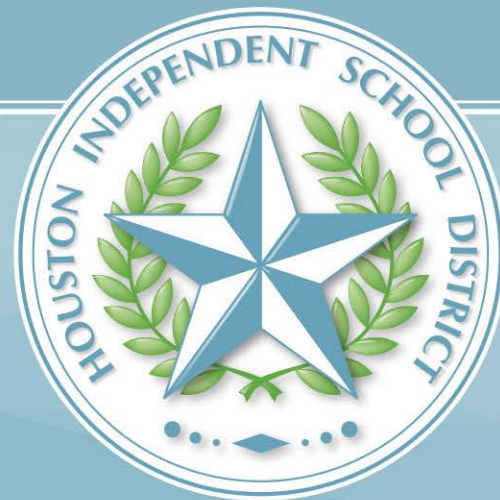


# Fine Arts Education in HISD



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



# Prosperity and Quality of Life

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## 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*

# 2014–2015 HISD School Guidelines

## FINE ARTS EDUCATION

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- 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)



# HISD Fine Arts Curriculum

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- \* *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

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## 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

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## 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<br>8 High        | \$843,284   |
| VH1 Save the Music     | Strategic Rebuild        | VH1 Save the Music Foundation   | 43 Elementary<br>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: Houston Arts Partners

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- 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: Houston Arts Partners

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- 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

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# Dr. Stephen Klineberg

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## 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

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## 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

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## 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

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## 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

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- 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.



# 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

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- 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 3<sup>rd</sup> yr. or higher)



# Overview of Survey Results

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- 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.



# Campus Inventory Survey Findings

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- **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%      |

