

ARTS ACCESS INITIATIVE

2013 – 2014 Summary

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HOUSTON ENDOWMENT

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Executive Summary

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.

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

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IDEA

All Houston ISD students should have the opportunity to take advantage of the tremendous benefits of arts education.

Through principal leadership and community partnerships, each Houston ISD school has the capacity to become a place where the arts are vibrant and valued, regardless of neighborhood or income level.

- 79.7% of HISD children are economically disadvantaged.
- 56.8% are At-Risk and 92.1% are designated Title 1.

What are the benefits of arts education for all students?

Evidence that arts education helps close the achievement gap for low-income students

“In the many types of comparisons that Catterall tracks, arts-engaged low-income students tend to perform more like average higher-income students. ... The findings are compelling because it is rare in education research to encounter the longitudinal comparisons with such sizeable differences across groups.”

— President’s Committee on the Arts and the Humanities, *Reinvesting in Arts Education*, May 2011
Citing James Catterall’s 2009 study of the National Educational Longitudinal Survey

Evidence that the arts support today’s education priorities nationwide

“[W]hen children are given the opportunity to act out a written text, their **reading comprehension can actually double**.... [T]he acting-out technique can help children solve word problems in math, too.”

— Annie Murphy Paul, *The Brilliant Report*, citing studies by Arthur Glenberg, Apr. 21, 2014

Evidence that participation in the arts is linked to academic achievement

“More than 65 distinct relationships between the arts and academic and social outcomes are documented. They include such associations as: **visual arts instruction and reading readiness; dramatic enactment and conflict resolution skills; traditional dance and nonverbal reasoning; and learning piano and mathematics proficiency.**”

“Multiple independent studies have shown increased years of enrollment in arts courses are positively correlated with higher SAT verbal and math scores. High school students who take arts classes have higher math and verbal SAT scores than students who take no arts classes. ...Notably, **students who took four years of arts coursework outperformed their peers who had one half-year or less of arts coursework by 58 points on the verbal portion and 38 points on the math portion of the SAT.**”

— National Assembly of State Arts Agencies, *Critical Evidence: How the Arts Benefit Student Achievement*, 2006

Evidence that even a single field trip to an arts/cultural organization can strengthen critical thinking skills

“Students who, by lottery, were selected to visit the [Crystal Bridges Museum of American Art] on a field trip demonstrated **stronger critical thinking skills, displayed higher levels of social tolerance, exhibited greater historical empathy and developed a taste for art museums and cultural institutions.**”

