

Arts Rich School Continuum Rubric - 2015-16						
School:						
		Score (1-4 points)	Minimal (1 points)	Basic (2 points)	Proficient (3 points)	Distinguished (4 points)
Access	Arts Allocation		Elementary School - Principal has less than basic allocation for art, music and strings and minutes of instruction are not received by each student. Middle School - Arts allocation does not allow for the minimal amount of art and music instruction necessary for DPL compliance.	Elementary School - Principal has basic allocation assigned by the district for art, music, and/or strings and with no additional allocation to support the arts. Middle School - Arts allocation exists to offer the minimal amount of art and music instruction necessary for DPL compliance.	Elementary and Middle School - Principal has allocation for the arts that support access to the arts in at least one additional art form. Additional arts access is available to all identified advanced learners as part of the MTSS framework.	Elementary and Middle School - Principal has allocation for the arts that support access to the arts for all students across multiple artforms. Additional allocation has been provided for the arts as enrichment for all, as part of an MTSS framework.
	Arts Education Scheduling		The school lacks instructional minutes that address the minimums required by Wisconsin Administrative Code with no additional time for arts education with specialists or arts integration in the classroom.	The school has met instructional minutes that address the minimums required by Wisconsin Administrative Code, but there is no additional time for arts education with specialists or arts integration in the classroom.	The school has developed a school schedule that allows increased access to at least two additional art forms for every student. Students receive access to the arts multiple times per week and equitably access art and music instruction.	The school has developed a school schedule that allows increased access to all artforms with arts specialists and art integration in the classrooms. Students receive access to the arts every day and equitably access art, music, theater, dance, spoken word, and arts
	Student Artform Access		Students have barriers to access that do not allow them to enroll in art and/or music as required by Wisconsin Administrative Code and there is no systemic access to other art forms. Data demonstrates access issues for subgroups accessing artforms offered at the school.	Students can enroll in art and music as required by Wisconsin Administrative Code but there is no systemic access to theater, dance, spoken word, and or arts integration. Data demonstrates that there are differences in subgroups accessing the artforms offered at the school.	Students have regular access to art, music, theater, and dance through art specialists and arts integration. Disaggregated data demonstrates an increase in access in at least two subgroups.	Students have regular access to multiple artforms each year including music, visual arts, media arts, theater, dance, spoken word through specialists and art integration. Disaggregated data demonstrates an increase in access in all subgroups.
	Student Voice		Students do not have a role in decision-making around what art forms they can access during the school day.	Students have a limited role in decision-making around what art forms they can access during the school day.	Students are actively involved in decision-making around what art forms they can access during the school day through student interest data or student leadership.	Students are an integral part of the decision-making around what art forms they can access during the school day. Students have leadership roles in the decision-making process, and student voice is part of the data used to make
	Arts Liaison		School does not have a designated arts liaison.	School has designated an arts liaison who is a contact for the school but they are not involved in the network and do not regularly attend	School has an arts liaison who regularly attends arts liaison meetings and completes basic communication tasks as requested by the network leadership.	School has an arts liaison who is actively involved with the SBLT and parent organizations in support of increased student access to the arts across the
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Facilities and Operations	Arts Education Facilities		Art and music courses are taught in classrooms where they can only be accessed by instructors during designated class time. Planning and set up can not occur in the instructional space.	School has a designated space for all arts courses but has shared spaces with other contents and varied uses that limit access outside of classtime for the instructors.	School has a designated space for all artforms that has the needed space and amenities to allow students full access to the artform; the space has limited access for artmaking after school.	School has a designated space for all artforms that has the needed space and amenities to allow students full access to the artform, and this space is available both during the school day and after school for artmaking.
	Asset Management		The school does not maintain a current inventory list of equipment used for the arts and has no mechanism to track usage by students to inform short and long-term inventory needs.	The school has a basic list of inventory but has no mechanism to track usage by students to inform short and long-term inventory needs.	The school has a list of all arts inventory and is able to track usage by students to inform short and long-term inventory needs.	The school has a comprehensive list of all arts inventory maintained in a searchable database, and usage by students can be regularly tracked to inform short and long-term inventory needs.
	Capital Equipment in the Arts		The school has a significant shortage of properly maintained capital equipment, there is no long-term plan for repair or replacement for any of the equipment, and there is no additional equipment for artforms outside music and art.	The school has capital equipment for art and music that includes instruments and kilns; however, there is no long-term plan for repair or replacement for any of the equipment. There is little additional equipment for artforms outside music and art.	The school has capital equipment for art and music in good working condition, and school leadership has developed a capital plan for new purchase, maintenance, repair, and replacement in multiple art forms.	The school has capital equipment for art, music, and at least two other art forms in good working condition, and school leadership has developed a capital plan for maintenance, repair, and replacement to address multiple art forms.