# 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%     |

# 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%     |

## 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%     |

# Campus Inventory Findings

209 K-8 HISD  
campuses  
surveyed

61 schools report  
no full-time fine  
arts specialist

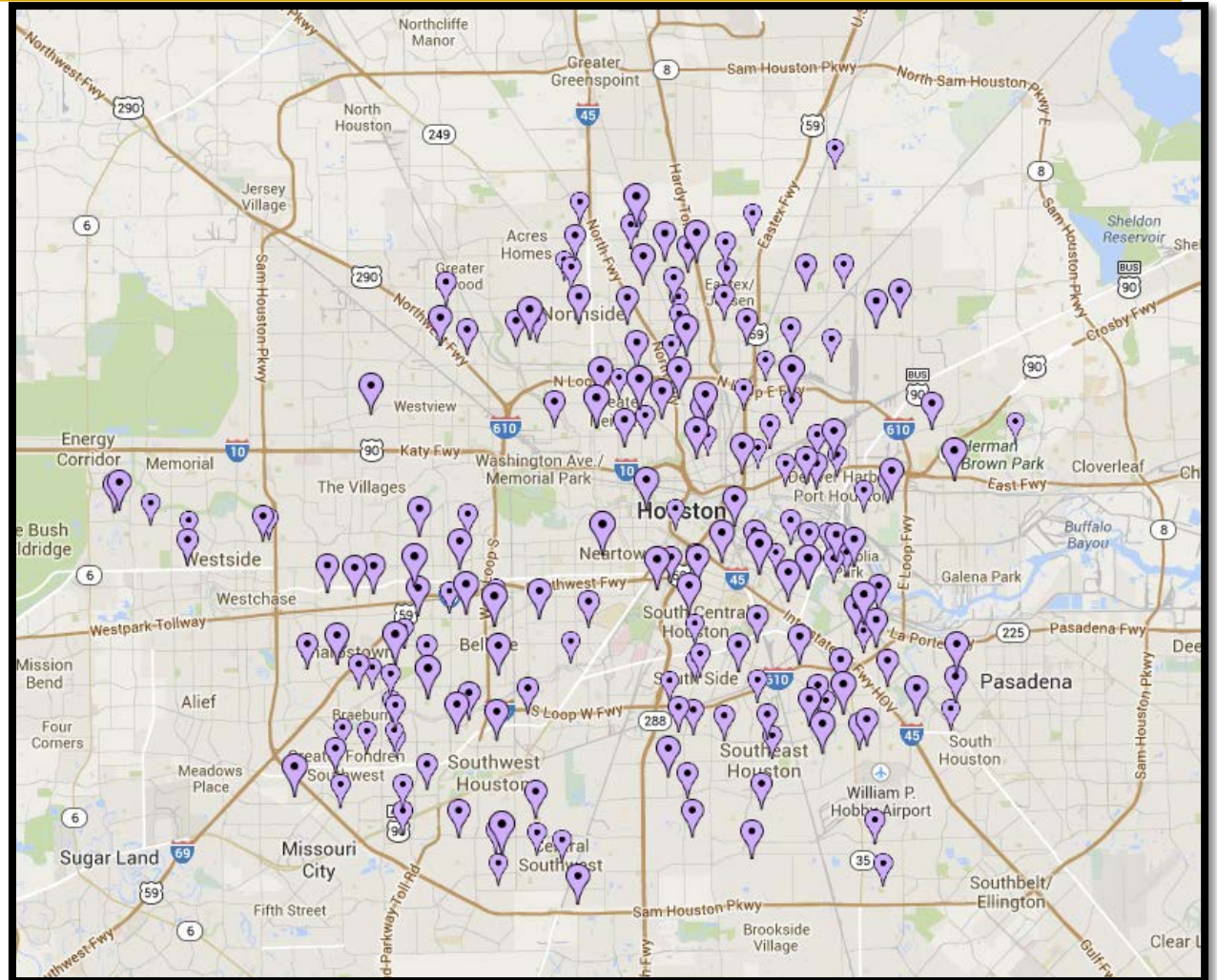




# Campus Inventory Findings

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.

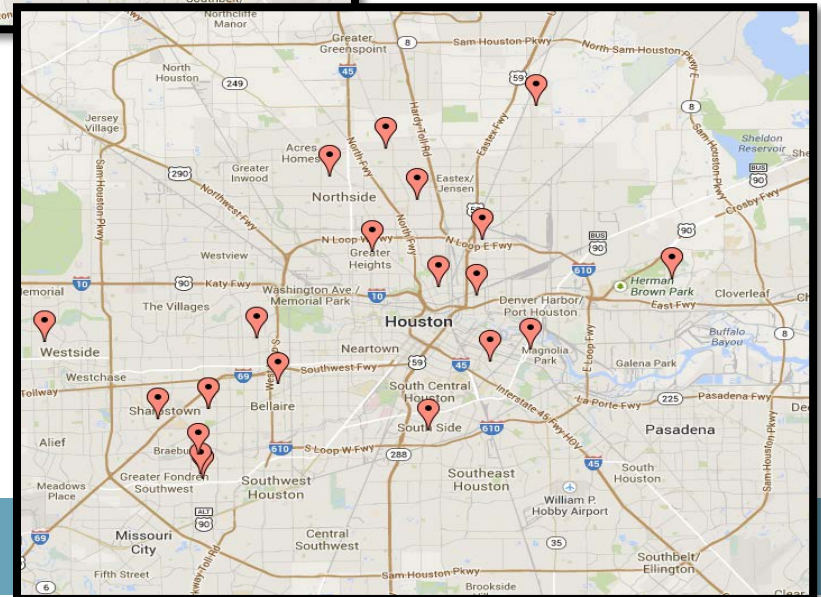


# Campus Inventory Findings

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

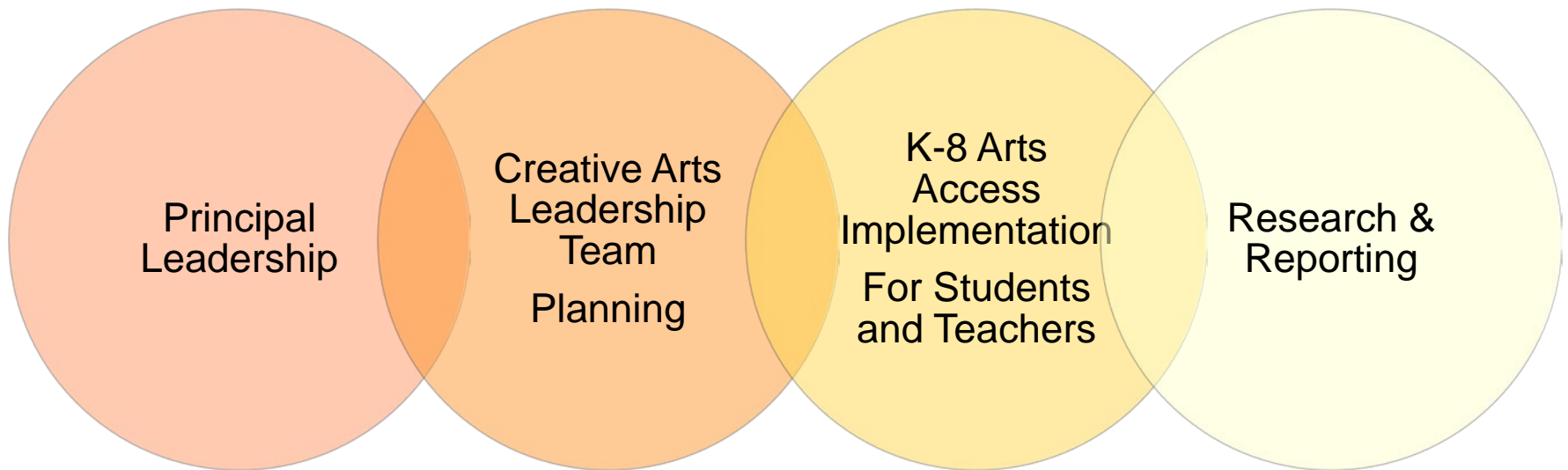
## Arts Access Initiative - 10 Year Plan

