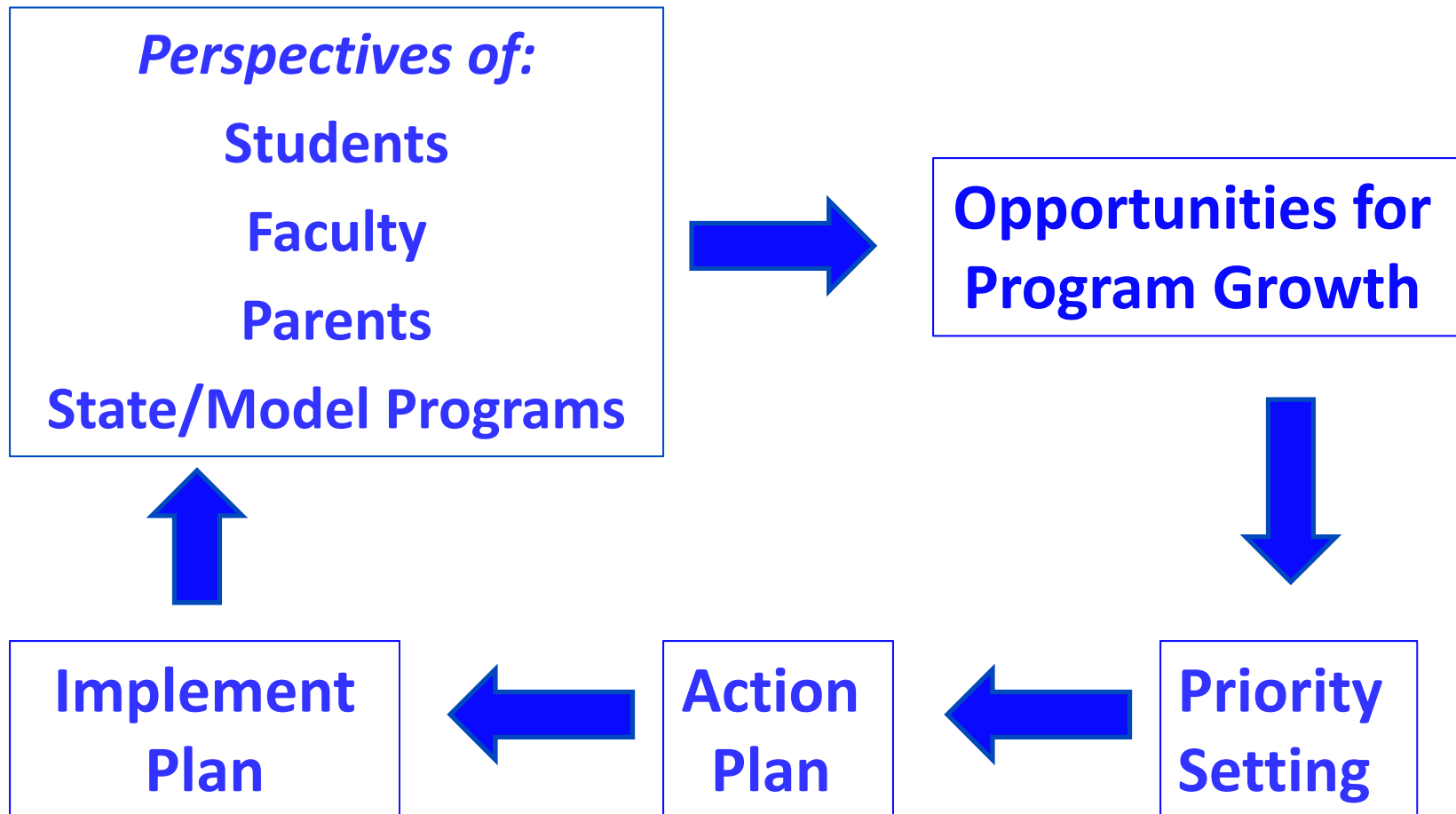
- **What are the strengths and limitations of our Visual and Performing Arts program?**
- **How does our program design compare to programs that have been designated as models in the state?**
- **What opportunities for continued growth of our program exist?**



