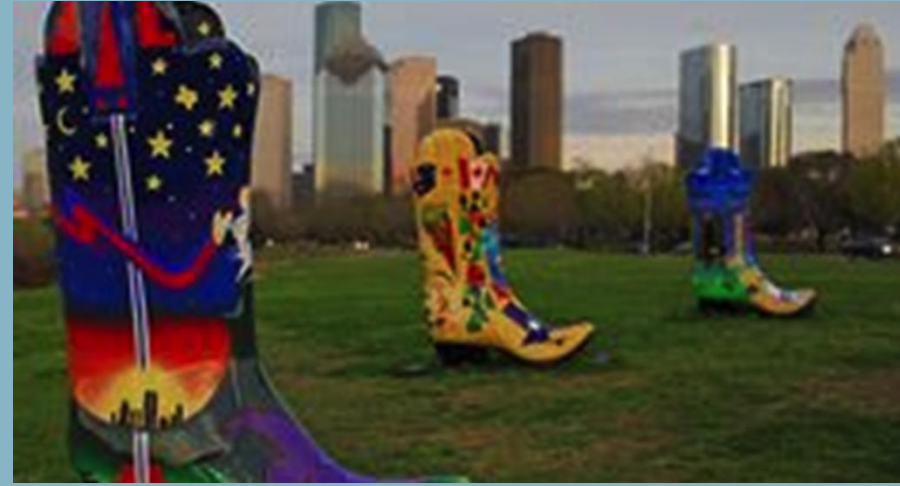


Fine Arts Education in HISD



*October 16, 2014
Daniel Gohl
Chief Academic Officer
Houston Independent School District*



Prosperity and Quality of Life

Arts and Economic Prosperity in the Greater Houston Area, TX

“The nonprofit arts and culture are a significant industry in the Greater Houston Area—one that **generates \$977.7 million in total economic activity**. This spending—\$414.6 million by nonprofit arts and culture organizations and an additional \$563.1 million in event-related spending by their audiences—**supports 29,118 full-time equivalent jobs, generates \$702.9 million in household income to local residents, and delivers \$130.4 million in local and state government revenue.**”



Photo: Key Middle School Band

—Americans for the Arts, 2012

2014–2015 HISD School Guidelines

FINE ARTS EDUCATION

- The Fine Arts disciplines of Art, Music, Theatre (creative drama), and Dance are viable and essential parts of all students' education as well as being required by TEA.
- Elementary schools must provide TEKS-based instruction in Art, Music, and Theatre
- Middle Schools must provide TEKS-based instruction in Art, Music, and Theatre
- High Schools must provide TEKS-based instruction in at least two of the four Fine Arts disciplines (Art, Dance, Music, Theatre)



Photo: Westbury HS Band

HISD Fine Arts Curriculum

- * *Vertical Alignment Matrix*
- * *Scope and Sequence*
- * *Planning Guides*

- ◆ Elementary Art
- ◆ Elementary Dance
- ◆ Elementary Music
- ◆ Elementary Theatre
- ◆ Middle School Theatre
- ◆ Development in process
for other areas



Annual Fine Arts Events

MUSIC

- ◆ HISD Elementary All-City Band
- ◆ HISD All-City String Orchestra
- ◆ HISD Middle School All-City Band
- ◆ HISD High School All-City Band
- ◆ HISD Marching Band Festival
- ◆ Fine Arts Fridays
- ◆ HISD K-12 Piano Festival
- ◆ HISD K-12 Guitar Festival
- ◆ HISD Elementary Orff Festival
- ◆ HISD Elementary Choral Festival
- ◆ HISD Elementary Band Festival
- ◆ Fine Arts Fridays
- ◆ HISD K-12 Piano Festival
- ◆ HISD K-12 Guitar Festival
- ◆ HISD Elementary Orff Festival
- ◆ HISD Elementary Choral Festival
- ◆ HISD Elementary Band Festival
- ◆ UIL Secondary Concert Band Contest
- ◆ UIL High School Marching Band Contest
- ◆ TMEA All-Region Jazz Band Contest
- ◆ UIL All-Region Orchestra Contest
- ◆ HISD Solo and Ensemble Contest
- ◆ UIL Solo and Ensemble Contest

Annual Fine Arts Events

ART

- ◆ HISD Visual Arts Showcase (K-12)
- ◆ Houston Livestock Show and Rodeo Art Contest (K-12)
- ◆ Scholastic Art Contest (7- 12)
- ◆ Youth Art Month Capitol Show (9-12)
- ◆ Junior Vase Art Contest (6-8)
- ◆ VASE Art Contest (9-12)
- ◆ Reliant Park Dog Show Art Contest (K-12)
- ◆ Wells Fargo SPA Art Contest (K-12)

DANCE

- ◆ HISD Elementary Dance Festival
- ◆ Fine Arts Fridays
- ◆ HISD Middle School Dance Festival
- ◆ HISD Dance Montage

THEATRE

- ◆ UIL One-Act Play
- ◆ Fine Arts Fridays



Grants & Initiatives



NAME	TYPE	SOURCE	SCHOOLS	VALUE
CAPP	Professional Development	U.S. Dept. of Education	8 Middle 8 High	\$843,284
VH1 Save the Music	Strategic Rebuild	VH1 Save the Music Foundation	43 Elementary 7 Middle	\$1,500,000
Arts Access Initiative	Fine Arts Access	Young Audiences of Houston and Individual Arts/Community Partnerships	40 Elementary and Middle	TBD

Community Partnership: Arts Access Initiative

- What it is: Young Audiences of Houston (with funding support from The Houston Endowment) in partnership with Houston Independent School District (Dr. Terry Grier) and the City of Houston (Mayor Annise Parker) established a Community Arts Team (CAT) committee to assess the current landscape of arts education in Houston ISD. The committee consisted of business, philanthropic, civic, education, arts and higher education leaders across the city. Houston recognizes the importance of arts education as a critical component to every child's development and in leading America's creative economy.

Community Partnership: Arts Access Initiative

- What it does: The Community Arts Team adopted the vision that all children should have the opportunity to benefit cognitively, creatively, emotionally, and academically through the arts. The committee assessed the current needs within HISD schools and created action steps around bridging any gaps in a sustainable and transformative way, reaching beyond schools into our community to work together in collective action.
- Fiscal Agent: Young Audiences, Inc. of Houston
- Action Committee: Community Arts Team (CAT) – Charged with creating a long-range arts education plan for every child in grades K-8 in Houston ISD.
- Recent Study: Arts Access Initiative 2014

Community Arts Team Composition



Dr. Stephen Klineberg

Kinder Institute for Urban Research
Rice University

Asked about their childhood arts involvement, **56% of respondents with a postgraduate education level** said that they were **involved with the arts for two or more years** as a child.