| 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     | Sustain     |
| Group 2                     | Address Deserts     | Transition to Mentor Campus |                             |                             | Sustain     | Sustain     | Sustain     | Sustain     | Sustain     | Sustain     | Sustain     |
| Group 3                     | by application      | Full Implementation         | 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     | Sustain     |
| Group 5                     | by application      | Apply                       | Full Implementation         | Transition to Mentor Campus |             |             | Sustain     | Sustain     | Sustain     | Sustain     | Sustain     |
| Group 6                     | by application      | Apply                       | Full Implementation         | Transition to Mentor Campus |             |             | Sustain     | Sustain     | Sustain     | Sustain     | Sustain     |
| Group 7                     | by application      | Apply                       | Full Implementation         | Transition to Mentor Campus |             |             | Sustain     | Sustain     | Sustain     | Sustain     | Sustain     |
| Group 8                     | by application      | Apply                       | Full Implementation         | Transition to Mentor Campus |             |             | Sustain     | Sustain     | Sustain     | Sustain     | Sustain     |
| Group 9                     | by application      | Apply                       | Full Implementation         | Transition to Mentor Campus |             |             | Sustain     | Sustain     | Sustain     | Sustain     | Sustain     |
| Group 10                    | by application      | Apply                       | Full Implementation         | Transition to Mentor Campus |             |             | Sustain     | Sustain     | Sustain     | Sustain     | Sustain     |

# Implementation Timeline

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## Year 1 Implementation



# Participation Requirements

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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

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**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

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- 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





# Collective Impact

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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

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- 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

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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 are 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 . . .

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# 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?

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*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?

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**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?

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## **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?

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## 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           |
|-------------|------------|-------------|----------------------|
| <b>DAEP</b> | <b>15</b>  | <b>32</b>   | <b>-17 (-53.1%)</b>  |
| ISS         | 606        | 805         | -199 (-24.7%)        |
| <b>OSS</b>  | <b>247</b> | <b>429</b>  | <b>-182 (-42.4%)</b> |
| 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%)           |
| <b>ISS</b> | <b>600</b> | <b>1,172</b> | <b>-572 (-48.8%)</b> |
| <b>OSS</b> | <b>437</b> | <b>837</b>   | <b>-400 (-47.8%)</b> |
| Truancy    | 2          | 5            | -3 (-60.0%)          |

