



Diving at the Finish Line: The Possible Implications of Race to the Top for Music Education

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Purpose

The purpose of this study was to determine possible implications for Race to the Top (RTT) on music education programs in the states winning the first and second rounds of the 2010 competition.

Related Literature

Race to the Top uses a competitive application process to award 4.35 billion dollars for education reform to winning states. The reforms fall into four core areas: adopting standards and assessments that prepare students for future economic success, building data systems to measure growth, rewarding and retaining effective teachers, and turning around the lowest-achieving schools (U.S. Department of Education, 2009). Few authors have commented about the impact of Race to the Top on music education, although Block (2010) noted that MENC (now NAFME) gave the final version of Race to the Top a positive reception.

Methodology

Publicly available data from the United States Department of Education, the Departments of Education of winning states, and websites designed to offer information on charter schools from across the United States were used to gather information. In particular, much information was gathered from the state applications available on the United States Department of Education website.

Charter Schools

Ensuring successful conditions for high-performing charters and other innovative schools (40/500 points)

Fast Facts

- A charter school is a publicly funded school that is typically governed by a group or organization under a legislative contract or charter with the states
- The charter exempts the school from selected state or local rules and regulations
- From 1999–2000 to 2008–09, the number of students enrolled in public charter schools more than tripled from 340,000 to 1.4 million students (NCES)
- 2 million students are enrolled in charter schools (National Alliance for Public Charter schools, 2011)
- Trend toward states hiring charter school management organization (like KIPP or Rocketship Education) to run their charter schools
- Number of online charter schools is on the rise, especially in states such as Ohio and Florida

“NAfME is working to get a letter of non-regulatory guidance from the Department of Education, which states need for curricular guidance for public charter schools” (Fehr, 2011)

State	Number of Charter Schools that include grades 9-12	Percent of Charter Schools that offer Music	Most Popular Music Offerings
DC	14	83%	unclear
DE	4	50%	ensembles
FL	111	34%	choir, band
GA	34	64%	band, choir
HI	14	20%	applied music, guitar
MA	29	38%	choir, music appreciation
MD	2	0%	none
NC	24	66%	band, choir
NY	17	67%	choir, music appreciation
OH	134	8%	choir, band, music appreciation
RI	6	33%	instrumental
TN	7	60%	choir

What YOU Can Do

- Become informed about charter schools in your area
- Advocate to your state legislature that charter schools give students the same access to music instruction as non-charter public schools
- Help prepare future teachers to work in charter schools

Teacher Evaluation

Improving teacher and principal effectiveness based on performance (58/500 points)

Each Race to the Top winner has begun to reconstruct a teacher evaluation system. The systems vary by state, but may include approaches such as merit pay and compensation based on student test scores. All Race to the Top winners planned to count student growth as a substantial component in teachers' evaluations. Five of those awarded funds asserted that they would base teacher evaluations primarily (50% or greater) on students test score data, while two states planned to base 30-40 percent of teacher evaluations on such information.

State	Teacher Evaluation
DC	at least 50% from state tests; 40% from Teaching and Learning Framework Indicators; 5% Commitment to School Community; 5% School Value Added
DE	at least 50% from state tests; 40% from Teaching and Learning Framework Indicators; 5% Commitment to School Community; 5% School Value Added
FL	>50% from state tests; peer evaluation
GA	“Non-Core” subjects: 40% from “other quantitative measures” (other than state tests); 60% from qualitative rubric-based evaluation
HI	30% from state tests; 30% observations; 15% stakeholder satisfaction; 10% school-based leadership and service; 15% professional development
MA	“at least one unannounced evaluator observation,” along with a “review of artifacts of professional practice” by the evaluator
MD	30% from state tests, 20% from student growth determined by local leaders
NC	five categories for evaluation are: Demonstration of Leadership, Respectful Environment for Diverse Populations, Knowledge of Content, Facilitation of Learning, and Reflection on Practice; no specific weights are assigned
NY	30-40% from state tests; 60-70% of the evaluation could be “rubrics-based (e.g., Charlotte Danielson), in-person and/or video observation by trained (both administrators and peers)”
OH	student growth is a “significant factor” in teacher evaluation along with a desire to include observations that are aligned with the teachers union
RI	at least 51% from state tests
TN	35% from state test, 15% from other measures of student achievement

What YOU Can Do

- Become informed about teacher evaluation in your state and in your area
- Advocate to your local school districts and state legislature that teacher evaluation include equitable practices for music teachers
- Help prepare future teachers for teacher evaluations

Standards

Developing and adopting common standards (40/ 500 points)

All RTT winners have agreed to either adopt common core standards or align their state standards to the common core standards. (Common core standards only include math and English/ language arts.)

Winning states that recently revised their music standards:

- Florida (2011)
- Rhode Island (2010)
- New York (2011)

The writing teams for the National Arts Standards 2.0 are now working on their first drafts.

Draft Philosophy Statements for Standards 2.0
(from the meeting in Reston, VA on January 24, 2012):

- Arts as Communication
- Arts as Creative Personal Realization
- Arts as a Means to Well-Being
- Arts as Community Engagement
- Arts as Culture, History, and Connectors



What YOU Can Do

- Voice your about the National Arts Standards Revision (now underway) <http://nccas.wikispaces.com/>
- Become informed about the process of your state's standards revision process
- Become involved in your state's standards revision process
- Help prepare future teachers for understanding standards revisions