By contrast, **52% of respondents with an education level at high school or less** said that they had **no involvement with the arts** as children.

—Houston Area Arts Survey, Sept. 2012

Arts Access Initiative: Goals & Objectives



Goal #1 EQUITY

- **Create and Implement Arts Access Initiative** that promotes academic, creative, emotional and cognitive development for students.
- **Assess and Evaluate** the impact of the Arts Access Initiative on students and schools.
- **Publish a “State of the Arts” mirror report** that reflects campus inventories of in and out of school arts learning experiences.

Arts Access Initiative: Goals & Objectives



Goal #2 IMPACT

- **Support Principals** to identify, develop and replicate best practices in arts-based instruction and management through Principals Leadership Circle for the Arts.
- **Support Educators** modeling best practices in arts-based instruction through professional development.
- **Support arts organizations** and teaching artists through Professional Learning and capacity building efforts.
- **Support families and communities** with resources and information that promote creative learning at home.

Arts Access Initiative: Goals & Objectives



Goal #3 SUSTAINABILITY

- **Provide Communication** and advocacy to increase awareness and support.
- **Identify and Mobilize Resources** to support implementation.
- **Commend Arts-Access Schools** that clearly meet goals for arts access and arts excellence annually.

Defining Arts Access

- All students have at least one certified teacher in the arts;
- All students have live arts experiences from more than one arts partner;
- All students have access to the arts during out-of-school time;
- All students have teachers trained in creative teaching strategies.



Photo: Johnston Middle School

Arts Access Initiative 2014 Report - Young Audiences of Houston

Endorsements
by Dr. Terry
Grier and
Mayor Parker

Inventoried all
arts
involvement in
all HISD K-8
campuses

Reviewed Arts
Education Research

Assembled Community
Arts Team Committee

Surveyed K-8 General
Classroom Teachers

Surveyed K-8 Campus
Principals

Surveyed Community
Arts Partners

Application for Campus
Participation

Community Design
Teams (In Process)

Findings: Behavior & Test Performance

- In stratified random samples of HISD high school students and of middle school students, students who participated in advanced fine arts had significantly lower (sometimes nearly 50% lower) incidences of disciplinary alternative education placement, in-school suspension, out-of-school suspension, and truancy.
- In a stratified random sample of middle school students, more students who were enrolled in Advanced Fine Arts passed the STAAR test in all subjects than in the comparison group (“Advanced Fine Arts” defined as student enrollment in 3rd yr. or higher)



Photo: Fleming MS Band

Overview of Survey Results

- 195 Houston ISD K – 8 principals surveyed
- 1,939 Houston ISD teachers surveyed
- Both principals and teachers value the benefits of the arts for their students.
- A significant number of schools said they would like to implement greater access to arts education immediately.



Photo: Crespo Elementary Theatre

Campus Inventory Survey Findings

- **29%** of K – 8 schools report **no full-time fine arts specialist** on campus. (61 schools)
- **53%** of schools report **at least one full-time, certified music teacher** teaching music full-time.
- **47%** of schools report **one full-time, certified visual arts teacher** teaching visual arts full-time.
- **11%** of schools report **one full-time, certified dance teacher** teaching dance full-time.
- **11%** of schools report **at least one full-time, certified theatre teacher** teaching theatre full-time.
- **39%** of K – 8 schools report **0 or 1 arts partnership** (i.e., field trip, in-school residency, workshop, touring performance, after-school class).
- **7%** of K-8 schools report **no full-time fine arts specialist on campus, no arts in after-school time, and no arts partnerships** apart from a single subsidized third-grade art museum field trip.

Feeder Patterns at a Glance

% of Arts by Discipline

Feeder Pattern	# of Schools	Music	Art	Dance	Theatre
Austin	(17)	35%	76%	0%	2%
Bellaire	(13)	83%	77%	23%	23%
Chavez	(9)	56%	67%	11%	22%
Davis	(7)	29%	86%	14%	29%
Furr	(9)	56%	33%	11%	0%
S. Houston	(19)	53%	47%	11%	5%

Information provided by HISD

Feeder Patterns at a Glance

% of Arts by Discipline

Feeder Pattern	# of Schools	Music	Art	Dance	Theatre
Jones	(10)	30%	30%	10%	10%
Kashmere	(8)	63%	38%	13%	13%
Lamar	(14)	57%	79%	29%	43%
Lee	(13)	54%	62%	8%	8%
Madison	(11)	82%	64%	9%	18%
Milby	(7)	86%	71%	29%	29%

Information provided by HISD

Feeder Patterns at a Glance

% of Arts by Discipline

Feeder Pattern	# of Schools	Music	Art	Dance	Theatre
North Forest	(5)	40%	100%	40%	0%
Reagan	(12)	75%	67%	87%	17%
Scarborough	(5)	40%	80%	20%	20%
Sharpstown	(12)	36%	50%	8%	25%
Sterling	(7)	43%	29%	14%	14%
Waltrip	(7)	43%	71%	29%	29%