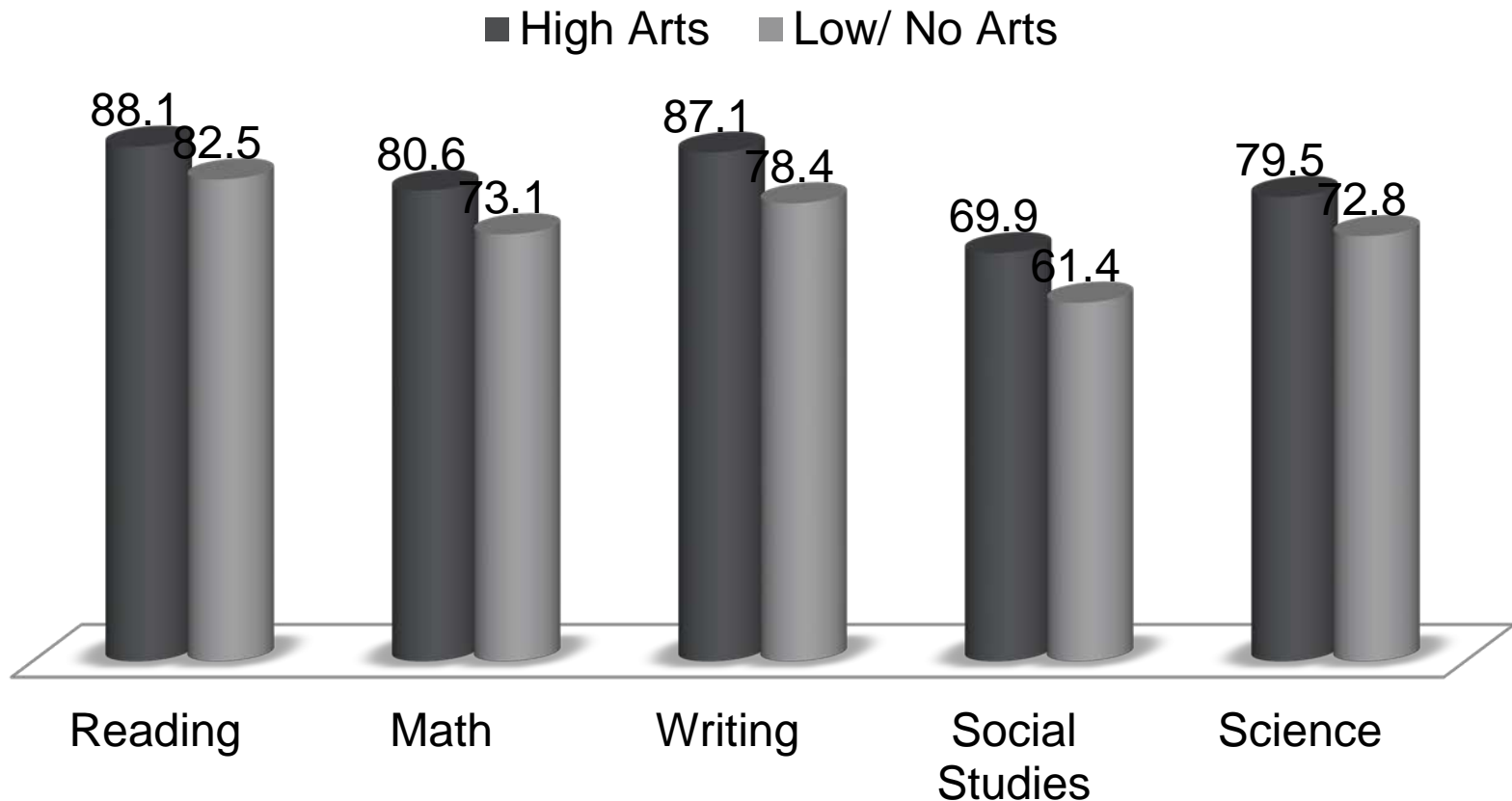
# Test Score and Promotion Data for HISD Middle School Students

**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%      |

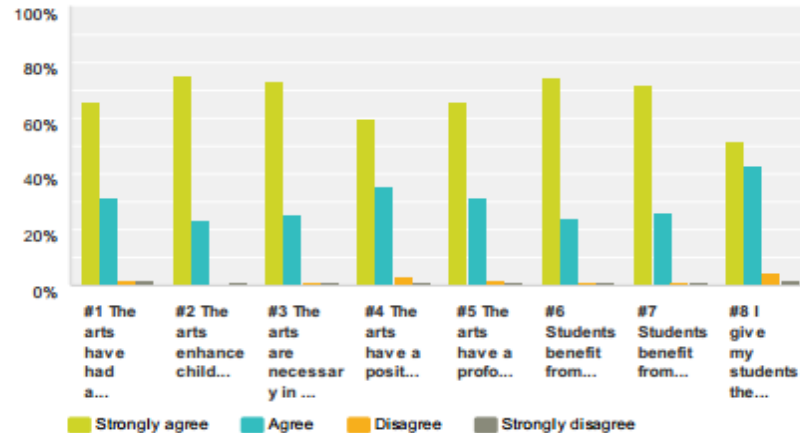
# Test Score and Promotion Data for HISD Middle School Students

