

# FLORIDA DEPARTMENT OF EDUCATION



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DPS: 2009-231

## MEMORANDUM

**TO:** District Superintendents

**FROM:** Dr. Eric J. Smith

**DATE:** November 25, 2009

**SUBJECT:** Music Program Resource for Secondary Principals

Research shows a correlation between student participation in school arts education programs with student achievement (see Florida Arts Education Data and Student Achievement below). The Florida School Music Association (FSMA) has generously offered the following services as a resource for secondary principals to use toward strengthening the music programs at their schools. Assistance may include:

- Developing a Master Schedule that supports secondary music programs
- Mentoring and coaching for music teachers
- Curriculum development and implementation of best practices to boost general education achievement
- Recruitment and retention of students within a school's music programs
- Other assistance, as requested

In an effort to increase student achievement across multiple areas and encourage greater student participation in music education, the Florida Department of Education supports the mentoring work of FSMA and the Florida Music Educators' Association (FMEA). Partnering with FSMA and FMEA makes sense because these organizations provide:

- Student access to music programs
- Teacher-to-teacher mentoring opportunities
- Models and tools relative to best practices for secondary music programs
- Safe, fiscally responsible FSMA-sanctioned events
- High quality Music Performance Assessments (MPAs)

Should your secondary principals be interested in reviewing their music programs through this supportive collaboration, administrators serving on the FSMA Board of Directors would be pleased to provide their expertise and consultation. This opportunity may include a number of factors important to a high-quality music education program, including staffing and student scheduling models.

We hope you will consider accepting this voluntary offer from the Florida School Music Association. For further information, please visit the associations' Web sites at <http://www.flmusiced.org/dnn/> or contact one of the following:

David Lewis, FSMA President  
Senior Director of High Schools  
Polk County District Office  
[david.lewis@polk-fl.net](mailto:david.lewis@polk-fl.net)

James Perry, FSMA Executive Director  
Hinckley Center for Fine Arts Education  
800-301-3632 / 850-878-6844  
[jamesperry@flmusiced.org](mailto:jamesperry@flmusiced.org)

### **Florida Arts Education Data and Student Achievement**

A new study of the Florida 2007-2008 12<sup>th</sup> Grade Cohort, consisting of 188,859 students, illustrates a powerful correlation between participation in fine arts courses, higher academic success in the classroom, and higher scores on the FCAT. This Florida Department of Education data, analyzed by a researcher at Florida State University, shows that student indicators of success increase for students in direct correlation to the number of years in which a student is enrolled in school dance, music, theatre, and visual art courses.

#### **Shows Consistent Patterns**

The Florida data show consistent patterns of correlation that are present across all measures:

- For all students: the more music and arts classes taken, the higher the student achievement in such measures as graduation rate, GPA, FCAT, and the SAT
- For students on free and reduced lunch: the more music and arts classes taken, the higher the student achievement in all measures
- For students of all ethnicities: the more music and arts classes taken, the higher the student achievement in all measures
- The more arts classes taken, the less likely a student is to dropout of high school

#### **Benefits All Students – Not Just Talented**

The frequent perception is that only “artistically talented” students join arts classes and these students tend to score consistently well on academic assessments. However, these data encompass all students in the identified 12<sup>th</sup> grade cohort and include expanded cultural and academic demographics; the data show that participation in school arts activities can benefit ALL students, not just the “talented.” While the correlation of music to academic success has been provided before, this Florida data reinforces that dance, music, theatre, and visual art education have a broad positive effect across races and socio-economic levels.

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To view the data, please visit:

[http://www.flmusiced.org/dnn/LinkClick.aspx?fileticket=SVu5\\_6ILFu8%3d&tabid=113](http://www.flmusiced.org/dnn/LinkClick.aspx?fileticket=SVu5_6ILFu8%3d&tabid=113)

To view presentations summarizing this data, please visit:

Music-specific:

<http://www.flmusiced.org/dnn/LinkClick.aspx?fileticket=N3bhk171G44%3d&tabid=113>

Visual Art-specific: <http://www.faea.org/userfiles/file/Advocacy/2007-2008%20Cohort%20comparison-Art%20Teachers%20Aug%202009.ppt>

For further information about the data on which this report is based, please contact:

James Perry, FSMA Executive Director  
Hinckley Center for Fine Arts Education  
800-301-3632 / 850-878-6844  
[jamesperry@flmusiced.org](mailto:jamesperry@flmusiced.org)

EJS/ll

cc: Assistant Superintendents  
District Curriculum Directors  
Principals  
David Lewis, President-FSMA  
Joseph Luechauer, President-FMEA  
James Perry, Executive Director-FSMA/FMEA