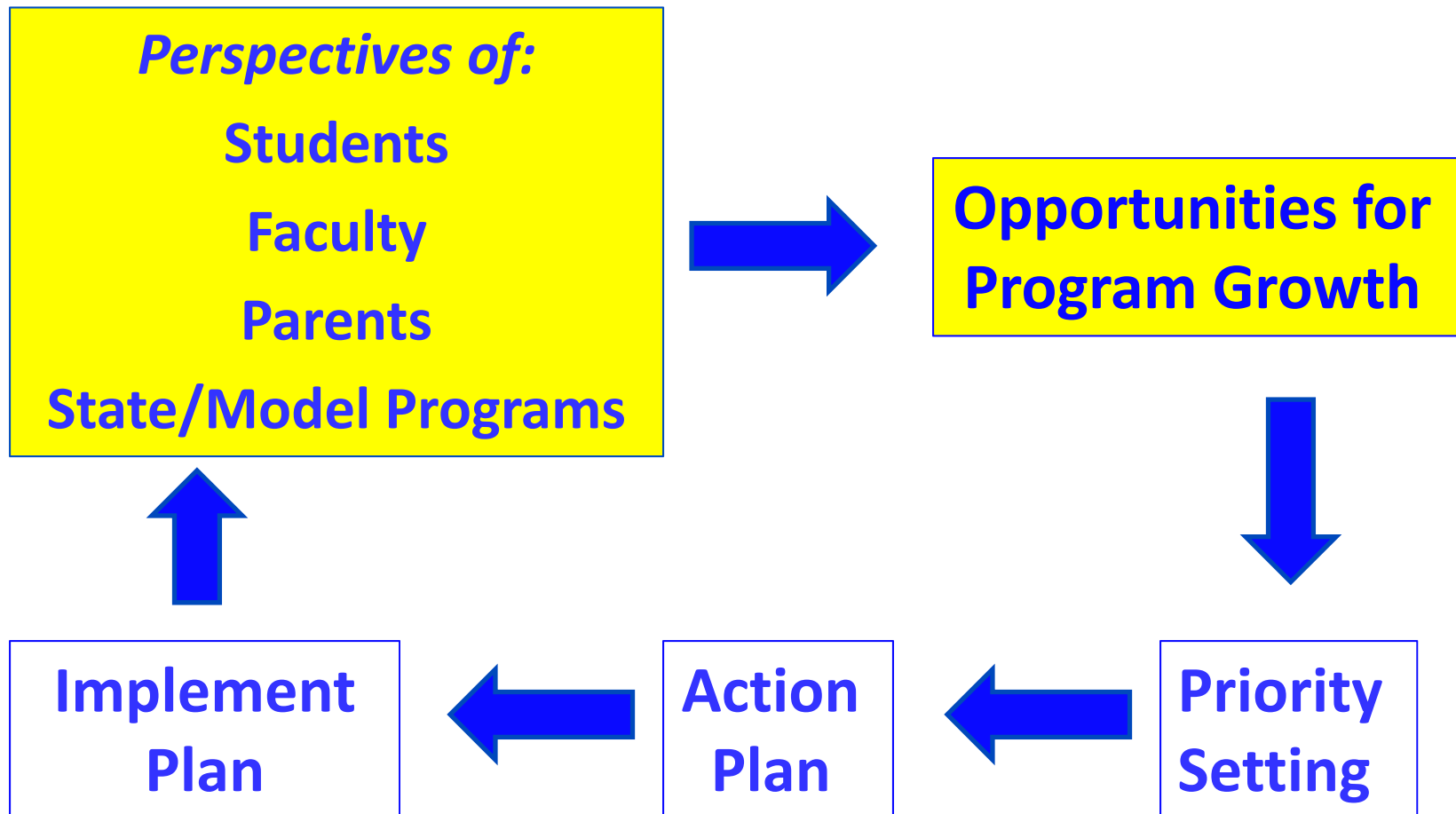
Data Sources: “Mixed Methods”