## 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%<br>1,268 | 31.32%<br>607 | 1.86%<br>36 | 1.39%<br>27       |
| #2 The arts enhance child development.   | 75.32%<br>1,456 | 23.23%<br>449 | 0.36%<br>7  | 1.09%<br>21       |
| #3 The arts are necessary in a balanced curriculum for all students.   | 72.89%<br>1,409 | 25.19%<br>487 | 0.88%<br>17 | 1.03%<br>20       |
| #4 The arts have a positive impact on my teaching.   | 60.04%<br>1,157 | 35.70%<br>688 | 3.17%<br>61 | 1.09%<br>21       |
| #5 The arts have a profound impact on students' learning abilities.  | 65.55%<br>1,267 | 31.40%<br>607 | 2.12%<br>41 | 0.93%<br>18       |
| #6 Students benefit from access to the arts in school.   | 74.28%<br>1,435 | 23.76%<br>459 | 0.83%<br>16 | 1.14%<br>22       |
| #7 Students benefit from access to the arts after school.  | 71.42%<br>1,377 | 26.09%<br>503 | 1.24%<br>24 | 1.24%<br>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%<br>983   | 42.65%<br>812 | 4.31%<br>82 | 1.42%<br>27       |



# Additional Teacher Survey Findings

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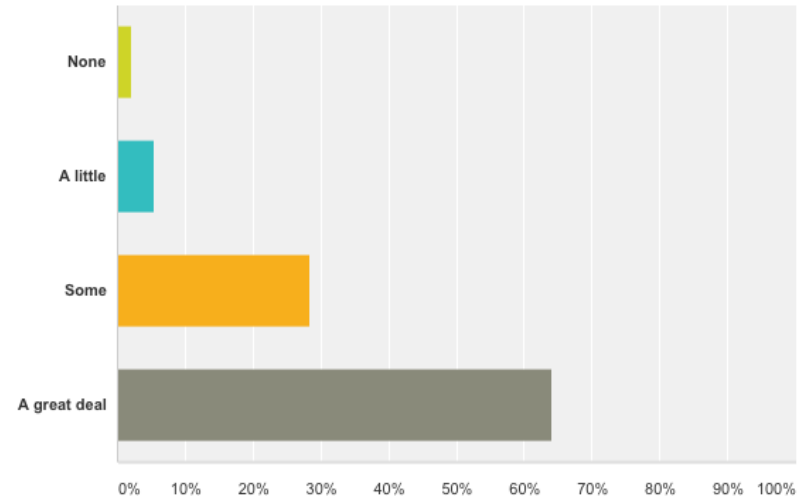
- 1,939 K-8 HISD Educators Surveyed
- 88.96% of general classroom and fine arts teachers wanted arts-based professional development.
- 98.04% of teachers strongly agree and agree that students benefit from access to the arts in school.
- 97.51% of teachers strongly agree and agree that students benefit 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%<br>102 | 37.63%<br>73 | 6.70%<br>13  | 3.09%<br>6  | 194   | 3.40           |
| What value do the arts have in child development?                                   | 78.87%<br>153 | 19.59%<br>38 | 1.03%<br>2   | 0.52%<br>1  | 194   | 3.77           |
| What value do the arts have in a balanced curriculum for all students?              | 75.38%<br>147 | 22.56%<br>44 | 1.54%<br>3   | 0.51%<br>1  | 195   | 3.73           |
| What value does arts integration play in helping students learn and retain content? | 67.69%<br>132 | 28.21%<br>55 | 3.59%<br>7   | 0.51%<br>1  | 195   | 3.63           |
| What impacts do the arts in your school have in engaging learners?                  | 51.03%<br>99  | 35.57%<br>69 | 11.34%<br>22 | 2.06%<br>4  | 194   | 3.36           |
| What impacts do the arts in your school for increasing attendance?                  | 39.18%<br>76  | 38.14%<br>74 | 15.46%<br>30 | 7.22%<br>14 | 194   | 3.09           |
| What value do the arts have in encouraging and engaging parental involvement?       | 48.72%<br>95  | 36.92%<br>72 | 10.77%<br>21 | 3.59%<br>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%<br>6         | 32.99%<br>64  | 50.52%<br>98 | 13.40%<br>26 | 194   | 2.26           |
| Space/Facilities (classroom, storage, display)             | 12.82%<br>25       | 49.23%<br>96  | 30.77%<br>60 | 7.18%<br>14  | 195   | 2.68           |
| Materials, equipment, tools, instruments                   | 6.19%<br>12        | 45.36%<br>88  | 40.21%<br>78 | 8.25%<br>16  | 194   | 2.49           |
| Instructional time for arts-based instructional strategies | 10.26%<br>20       | 50.26%<br>98  | 31.28%<br>61 | 8.21%<br>16  | 195   | 2.63           |
| Scheduling and coordination                                | 10.77%<br>21       | 54.87%<br>107 | 26.67%<br>52 | 7.69%<br>15  | 195   | 2.69           |
| Arts professional development for teachers                 | 2.59%<br>5         | 36.79%<br>71  | 47.15%<br>91 | 13.47%<br>26 | 193   | 2.28           |
| Number of certified arts specialists                       | 11.34%<br>22       | 38.14%<br>74  | 34.54%<br>67 | 15.98%<br>31 | 194   | 2.45           |
| Student interest or demand                                 | 36.08%<br>70       | 49.48%<br>96  | 12.89%<br>25 | 1.55%<br>3   | 194   | 3.20           |
| Parent or community support                                | 25.77%<br>50       | 45.36%<br>88  | 25.26%<br>49 | 3.61%<br>7   | 194   | 2.93           |