Information provided by HISD

Feeder Patterns at a Glance

% of Arts by Discipline

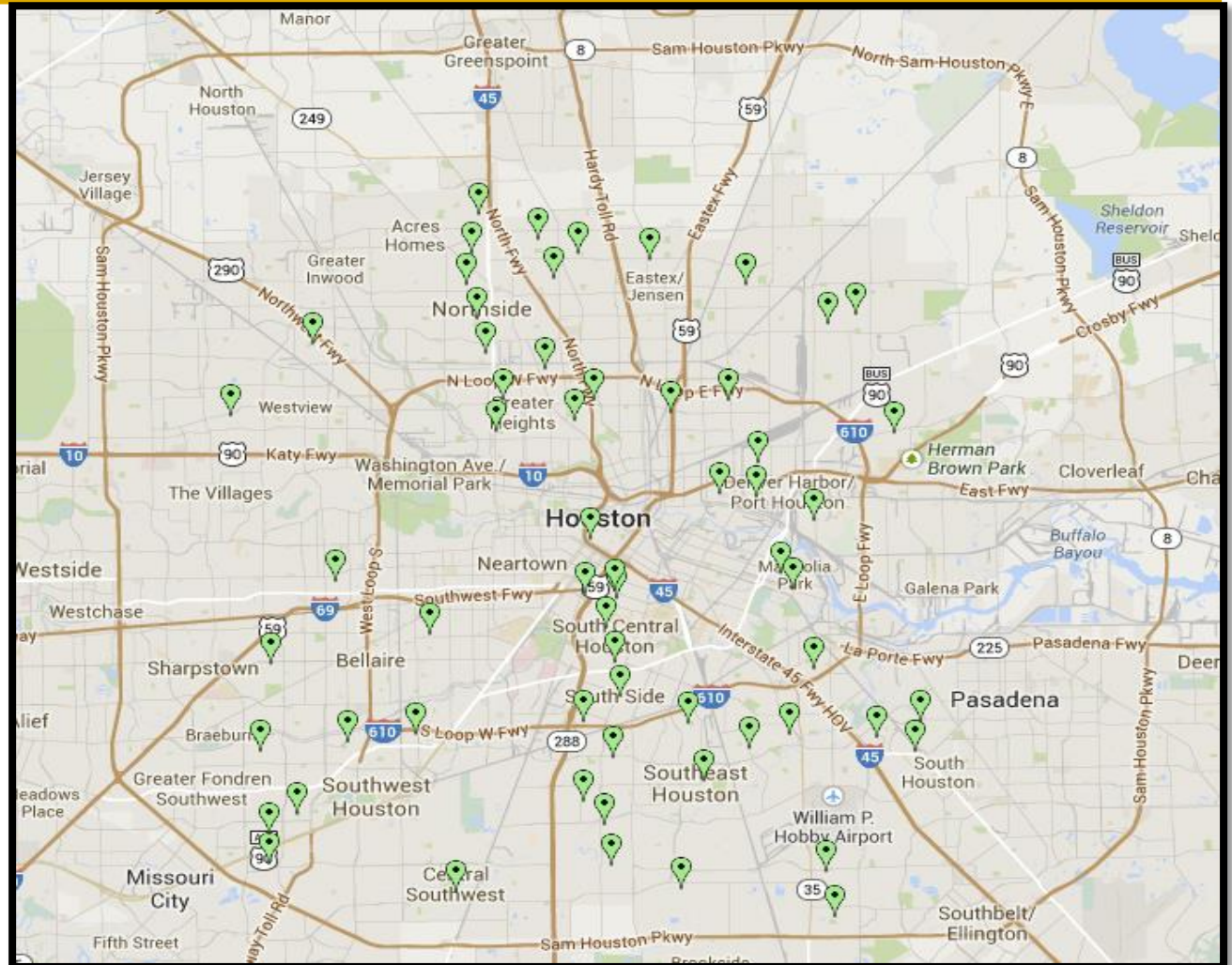
Feeder Pattern	# of Schools	Music	Art	Dance	Theatre
Washington	(7)	43%	14%	14%	14%
Westbury	(13)	75%	31%	31%	15%
Westside	(12)	85%	92%	42%	33%
Wheatley	(13)	69%	23%	0%	15%
Worthing	(8)	25%	0%	0%	13%
Yates	(13)	38%	31%	0%	15%

Information provided by HISD

Campus Inventory Findings

209 K-8 HISD
campuses
surveyed

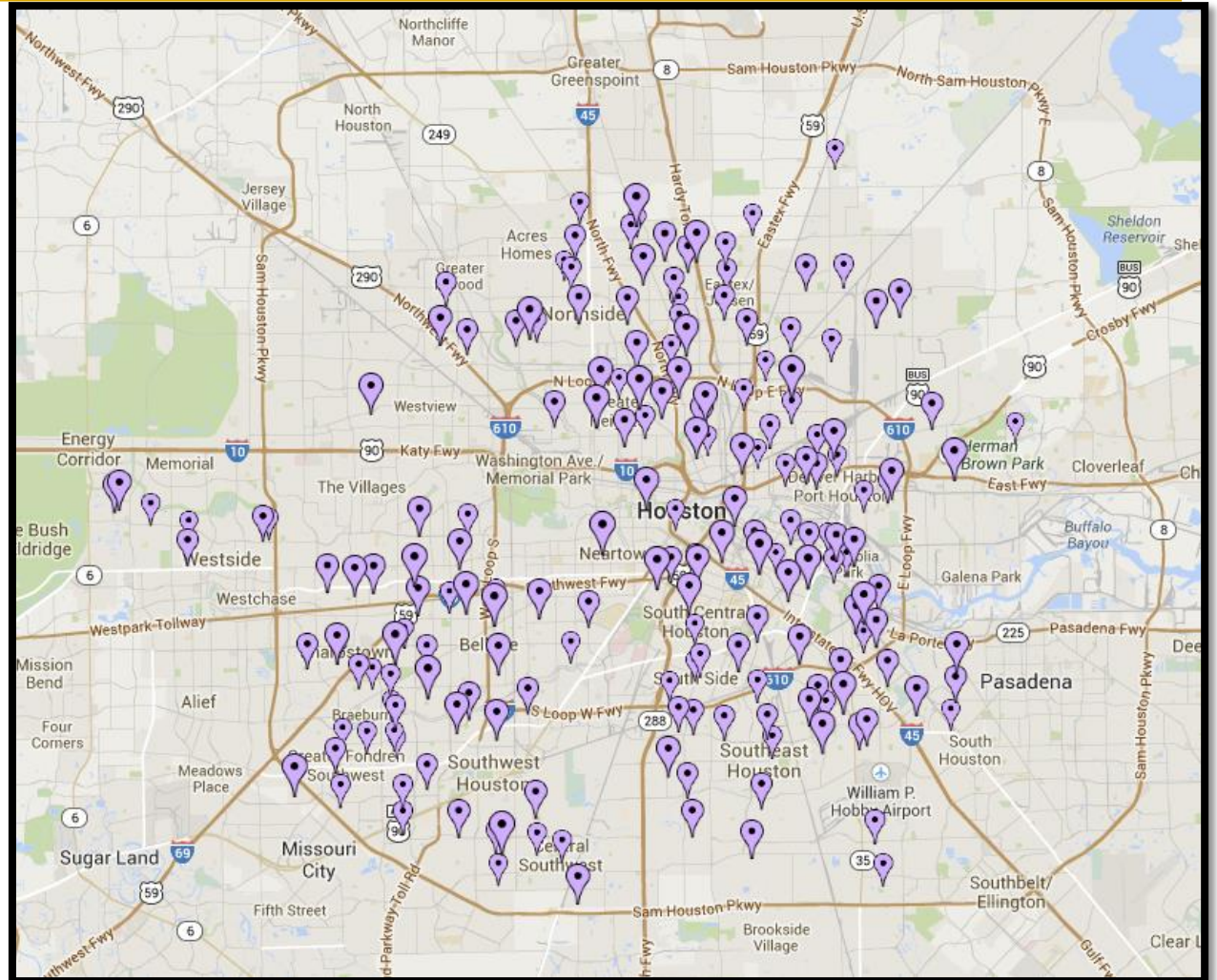
61 schools report
no full-time fine
arts specialist



Campus Inventory Findings

188 K-8 HISD campuses report 0-4 community arts partnerships.

82 schools report 0 or 1 arts partnership (i.e., field trip, in-school residency, workshop, touring performance).