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Capacity Building In the Arts	Arts Based Professional Learning		Art and Music teachers rarely attend district required professional development and there are no additional expectations that classroom staff or school leadership attend arts based professional learning.	Art and Music teachers attend district required professional development, but there are no additional expectations that classroom staff or school leadership attend arts based professional learning.	Attendance at arts professional development is promoted and encouraged for arts specialists and classroom teachers including quality professional development about arts integration, project based learning in the arts, and interdisciplinary units.	Professional development in the arts is part of a comprehensive school professional development plan to ensure that all teachers and school leaders have access to quality professional development about arts integration, project based learning in the arts, and interdisciplinary units.
	Culturally and Linguistically Responsive Arts Education		There is no attention to ensuring that art and music lessons address arts from other cultures or are culturally and linguistically responsive to students in these classes.	There is some attention to art and music lessons that address arts from other cultures, but there is no systemic plan to ensure these lessons are culturally responsive and inclusive and there is no additional professional development for staff in this area.	A culturally and linguistically responsive arts education is valued throughout the school, and teachers are encouraged to access arts professional development that helps meet the needs of all learners and to grow professionally in an artform through a culturally and linguistically responsive lens.	A culturally and linguistically responsive arts education is a strong focus in the school with regular professional development and a systemic plan that ensures that teachers have the tools and skills necessary to meet the needs of all learners in this area and to continue their professional growth in all artforms through a culturally and linguistically responsive lens.
	Use of Arts Rich Schools Continuum		The School Based Leadership Team does not fully complete the Arts Rich Schools Continuum.	School Based Leadership Teams at your school complete the Arts Rich Schools Continuum, but the information gained will not be used to further SIP planning goals for this year.	School Based Leadership Teams use the information gained from the Arts Rich Schools Continuum to set student goals related to a well-rounded education at the school.	School Based Leadership Teams use the information gained from the Arts Rich Schools Continuum to ensure that students have access to a comprehensive arts education with inclusive, diverse and integrated learning in all art forms every year. (Any Given Child Madison vision is realized in your school)
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Comprehensive Arts Education	Sequential Arts Education		The school does not offer courses in art and/or music at each grade level.	The school offers courses in art and music, but there may be barriers to access at certain grade levels or because of other needs that cause the student to have opt out of the arts.	The school has a scheduling plan that allows students to access art and music through a sequential curriculum taught by arts specialist and through arts integration in the academic classroom. There is a clear plan for addressing any access barriers.	The school has a comprehensive scheduling plan that allows students to access the arts in multiple ways each year both through sequential curriculum taught by arts specialist and through arts integration in the academic classroom. All students have access to the arts with minimal barriers.
	Arts Across the Curriculum		There are no teachers in the school who use arts integration, project based learning in the arts, or interdisciplinary art units.	There are a few teachers in the school who use arts integration, project based learning in the arts, or interdisciplinary art but this is limited to just a few classrooms within the school.	Teachers at multiple grade levels in the school use arts integration, project based learning in the arts, or interdisciplinary units and teachers are building capacity to increase student access to theater, dance, spoken word, media arts, and/or arts integrated learning each year.	Teachers at most levels in the school use arts integration, project based learning in the arts, or interdisciplinary units, and students have access to theater, dance, spoken word, media arts, and arts integrated learning each year.
	Community Artists		There are a few classrooms in the school where teaching artists have visited and there are a few arts related fieldtrips, but there is no consistent plan to ensure access to community artists or arts education fieldtrips for all students.	There are a few classrooms in the school where teaching artists have visited and there are a few arts related fieldtrips, but there is no consistent plan to ensure access to community artists or arts education fieldtrips for all students.	The school has a plan to support access to community artist and arts based fieldtrips for all students, and this plan ensures equitable access to students across their years within the school community.	The school has a plan to support access to community artist and arts based fieldtrips for all students, and this plan ensures equitable access to students across their years within the school community.
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Data-Driven Results for Arts Education	School-Based Arts Access		There is no arts liaison or the arts liaison does not support school-based data collection to inform Any Given Child Madison or district Arts Dept. work.	School Arts Liaison completes Any Given Child Madison or district Arts Dept. school-based data requests, but the data is incomplete and the data is not used to drive decision-making.	School arts liaison leads the school-based collection of data for Any Given Child Madison or district Arts Dept. work, and the data is reviewed by the School Based Leadership Team.	School Arts Liaison leads the collection of data for Any Given Child Madison or district Arts Dept. work, and the data is used for planning by the School Based Leadership Team to ensure increased equity and access to all artforms in your school.