| Community Arts Partnerships                                | 9.95%<br>19        | 30.37%<br>58  | 40.31%<br>77 | 19.37%<br>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%<br>5     | 22.16%<br>43          | 44.33%<br>86          | 30.93%<br>60  | 194   | 3.04           |
| Student interest or demand                                 | 3.09%<br>6     | 17.01%<br>33          | 43.30%<br>84          | 36.60%<br>71  | 194   | 3.13           |
| Scheduling difficulties                                    | 15.90%<br>31   | 37.95%<br>74          | 30.77%<br>60          | 15.38%<br>30  | 195   | 2.46           |
| Lack of professional development for teachers              | 16.92%<br>33   | 48.72%<br>95          | 22.05%<br>43          | 12.31%<br>24  | 195   | 2.30           |
| Space/Facilities (classroom, storage, display)             | 17.44%<br>34   | 34.36%<br>67          | 30.77%<br>60          | 17.44%<br>34  | 195   | 2.48           |
| Lack of qualified personnel                                | 20.62%<br>40   | 30.93%<br>60          | 26.29%<br>51          | 22.16%<br>43  | 194   | 2.50           |
| Community Arts Partnerships                                | 21.24%<br>41   | 38.86%<br>75          | 31.09%<br>60          | 8.81%<br>17   | 193   | 2.27           |
| Materials, equipment, tools, instruments                   | 22.05%<br>43   | 43.08%<br>84          | 24.62%<br>48          | 10.26%<br>20  | 195   | 2.23           |
| Instructional time for arts-based instructional strategies | 25.26%<br>49   | 46.39%<br>90          | 21.13%<br>41          | 7.22%<br>14   | 194   | 2.10           |
| Competing academic priorities                              | 49.23%<br>96   | 30.26%<br>59          | 15.38%<br>30          | 5.13%<br>10   | 195   | 1.76           |
| Accountability and testing pressures                       | 49.74%<br>96   | 30.57%<br>59          | 11.92%<br>23          | 7.77%<br>15   | 193   | 1.78           |
| Funding  | 52.58%<br>102  | 33.51%<br>65          | 11.34%<br>22          | 2.58%<br>5    | 194   | 1.64           |

Comments (12)

# Prosperity and Quality of Life

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## 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     | Transition to Mentor Campus |                             |                             | Sustain     | Sustain     | Sustain     | Sustain     | Sustain     | Sustain     | Sustain     |
| Group 3                     | by application      | Full Implementation         | 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     | Sustain     |
| Group 5                     | by application      | Apply                       | Full Implementation         | Transition to Mentor Campus |             |             | Sustain     | Sustain     | Sustain     | Sustain     | Sustain     |
| Group 6                     | by application      | Apply                       | Full Implementation         | Transition to Mentor Campus |             |             | Sustain     | Sustain     | Sustain     | Sustain     | Sustain     |
| Group 7                     | by application      | Apply                       | Full Implementation         | Transition to Mentor Campus |             |             | Sustain     | Sustain     | Sustain     | Sustain     | Sustain     |
| Group 8                     | by application      | Apply                       | Full Implementation         | Transition to Mentor Campus |             |             | Sustain     | Sustain     | Sustain     | Sustain     | Sustain     |
| Group 9                     | by application      | Apply                       | Full Implementation         | Transition to Mentor Campus |             |             | Sustain     | Sustain     | Sustain     | Sustain     | Sustain     |
| Group 10                    | by application      | Apply                       | Full Implementation         | Transition to Mentor Campus |             |             | Sustain     | Sustain     | Sustain     | Sustain     | Sustain     |