Campus Inventory Findings

62 schools in HISD report **zero** arts in out-of-school time, which equates to 30% of the K-8 schools.

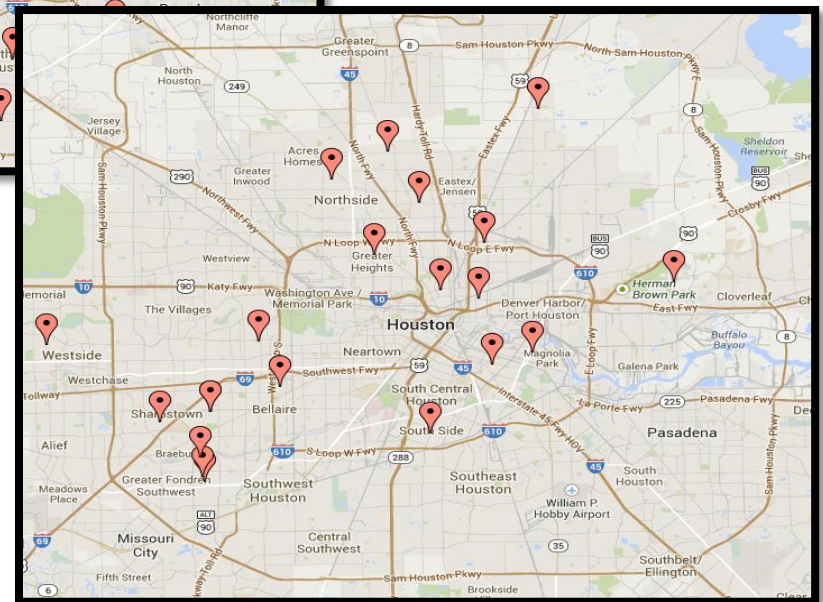


Campus Inventory Findings

26 schools report **zero** fine arts specialists and zero arts in out-of-school time.



21 schools report **zero** community arts partnerships



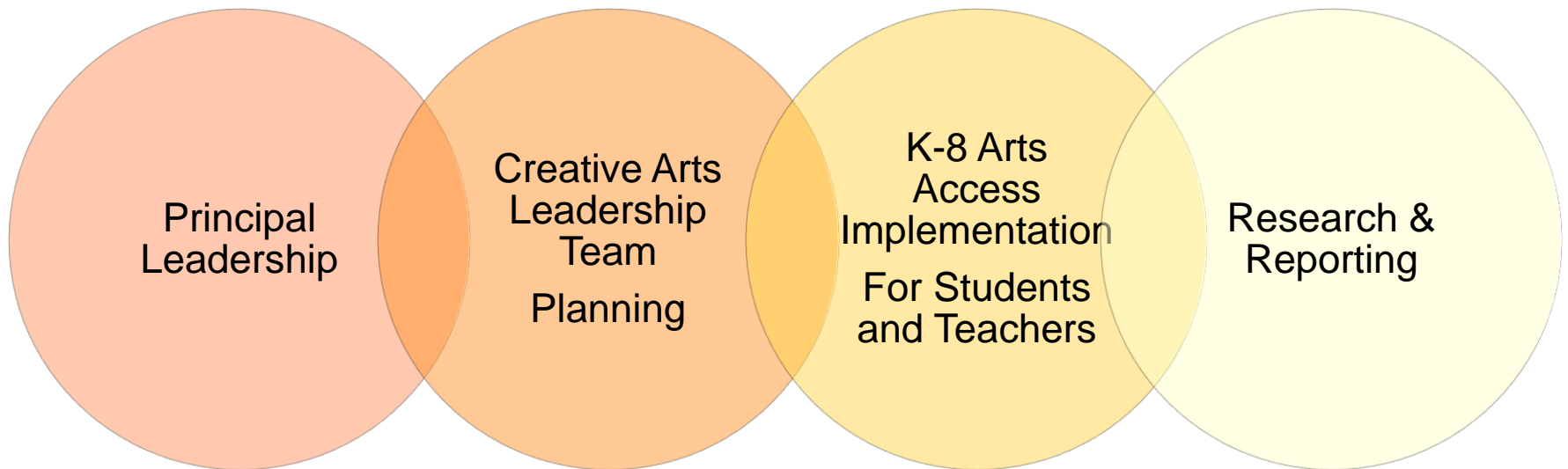
DRAFT 10-Year Plan

Arts Access Initiative 10-Year Plan

School Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Implementation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
# of Campuses Participating	20	40	60	80	100	120	140	160	180	200	214
# of New Campuses	20	20	20	20	20	20	20	20	20	20	20
Group 1	Full Implementation		Transition to Mentor Campus			Sustain	Sustain	Sustain	Sustain	Sustain	Sustain
Group 2	Address Deserts	Full Implementation			Transition to Mentor Campus		Sustain	Sustain	Sustain	Sustain	Sustain
Group 3	by application	Address Deserts	Full Implementation			Transition to Mentor Campus		Sustain	Sustain	Sustain	Sustain
Group 4	by application	Apply	Address Deserts			Transition to Mentor Campus		Sustain	Sustain	Sustain	Sustain
Group 5	by application	Apply	Full Implementation			Transition to Mentor Campus		Sustain	Sustain	Sustain	Sustain
Group 6	by application	Apply	Address Deserts			Transition to Mentor Campus		Sustain	Sustain	Sustain	Sustain
Group 7	by application	Apply	Full Implementation			Address Deserts		Transition to Mentor Campus		Sustain	Sustain
Group 8	by application	Apply	Address Deserts			Full Implementation		Transition to Mentor Campus		Sustain	Sustain
Group 9	by application	Apply	Address Deserts			Full Implementation		Transition to Mentor Campus		Sustain	Sustain
Group 10	by application	Apply	Address Deserts			Full Implementation		Transition to Mentor Campus		Sustain	Sustain

Implementation Timeline

Year 1 Implementation



Participation Requirements

The application to participate was distributed to all K – 8 campuses through the district’s administrative bulletin.