- **Course Rosters, enrollment patterns, and Curriculum Guides**
- **NJ Model Arts Program Descriptions**
- **School Report Card Data (HS)**
- **Notes/Agendas from Ad-hoc Committee meetings**
- **Visual and Performing Arts Program Surveys (3)**
 - **Middle School Students**
 - **High School Students**
 - **Parents K-12**
- **Focus Groups**
 - **District Arts Teachers**
 - **Members of the Holmdel Creative Arts Association**

Assessment Plan



Assessment Plan



Key Findings: Parents

School	Percent of Total Survey Respondents
Village	20.6
Indian Hill	26.5
William R. Satz	20
Holmdel High School	32.3

Table 1: Parent Survey Sample Percentages by School



Key Findings: Parents

92% Agree

“The Arts are an important part of a complete Holmdel Education”

70% Agree

“The Arts program meets the needs of their children”



Key Findings: Parents on *Strengths*

“Wonderful, engaging and dedicated teachers,”

“Awesome faculty”

“Talented, passionate and dedicated teachers”

“The teachers who work with them [the students] have had a profound impact and the accommodations they made so that my daughter with special needs could participate in a meaningful way was above and beyond”



Key Findings: Parents on *Strengths*

Quality of student performances

Quality of student products

Diversity of projects/learning in Art classes



Key Findings: Parents on “More”

- **“More offerings for younger children”**
- **“More intensity and focus on arts studies for students who plan a career in it”**
- **“More....” “resources,” “strings” “electronic arts,” “advanced arts courses” “funding”**
- **“More opportunities for Strings”**

Key Findings: Students

Learning...	Percent of Strongly Agree/Agree Responses	
	Middle School	High School
About Art is important	71.9%	77.5%
About Music is important	63.9%	77.2%
About Theatre is important	54.6%	57.8%
How to create Art is important	77.7%	71.4%
How to create or perform Music is important	62.8%	65.7%
How to create or perform Theatrical works is important	53.1%	51.8%

Table 3: Student Survey Responses, Questions 7-12



Key Findings: Students

Our students feel that in their Arts classes they learn:

- To do new things
- Learn about new ideas
- Learn how to use new tools and techniques

Majority of students strongly agree that they find our arts classes:

- Interesting
- Fun



Key Findings: Students

Our students leave Arts classes:

- Having discovered a new interest
 - Wanting to study the arts more
 - Using things that they learn in Arts classes in other non-Arts classes
-
- 70.4% of middle school students and 77.3% of high school students suggest Arts classes have the effect of helping them think differently than other classes do.



Key Findings: Students

The majority of students reported planning to continue their Arts education.

75% of middle school students

72% of high school students



Key Findings: Students

Students want more diverse offerings:

7th Grade Creative Expression

8th Grade General Music

Advanced Art

Architectural Design

Art History

Ceramics 3

Computer Art, Digital Art, Animation

Directing

Drama/Improvisation

Figure Drawing

More Music Technology

Music Composition

Musical Theatre

Orchestra

Percussion Ensemble

Show Choir

Stage Production

Costume Design



Key Findings: Faculty

Faculty members share the same vision:

“It is the vision of the Holmdel Visual and Performing Arts Department that all students receive significant exposure to and learning in the Arts, leading them to become confident in their abilities to appreciate, explore, create and incorporate the joy of the arts into their own lives.”