— “Art Makes You Smart,” *The New York Times*, Nov. 23, 2013

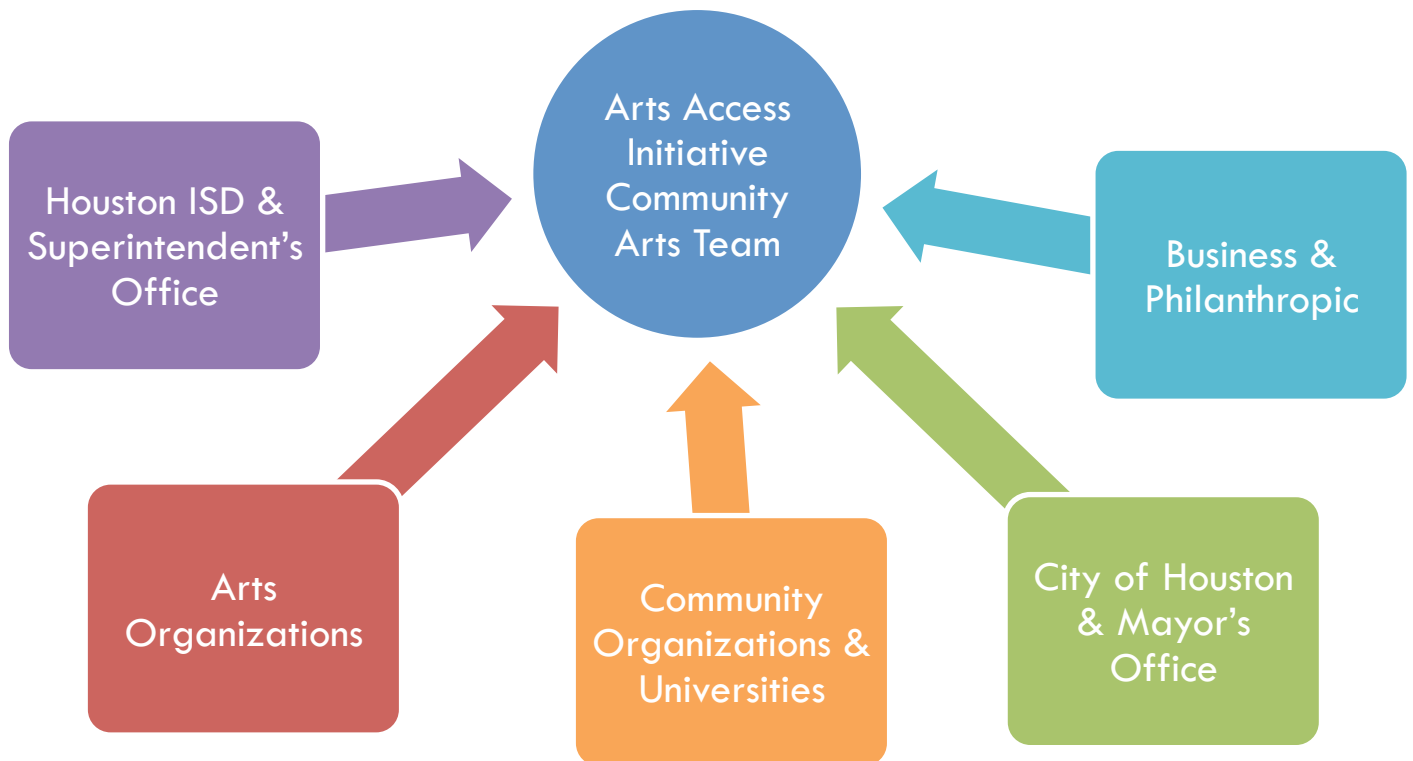
Evidence that non-profit arts and culture organizations significantly contribute to Houstonians’ income and quality of life

“[T]he 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, *Arts and Economic Prosperity in the Greater Houston Area, TX*, 2012

WORK

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.



COMMUNITY ARTS TEAM VISION

All Houston ISD students have the opportunity to benefit cognitively, emotionally, intellectually, and academically through the arts.

COMMUNITY ARTS TEAM MEMBERS

Houston ISD Representatives

Dr. Terry Grier, Superintendent
Dr. James Benfield, Interim Chief Elementary School Officer
Michael Cardona, Chief Middle School Officer
Daniel Gohl, Chief Academic Officer
Nancy Gregory, Officer, Curriculum and Instruction
Dr. Andrew G. Houlihan, Office of School Support
Dr. Venita Holmes, Research & Accountability
Mario Márquez, School Support Officer
Samuel Sarabia, Chief Elementary Schools Officer
Walter Smith, Jr., Fine Arts Manager
Carla Stevens, Assistant Superintendent, Research & Accountability
Dr. Sidney “Chip” Zullinger, Chief Elementary School Officer

Arts Organization Representatives

Glenn Bailey, Jr., FotoFest
Sandra Bernhard, Houston Grand Opera
Bao-Long Chu, Writers in the Schools
Janette L. Cosley, The Ensemble Theatre
Rozie Curtis, Theatre Under The Stars
Roger Daily, Houston Symphony
Jonathan Gonzalez, Main Street Theater
Sarah Loudermilk, Houston Youth Symphony
Jason Moodie, Museum of Fine Arts, Houston
Shelly Power, Houston Ballet
Mary Sutton, The Alley Theatre