The principals who responded committed to:

- **Principal Leadership:** Principal participates in Arts Leadership Circle to design an Arts Access plan that aligns with School Improvement Plans.
- **Arts Access Campus Coordinator:** Campus representative, designated by principal, coordinates resources, distributes information, monitors “State of the Arts” mirror report, and documents fidelity of implementation.
- **Funding Commitment:** Principal’s commitment of campus funding from \$1 per student on arts education activities (up to \$5 per student).
- **Professional Development Commitment:** 6 hours of arts-integration professional development training for all campus staff.

Campus Response

46 K – 8 HISD campus Principals opted in to participate in the Arts Access Initiative.

- Of those schools, 46% had no full-time art specialists. (21 schools)
- Of those schools, 43% had 1 or no community partnerships. (20 schools)
- Of those schools, 26% had no arts during out-of-school time. (12 schools)



Potential Resources

- Diverse Community Arts Organization Partners of all sizes
- Arts-integration Residencies
- Field Trips to Performances & Museums
- Social Service Organization Partnerships
- After-School Creative Learning Programs
- Hands-On Workshops
- Online Directory and Resources
- Higher-Education Partnerships



Photos: Piney Point Elementary

Collective Impact

Collective impact combines and organizes the efforts of stakeholders with a common goal.

- Creating arts-rich schools for each and every student;
- Creating a community network that supports and sustains the arts-rich life of every child;
- Developing leaders and systems that support and sustain quality creative learning for the development of the whole child;
- Demonstrating measurable impacts on students, families, schools and community.



HISD: Internal Considerations

- Fine Arts Department Restructuring
- Restructuring of Hiring Procedure of Arts Teachers
- Equal Access to Arts Education for all Students
- Compliance with State Requirements in the Arts
- Additional Fine Arts Teacher Positions
- Teacher Training
- New Music Instruments
- Dance, Theatre and Art Supplies (including kilns)
- Regular Music Instrument Repairs, Art Equipment Maintenance, and Theatre Rigging Safety Checks
- Funding Rotation of High Schools for New Band Uniforms

*As recommended by the HISD
Dept. of Fine Arts*

Arts Education within Decentralization

Board Policy AE (LOCAL), under School Empowerment:

“The District is fully committed to a decentralized system of schools, giving principals the authority over the educational and operational systems.”

HISD, and its partners, is committed to supporting and assuring all students access to creative opportunities and artistic experiences.

“Cultivating the talents of our young people and ensuring they have access to the arts are critical to our Nation’s growth and prosperity.”

- *President Barack Obama, who recently proclaimed October 2014 as*
Arts and Humanities Month



Time to paint a new story . . .



Thank you

*October 16, 2014
Daniel Gohl
Chief Academic Officer
Houston Independent School District*



Fine Arts Education in HISD: Handout Addendum



*October 16, 2014
Daniel Gohl
Chief Academic Officer
Houston Independent School District*



Did You Know?

According to a report by Stanford University and the Carnegie Foundation –

Young people who participate in the arts for at least three hours on three days each week for at least one full year are:

- 4 times more likely to be recognized for academic achievement.
- 3 times more likely to be elected to class office within their schools.
- 4 times more likely to participate in a math and science fair.
- 3 times more likely to win an award for school attendance.
- 4 times more likely to win an award for writing an essay or poem.

Did You Know?

Young artists, as compared with their peers, are likely to:

- Attend music, art, and dance classes nearly three times as frequently.
- Participate in youth groups nearly four times as frequently.
- Read for pleasure nearly twice as often.
- Perform community service more than four times as often.

(Living the Arts through Language + Learning: A Report on Community-based Youth Organizations,” Shirley Brice Heath, Stanford University and Carnegie Foundation for the Advancement of Teaching, Americans for the Arts Monograph, November 1998)

Did You Know?

BOOSTING STUDENT ACHIEVEMENT

Critical Evidence, a report commissioned by the Arts Education Partnership and the National Assembly of State Arts Agencies in 2005, cites research studies documenting more than 65 distinct relationships between the arts and academic and social outcomes, including:

- Visual arts instruction and reading readiness
- Dramatic enactment and conflict resolution skills
- Learning piano and mathematics proficiency
- Traditional dance and nonverbal reasoning (Dancers scored higher than non-dancers on creative thinking measures, especially abstract thought.)

<http://www.nea.org/home/10630.htm>

Did You Know?

PROMOTING SOCIAL GROWTH

Arts activities promoted growth in students' social skills, including:

- Self-confidence and self-control
- Conflict resolution and
- Collaboration
- Empathy and social tolerance
- The arts also play a key role in developing social competencies among educationally or economically disadvantaged youth who are at the greatest risk of dropping out.

<http://www.nea.org/home/10630.htm>

Behavior Data for HISD High School Students

Students receiving high levels of arts = 2322, 4.3% Asian, 25.2% African-American, 43.9% Hispanic, 19.6% White, 7% Other
Comparison group matched on ethnicity, SES, ELL, G/T, and SpEd

	High Arts	Low/No Arts	Difference
DAEP	15	32	-17 (-53.1%)
ISS	606	805	-199 (-24.7%)
OSS	247	429	-182 (-42.4%)
Truancy	18	21	-3 (-14.2%)

Behavior Data for HISD Middle School Students

Students receiving high levels of arts = 2122, 6.5% Asian, 29.7% African-American, 46.9% Hispanic, 16.8% White, 0.1% Other
Comparison group matched on ethnicity, SES, LEP, G/T, and SpEd

	High Arts	Low/No Arts	Difference
DAEP	25	68	-43 (-63.2%)
Exp	0	1	-1 (-100%)
ISS	600	1,172	-572 (-48.8%)
OSS	437	837	-400 (-47.8%)
Truancy	2	5	-3 (-60.0%)