	Student Learning and Access Data in the Arts		Art and Music teachers do not use student learning and access data to inform instruction.	Art and Music teachers use student learning and access data for their own purposes, but this data is not shared beyond their team and is not used to inform instruction in other ways.	The school is working to increase the use of student learning and access data in the arts as part of data that is regularly reviewed by the school.	Student learning and access data in the arts is a robust part of the data review in your school, and your school has exemplar tools that could be shared with other schools that demonstrate how this data is impacting student learning in your school.
	Well-Rounded Education Goals		School does not have a goal for well-rounded education connected to the arts.	School has goals for well-rounded education that have connections to the arts but do not explicitly address equity and access to the arts in your school.	School has a clearly defined goal for well-rounded education that is designed to increase access to arts education with attention to inclusive, diverse and integrated learning in multiple art forms.	School has clearly defined goals for well-rounded education that ensure students have access to a comprehensive arts education with inclusive, diverse, and integrated learning in all art forms every year. (Any Given Child Madison vision is a focus of well-rounded education in your school.)
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Family and Community Partnerships	Parent and Family Involvement		There is no involvement in arts related programming by parent and family groups at the school.	There is limited involvement by parent and family groups related to arts programming at the school; parents and families may attend events and offer limited support, but they do not take an active role.	There is involvement by parent and family groups at the school related to arts programming at the schools and parents/families attend events and offer support on a regular basis. Funding from the school parent organization is supported at certain grade levels for arts opportunities.	Parent and family groups take an active role related to arts programming at the school including the school parent group supporting for funding of arts opportunities across all grades at the school.
	Culturally and Linguistically Responsive Arts Access		There is no attention to ensuring families have access to arts from other cultures or access to culturally and linguistically responsive community arts opportunities.	There is some attention to ensuring families have access to arts from other cultures or access to culturally and linguistically responsive community arts opportunities, but there is no systemic plan to ensure these opportunities are culturally responsive and inclusive.	Access to culturally and linguistically responsive family arts opportunities is valued throughout the school, and families are encouraged to regularly participate in culturally and linguistically responsive events.	Access to culturally and linguistically responsive family arts opportunities is valued throughout the school, and families are encouraged to regularly participate in culturally and linguistically responsive events. Families from diverse demographics are actively involved in connecting with arts opportunities during the school day and outside of school.
	Partnerships		The school does not have an identified arts organization collaboration or partnership related to arts education.	The school has an identified arts collaboration or partnership related to arts education in one artform, and this allows for one experience for students at the school on a limited basis.	The school has an identified arts collaboration or partnership related to arts education in at least one artform, and this allows for multiple experiences for students at the school.	The school has an identified community partnership related to arts education that addresses multiple artforms, and this partnership allows students additional arts access on a regular basis.
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Funding for Arts Education	School Arts Budgets		There are no supply and replacement budgets for art and/or music at this time.	There are supply and replacement budgets for art and music, but there is no specific data used to determine the amount allocated each year for needs in these artforms.	There are supply and replacement budgets for art, music, theater, and dance; in addition, there is specific data used to determine the amount allocated each year for needs in all artforms accessed by students including funds to access resources from community arts organizations.	The school budget includes planning and allocation for resources in all artforms and includes resources for materials, maintenance, capital equipment needs, and funds to access resources from community arts organizations
	Funding for School Arts Infrastructure		Principal does not provide funding for the school arts education infrastructure.	Principal provides funding when available for purchase, repair, and replacement of art education items but there is no plan in place for long-term support of the school arts infrastructure.	Principal has a clearly articulated plan for the school arts education infrastructure that addresses fiscal year operating budgets, maintenance, and repair plans.	Principal has a clearly articulated plan for the school arts education infrastructure that includes fiscal year operating budgets, maintenance and replacement plans, and budget transparency allows for stakeholders to advocate for increased resources to meet the schools equity and access goals in the arts.
	Grants and Donations		There are currently no grants or donations received by the school for arts education.	School receives grants and/or donations for singular projects in the arts that impact a grade level or small group of students, but there is no systemic support through grants and donations for the arts.	School receives grants and/or donations in the arts with the intent of increasing equitable access to art, music, and at least two additional art forms for students each year.	School receives grants and/or donations in the arts that impact the entire school through collaborative projects or strategic planning so that students receive equitable access to art, music, theater, dance, spoken word, and arts integraton.
	PTO (Parent Organization) Support		The school parent organization(s) do not provide funding related to arts education.	The school parent organization(s) provides monetary support for individual art projects when requested, but there is no systemic plan for this support.	The school parent organization(s) provides monetary support for both individual and school-wide art projects with the goal of increasing equity and access to arts education.	The school parent organization(s) actively raises funds to support the arts in our school and there is a long-term plan for this support to increase equity and access to arts education for all students.
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