# Arts Access Initiative

## Requirements

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### **#1 Principal Leadership:**

- Participation by Principal in (2x per year) Arts Leadership Circle meetings to design an Arts Access plan that aligns with School Improvement Plans.

### **#2 Arts Access Campus Coordinator:**

- Principal designates position; coordinator attends meetings quarterly, distributes and collects all campus surveys, distributes resources and information, inputs documentation and lessons on Arts Access website.



# Arts Access Initiative

## Requirements

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### **#3 Funding Commitment:**

- Principal's commitment of campus funding from \$1 per student on arts education activities (up to \$5 per student).

### **#4 Professional Development:**

- Principal designates/ allocates 6-hours of arts-integration professional development training for all campus staff.

# Campus Implementation-Principal

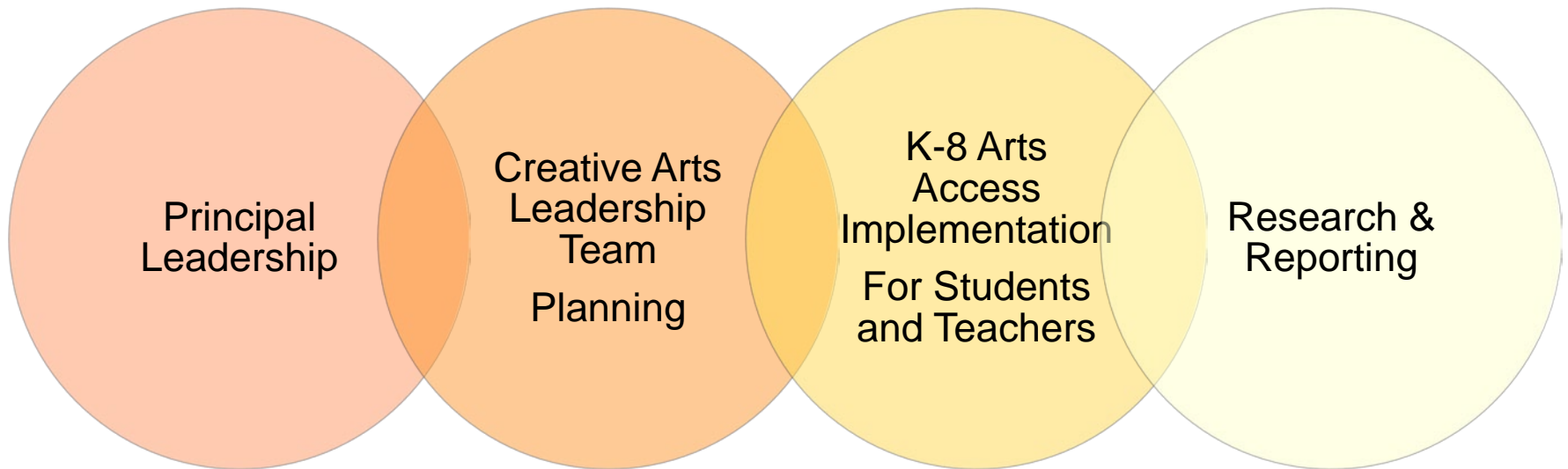
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- 46 K-8 HISD campus Principals opted-in to participation in the Arts Access Initiative through a district announcement.
- Of those schools 46% had no full-time art specialists.
- Of those schools 43% had 1 or no community partnerships.
- Of those schools 26% had no arts during out-of-school time.

# Implementation Timeline

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## Year 1 Implementation



# Participation Requirements

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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

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**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

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- 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



# Shared Resources & Online Directory

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- Large and Small Arts Organizations & Community Partners
- Arts-integration Residencies
- Field Trips to Performances & Museums
- Hands-On Workshops
- After-School Creative Learning Programs
- Shared Facilities & In-Kind Resources
- Social Services & Partnerships
- Higher Education Partnerships

# Measures of Success & Quality

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- 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

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- 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

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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.