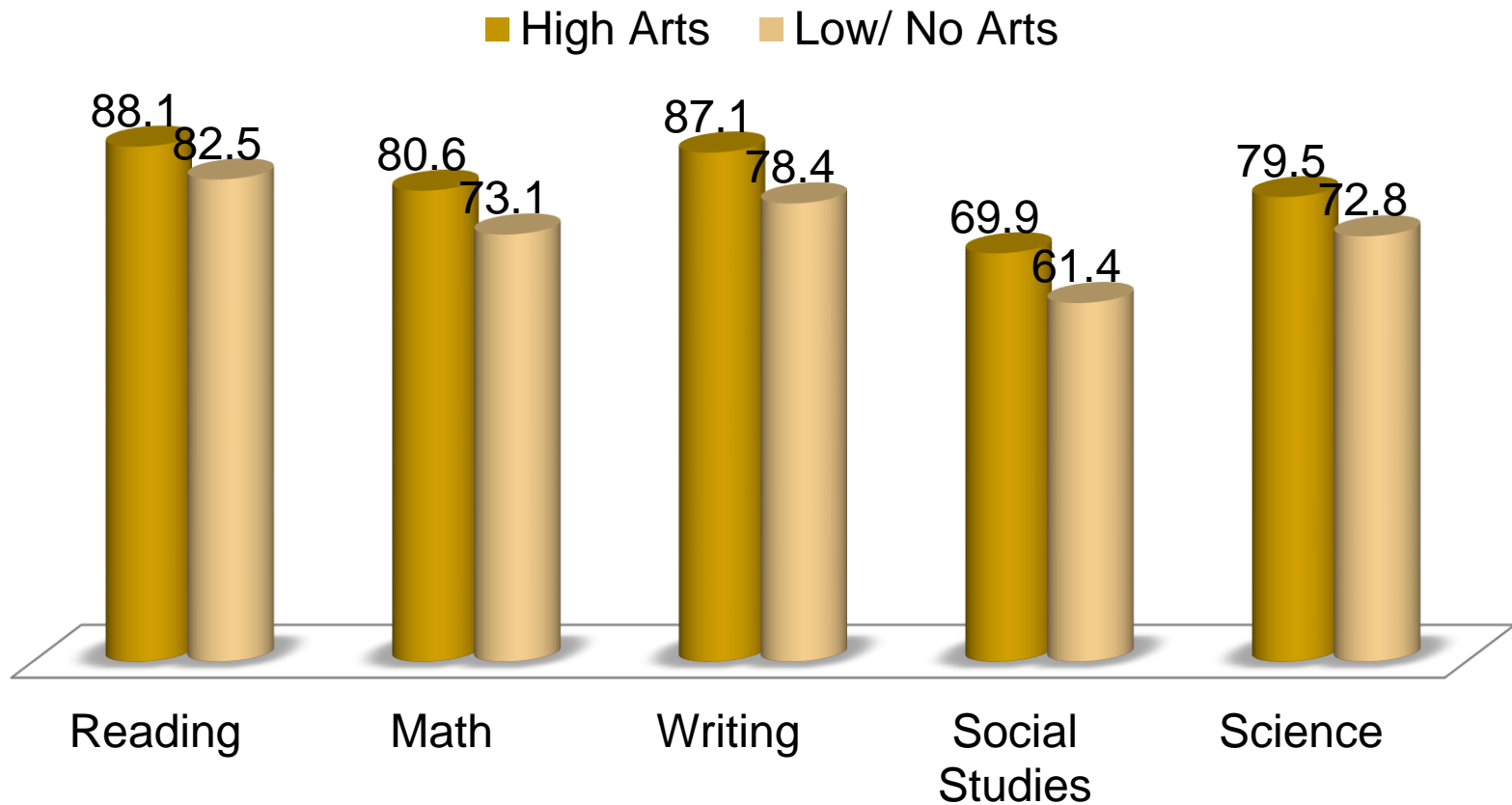
Test Score and Promotion Data for HISD Middle School Students

Students receiving high levels of arts = 2046, 6.7% Asian, 29.3% African-American, 47.2% Hispanic, 16.8% White, 0.1% Other
Comparison group matched on ethnicity, SES, LEP, G/T, and SpEd

	High Arts	Low/No Arts	Difference
Promotion	99.95% (1 retained)	99.50% (9 retained)	-0.45%
STAAR Reading Pass Rate	88.1%	82.5%	+5.6%
STAAR Math Pass Rate	80.6%	73.1%	+7.5%
STAAR Writing Pass Rate	87.1%	78.4%	+8.7%
STAAR Social Studies Pass Rate	69.9%	61.4%	+8.5%
STAAR Science Pass Rate	79.5%	72.8%	+6.7%

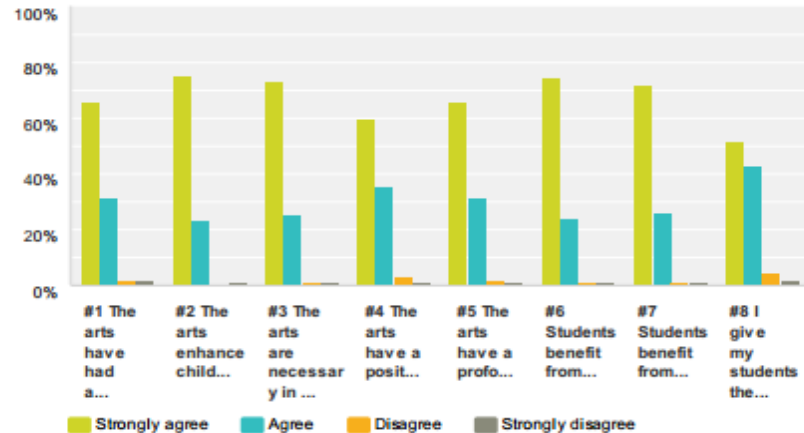
Test Score and Promotion Data for HISD Middle School Students

HISD STAAR Data: MS Comparison Groups



Teacher Survey Findings

75.32% of teachers strongly agree that the arts enhance child development



	Strongly agree	Agree	Disagree	Strongly disagree
#1 The arts have had a positive impact on my life.	65.43% 1,268	31.32% 607	1.86% 36	1.39% 27
#2 The arts enhance child development.	75.32% 1,456	23.23% 449	0.36% 7	1.09% 21
#3 The arts are necessary in a balanced curriculum for all students.	72.89% 1,409	25.19% 487	0.88% 17	1.03% 20
#4 The arts have a positive impact on my teaching.	60.04% 1,157	35.70% 688	3.17% 61	1.09% 21
#5 The arts have a profound impact on students' learning abilities.	65.55% 1,267	31.40% 607	2.12% 41	0.93% 18
#6 Students benefit from access to the arts in school.	74.28% 1,435	23.76% 459	0.83% 16	1.14% 22
#7 Students benefit from access to the arts after school.	71.42% 1,377	26.09% 503	1.24% 24	1.24% 24
#8 I give my students the opportunity to express ideas from non-art content areas (ELA, SS, MATH, SCI) through the arts.	51.63% 983	42.65% 812	4.31% 82	1.42% 27