Key Findings: Faculty

Faculty members share the following concerns:

- Budget
- Scheduling/Limits on Breadth of Offerings and availability of courses
- Lack of Music in 8th Grade Arts Cycle
- Lack of Strings program
- Vertical Articulation/Opportunities for Departmental Collaboration
- Lack of Arts Supervisor



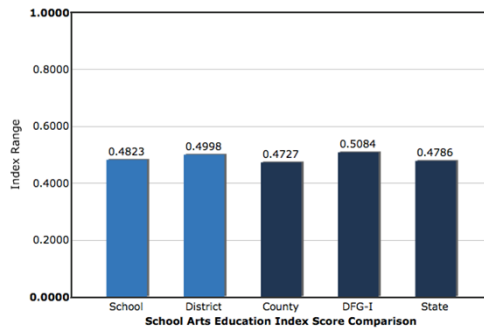
Key Findings: State Perspective

Arts Education Census (2011)

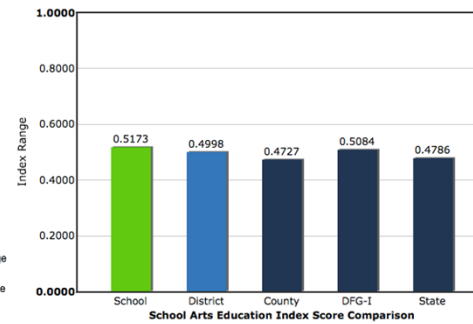
- **Courses, Student Participation, Teachers, Instruction, and Breadth of Arts Offerings**
- **Facilities and Resources**
- **Policies, Professional Development, Supervision, and Assessment**
- **Involvement with Community Resources**

Key Findings: State Perspective

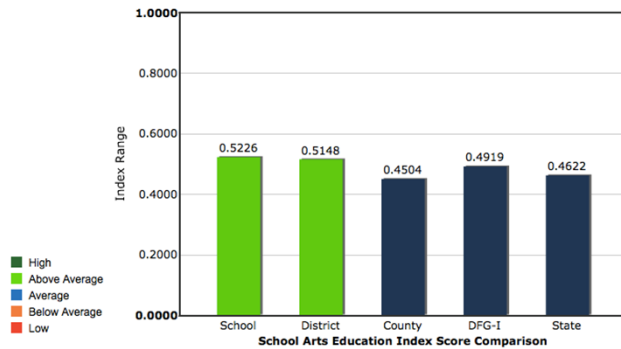
Arts Education Index Score Report For
Village School
in the District of
Holmdel Twp
in the county of
Monmouth



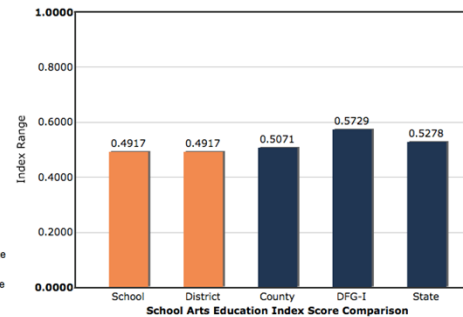
Arts Education Index Score Report For
Indian Hill School
in the District of
Holmdel Twp
in the county of
Monmouth



William Satz Intermediate
in the District of
Holmdel Twp
in the county of
Monmouth



Arts Education Index Score Report For
Holmdel High School
in the District of
Holmdel Twp
in the county of
Monmouth





Key Findings: State Perspective

Factors that seem to contribute to the Holmdel HS below average results:

- Lack of offerings in Dance
- Limited breadth of offerings (and limited staff) in Theatre/Drama, Visual Art and Music
- Student participation (which is a function of the limitations above).
- Supervision

Key Findings: State Perspective

School Performance Report

Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	6.9%	3.9%
Music	18.9%	17.5%
Visual Arts	31.5%	31.1%
Total: All Visual and Performing Arts	51.6%	49.3%