Additional Teacher Survey Findings

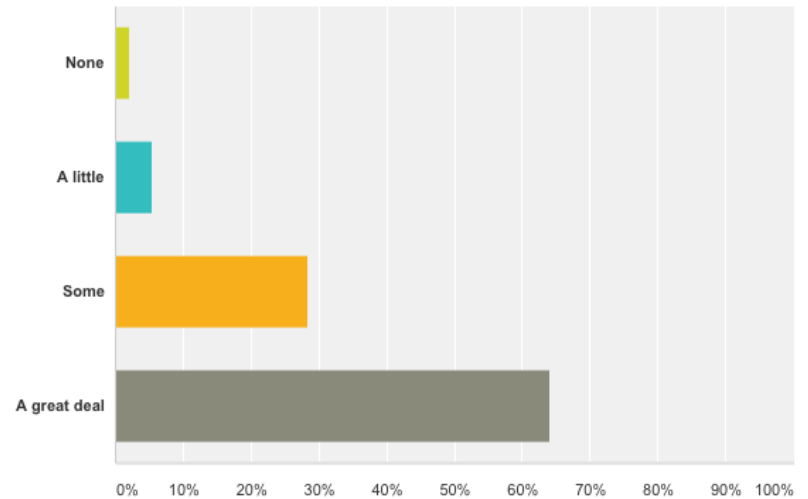
- 1,939 K-8 HISD Educators Surveyed
- 88.96% of general classroom and fine arts teachers wanted arts-based professional development.
- 98.04% of teachers strongly agree and agree that students benefit from access to the arts in school.
- 97.51% of teachers strongly agree and agree that students benefit from access to the arts after school.

Additional Teacher Survey Findings

92.42% of teachers agree that arts have an impact in enhancing learning for disengaged students.

What impact do the arts have in enhancing learning for disengaged students in your school?

Answered: 1,939 Skipped: 0



Answer Choices	Responses
None	2.17% 42
A little	5.42% 105
Some	28.37% 550
A great deal	64.05% 1,242
Total	1,939

Principal Survey Findings

When Principals were surveyed they placed value on the **arts for child development, arts for a balanced curriculum, and arts integration to learn and retain content.**

	A great deal	Some	Little	None	Total	Average Rating
What impact have the arts had on your life?	52.58% 102	37.63% 73	6.70% 13	3.09% 6	194	3.40
What value do the arts have in child development?	78.87% 153	19.59% 38	1.03% 2	0.52% 1	194	3.77
What value do the arts have in a balanced curriculum for all students?	75.38% 147	22.56% 44	1.54% 3	0.51% 1	195	3.73
What value does arts integration play in helping students learn and retain content?	67.69% 132	28.21% 55	3.59% 7	0.51% 1	195	3.63
What impacts do the arts in your school have in engaging learners?	51.03% 99	35.57% 69	11.34% 22	2.06% 4	194	3.36
What impacts do the arts in your school for increasing attendance?	39.18% 76	38.14% 74	15.46% 30	7.22% 14	194	3.09
What value do the arts have in encouraging and engaging parental involvement?	48.72% 95	36.92% 72	10.77% 21	3.59% 7	195	3.31

Principal Survey Findings

- How adequate are the following types of support for arts education at your school?
- 63.92% of Principals responded funding was not adequate or non-existent.
- 60.52% of Principals responded that there was adequate or more than adequate time for arts-based instructional strategies.

	More than adequate	Adequate	Not adequate	No support	Total	Average Rating
Funding	3.09% 6	32.99% 64	50.52% 98	13.40% 26	194	2.26
Space/Facilities (classroom, storage, display)	12.82% 25	49.23% 96	30.77% 60	7.18% 14	195	2.68
Materials, equipment, tools, instruments	6.19% 12	45.36% 88	40.21% 78	8.25% 16	194	2.49
Instructional time for arts-based instructional strategies	10.26% 20	50.26% 98	31.28% 61	8.21% 16	195	2.63
Scheduling and coordination	10.77% 21	54.87% 107	26.67% 52	7.69% 15	195	2.69
Arts professional development for teachers	2.59% 5	36.79% 71	47.15% 91	13.47% 26	193	2.28
Number of certified arts specialists	11.34% 22	38.14% 74	34.54% 67	15.98% 31	194	2.45
Student interest or demand	36.08% 70	49.48% 96	12.89% 25	1.55% 3	194	3.20
Parent or community support	25.77% 50	45.36% 88	25.26% 49	3.61% 7	194	2.93
Community Arts Partnerships	9.95% 19	30.37% 58	40.31% 77	19.37% 37	191	2.31

Comments (10)

Principal Survey Findings

- What barriers, if any, inhibit support for arts education or arts integration at your schools?
- 86.09% of Principals noted funding as a barrier.
- 65.64% of Principals cited lack of Professional Development for teachers as a barrier.
- 79.90% of Principals cited Student Interest or Demand as not a barrier.

	Strong barrier	Somewhat of a barrier	Not much of a barrier	Not a barrier	Total	Average Rating
Parent or community support	2.58% 5	22.16% 43	44.33% 86	30.93% 60	194	3.04
Student interest or demand	3.09% 6	17.01% 33	43.30% 84	36.60% 71	194	3.13
Scheduling difficulties	15.90% 31	37.95% 74	30.77% 60	15.38% 30	195	2.46
Lack of professional development for teachers	16.92% 33	48.72% 95	22.05% 43	12.31% 24	195	2.30
Space/Facilities (classroom, storage, display)	17.44% 34	34.36% 67	30.77% 60	17.44% 34	195	2.48
Lack of qualified personnel	20.62% 40	30.93% 60	26.29% 51	22.16% 43	194	2.50
Community Arts Partnerships	21.24% 41	38.86% 75	31.09% 60	8.81% 17	193	2.27
Materials, equipment, tools, instruments	22.05% 43	43.08% 84	24.62% 48	10.26% 20	195	2.23
Instructional time for arts-based instructional strategies	25.26% 49	46.39% 90	21.13% 41	7.22% 14	194	2.10
Competing academic priorities	49.23% 96	30.26% 59	15.38% 30	5.13% 10	195	1.76
Accountability and testing pressures	49.74% 96	30.57% 59	11.92% 23	7.77% 15	193	1.78
Funding	52.58% 102	33.51% 65	11.34% 22	2.58% 5	194	1.64

Comments (12)