N/R - Data Not Reported

Key Findings: Enrollment

Course	Semester or Full Year	Seats/Section	# Sections	Total Seats	Enrollment S1 or FY	Enrollment S2	Total Enrollment
Art 1: 2- and 3- Dimensional Art	S	25	4	100	45	48	93
Art 2: Drawing and Painting	S	25	1.5	37	10	7	17
Honors Advanced Drawing	S	25	1	25	-	8	8
Honors Sculpture	S	25	.5	13	8	-	8
Ceramics 1	S	24	9	216	127	68	195
Ceramics 2	S	24	3	72	-	59	59
Advanced Placement Art Studio	F	24	1	24	1	-	1
Symphonic Band	F	75	1	75	51	-	51
Concert Chorus	F	75	1	75	52	-	52
Jazz Ensemble	F	30	1	30	17	-	17
Music Technology	S	29	2	58	29	29	58
20 th Century American Music	S	33	2	66	35	26	64
Acting	S	20	2	40	17	14	31
TOTALS			29	831	392	233	625

Table 5: Holmdel HS Course Enrollments 2014-2015

Key Findings: Model Schools

NO	Arts Supervisor: Without fail, all model schools have a district based arts supervisor with certification in an art form who plays a critical role coordinating the arts program across the district.
✓	Strong District and School Support for the Arts: From the school board and superintendent to the principal and classroom teachers, each school has demonstrated support for the arts. This is confirmed by both arts friendly policies as well as above average per-pupil arts spending.
✓	Scheduling: Creative solutions were developed to address the most challenging scheduling issues. All model schools focused on developing a creative schedule to support the arts and did not use scheduling as a barrier.
✓	Collaboration among the Arts staff: All schools demonstrated a high level of collaboration and respect between all members of the visual and performing arts staff.
NO	Integration Across Disciplines: All model schools showed evidence of using the arts across artistic disciplines. In addition, arts teachers are seen as a resource to the faculty to assist in using the arts to enliven other core subject areas.
NO	Articulation: There was a clear awareness of how arts education was being delivered across the district. In many instances, strategic staffing was employed to ensure the school and district had a staff of diversified arts specialists to provide the greatest opportunities for students.
✓	Passionate and Engaged Staff: All schools demonstrated an infectious environment where learning could take place with enthusiastic teachers inspiring students to learn.
✓	Supportive Community: Many of the schools demonstrated a clear and visible connection between the arts program and the community.

Figure 7: Qualities of Model Arts Program Present in Holmdel



Opportunities for Growth:

Curriculum Priorities

- Dance and Drama instruction in all or some K-6 grades by a teacher certified in the area taught.
- Resource periods for K-6 Arts specialists to foster integration of the Arts across the curriculum
- An elective program at Satz with choices in all four Arts areas or at a minimum, the return of 8th Grade Music (Music Technology)
- Establish a Grades 4-12 Strings Program
- Technology-based Art and Music courses in Grades 7-12.
- The delineation and/or further development of sequence of courses for students interested in the Arts as a career path.



Opportunities for Growth:

Resource Priorities

- Study and identify K-12 per pupil budget standards for the Arts.
- Equipment, particularly technology dedicated for Art and Music instruction in Grades 7-12.
- Staffing to increase opportunities at all schools:
 - Dance K-12
 - Drama K-8
 - Increase General Music staff member at Satz to full-time status
 - Additional Visual Arts teacher at HHS
 - Strings Teacher