Prosperity and Quality of Life

Arts and Economic Prosperity in the Greater Houston Area, TX

“The nonprofit arts and culture are a significant industry in the Greater Houston Area—one that **generates \$977.7 million in total economic activity**. This spending—\$414.6 million by nonprofit arts and culture organizations and an additional \$563.1 million in event-related spending by their audiences—**supports 29,118 full-time equivalent jobs, generates \$702.9 million in household income to local residents, and delivers \$130.4 million in local and state government revenue.**”



—*Americans for the Arts, 2012*

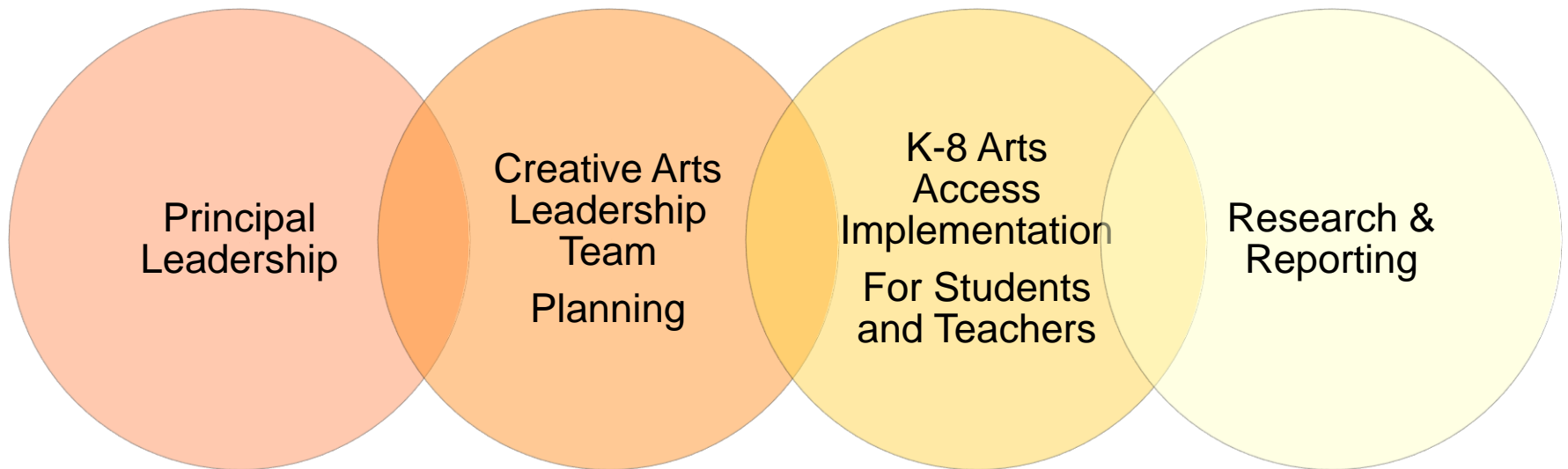
DRAFT 10-Year Plan

Arts Access Initiative 10-Year Plan

School Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Implementation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
# of Campuses Participating	20	40	60	80	100	120	140	160	180	200	214
# of New Campuses	20	20	20	20	20	20	20	20	20	20	20
Group 1	Full Implementation			Transition to Mentor Campus	Sustain	Sustain	Sustain	Sustain	Sustain	Sustain	Sustain
Group 2	Address Deserts by application	Full Implementation			Transition to Mentor Campus	Sustain	Sustain	Sustain	Sustain	Sustain	Sustain
Group 3	by application	Address Deserts			Transition to Mentor Campus	Sustain	Sustain	Sustain	Sustain	Sustain	Sustain
Group 4	by application	Apply	Full Implementation				Transition to Mentor Campus	Sustain	Sustain	Sustain	Sustain
Group 5	by application		Address Deserts	Full Implementation			Transition to Mentor Campus	Sustain	Sustain	Sustain	Sustain
Group 6	by application		Apply	Address Deserts	Full Implementation			Transition to Mentor Campus	Sustain	Sustain	Sustain
Group 7	by application			Apply	Address Deserts	Full Implementation				Transition to Mentor Campus	Sustain
Group 8	by application				Apply	Address Deserts	Full Implementation				...
Group 9	by application					Apply	Address Deserts	Full Implementation			
Group 10	by application						Apply	Address Deserts	Full Implementation		
								Apply	Full Implementation		

Implementation Timeline

Year 1 Implementation



Participation Requirements

The application to participate was distributed to all K – 8 campuses through the district’s administrative bulletin.

The principals who responded committed to:

- **Principal Leadership:** Principal participates in Arts Leadership Circle to design an Arts Access plan that aligns with School Improvement Plans.
- **Arts Access Campus Coordinator:** Campus representative, designated by principal, coordinates resources, distributes information, monitors “State of the Arts” mirror report, and documents fidelity of implementation.
- **Funding Commitment:** Principal’s commitment of campus funding from \$1 per student on arts education activities (up to \$5 per student).
- **Professional Development Commitment:** 6 hours of arts-integration professional development training for all campus staff.

Campus Response

46 K – 8 HISD campus Principals opted in to participate in the Arts Access Initiative.

- Of those schools, 46% had no full-time art specialists. (21 schools)
- Of those schools, 43% had 1 or no community partnerships. (20 schools)
- Of those schools, 26% had no arts during out-of-school time. (12 schools)



Potential Resources

- Diverse Community Arts Organization Partners of all sizes
- Arts-integration Residencies
- Field Trips to Performances & Museums
- Social Service Organization Partnerships
- After-School Creative Learning Programs
- Hands-On Workshops
- Online Directory and Resources
- Higher-Education Partnerships



Measures of Success & Quality

- Changes in attendance (Attendance is a measure of student engagement and a reliable predictor of graduation);
- Campus enrollment;
- Changes in chronic absenteeism (Percentage of school population having 10+ days of absences);
- Any effect on standardized testing scores;
- Any effect on grades;
- Any effect on behavior.

Measures of Success & Quality

- Surveys:
 - Interest in continuing to participate in the arts;
 - Interest in completing high school and higher education;
 - Level of “intimidation” in attending museums and other arts and cultural opportunities.
- Cultural Consumption: Do students when given access to attend arts and cultural opportunities with their families outside of school time participate?
- Independent arts organizations’ feedback and evaluation systems including qualitative observations and teacher self-report.

Collective Impact

Collective impact combines and organizes the efforts of stakeholders with a common goal.

- Creating arts-rich schools for each and every student;
- Creating a community network that supports and sustains the arts-rich life of every child;
- Developing leaders and systems that support and sustain quality creative learning for the development of the whole child;
- Demonstrating measurable impacts on students, families, schools and community.