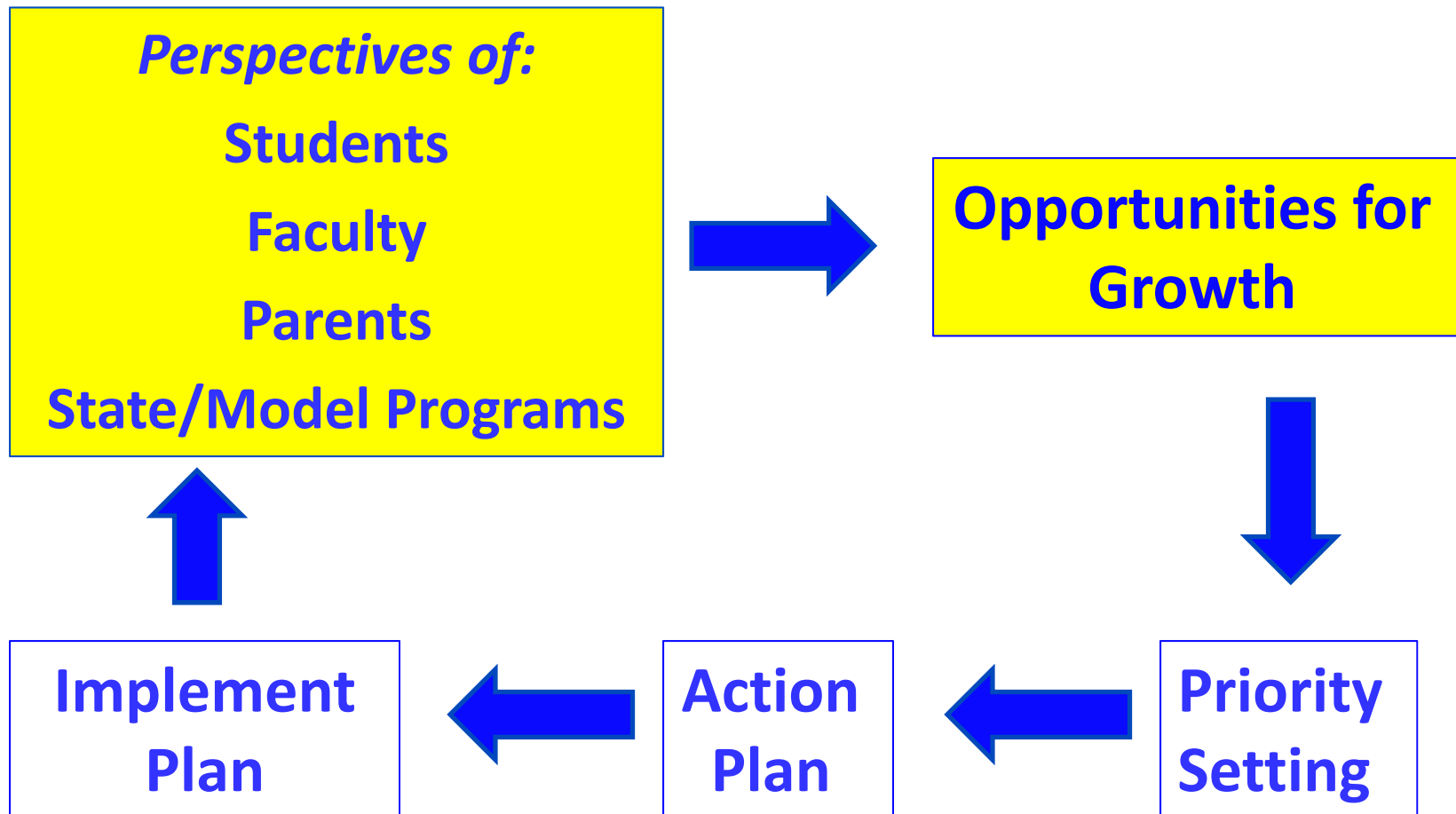


Opportunities for Growth:

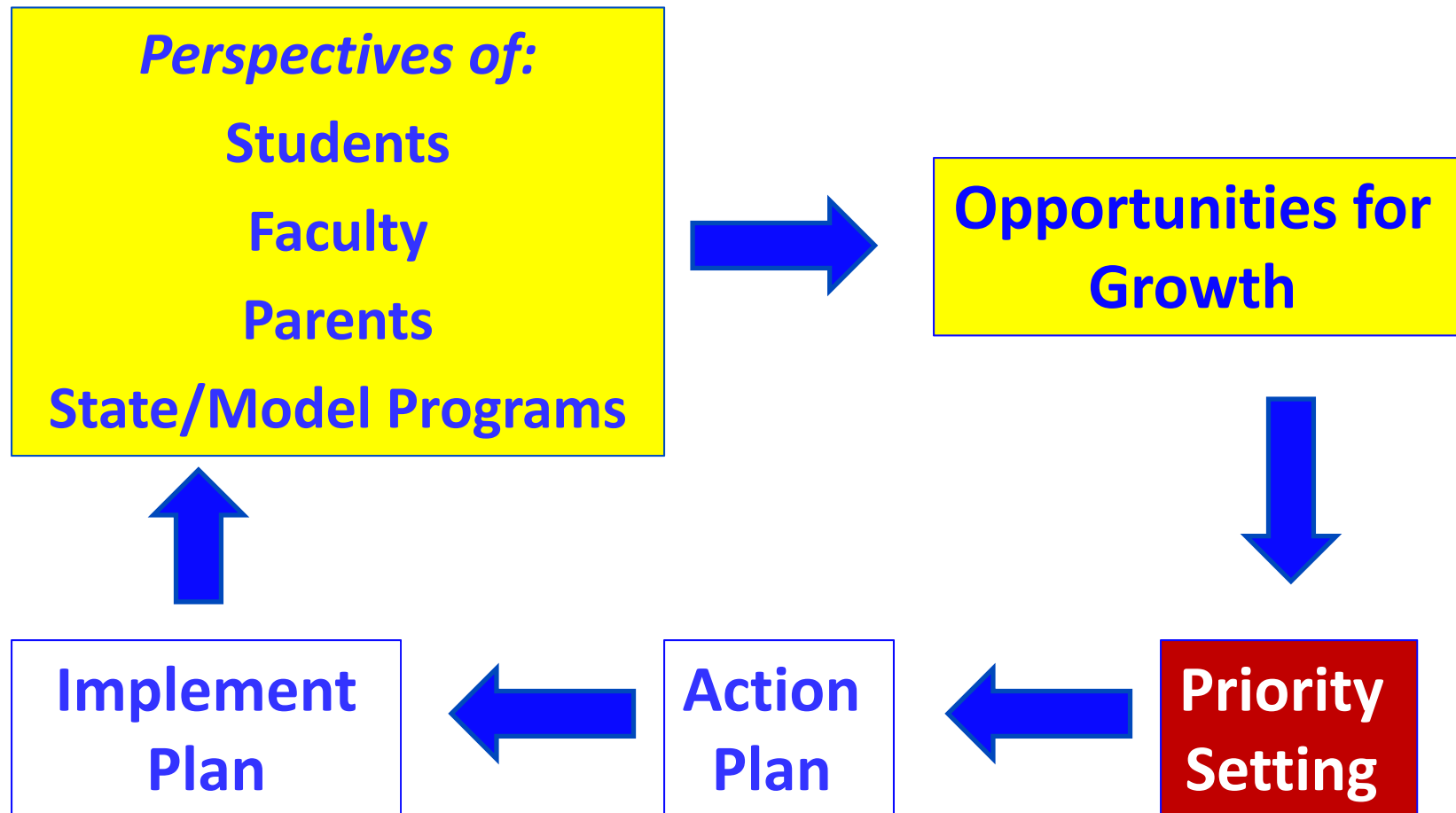
Supervision and Articulation

- A dedicated K-12 Supervisor would provide oversight of program enhancements, changes, K-12 articulation, staffing, budget, program promotion, and carry out the other priorities that are outlined here and that will subsequently be ranked in order of importance/practicality by the Curriculum and Instruction committee

Assessment Plan



Assessment Plan





HOLMDEL TOWNSHIP SCHOOLS



VISUAL and PERFORMING ARTS

Questions?