Houston ISD Principals

Claudia Chavez, Principal, Crockett Elementary
Michael Harrison, Principal, Marshall Middle School
Lori Lueptow, Principal, Whittier Elementary
Wenden Sanders, Principal, Johnston Middle School

Business, Civic, Philanthropic, and Higher Education Sectors

Mayor Annise Parker, City of Houston
Dr. Julie Baker, Barbara Bush Houston Literacy Foundation
Leslie Blanton, Community Leader
Juan (Tony) Castilleja Jr., The Boeing Company
Mark Cueva, Mayor's Office of Education Initiatives, Department of Neighborhoods, City of Houston
Dr. A. Gary Dworkin, University of Houston
Kathy Flanagan-Payton, Fifth Ward Community Redevelopment Corporation
Jo Furr, Community Leader
David Lake, Houston Endowment
Dr. Melissa Marschall, Rice University
David Ruiz, Bank of America
Caroline Sabin, Powell Foundation
Dr. Danille Taylor, Texas Southern University
Phoebe Tudor, Community Leader

Community Arts Team – Scope of Work

Received endorsement from Superintendent Terry Grier and Mayor Annise Parker

Reviewed Arts Education Research

Assembled Community Arts Team Committee

Inventoried all arts involvement in all HISD K-8 campuses

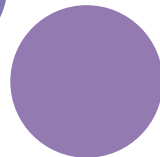
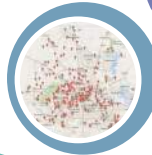
Surveyed K-8 General Classroom Teachers

Surveyed K-8 Campus Principals

Surveyed Community Arts Partners

Application for Campus Participation

Community Design Teams (In Process)



RESEARCH

Data Gathering:

The Community Arts Team's research addressed two questions.

1. What benefits do we see in Houston ISD students who currently participate in a high level of arts education?
2. What is the state of arts education in Houston ISD public schools (grades K – 8)?

Results of Data Analysis

By studying data from Houston ISD's Research and Accountability Department about currently enrolled students, the Community Arts Team drew the following conclusions:

- The data reflects evidence of correlation of high arts involvement with these benefits, even **when controlled for ethnicity, socio-economic status (SES), English-Language Learners (ELL), Special Education (SpEd), and Gifted and Talented (G/T):**
 - Decreased disciplinary actions (DAEP, ISS, OSS)
 - Decreased incidence of truancy
 - Increased STAAR passing rates
- Students in advanced fine arts **received fewer of all types of disciplinary actions** (sometimes up to 50% fewer).
- More students in advanced fine arts **passed the STAAR test in all subjects than in the comparison group.**

Evidence of correlation between Houstonians' higher arts involvement as children and pursuing higher education

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.

— Kinder Institute for Urban Research, Rice University, *Houston Area Arts Survey*, Sept. 2012

Behavior Data for Houston ISD 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 (Defined as 2+ years of sequential fine arts instruction)	Low/No Arts (All other students as controlled above)	Difference
Disciplinary Alternative Education Program Placement	15	32	-17 (-53.1%)
In-School Suspension	606	805	-199 (-24.7%)
Out-of-School Suspension	247	429	-182 (-42.4%)
Truancy	18	21	-3 (-14.2%)

Source: Houston ISD Research & Accountability

Behavior Data for Houston ISD 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 (Defined as 2+ years of sequential fine arts instruction)	Low/No Arts (All other students as controlled above)	Difference
Disciplinary Alternative Education Program Placement	25	68	-43 (-63.2%)
In-School Suspension	600	1,172	-572 (-48.8%)
Out-of-School Suspension	437	837	-400 (-47.8%)
Truancy	2	5	-3 (-60.0%)

Source: Houston ISD Research & Accountability

Test Score Data for Houston ISD 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 (Defined as 2+ years of sequential fine arts instruction)	Low/No Arts (All other students as controlled above)	Difference
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%

Source: Houston ISD Research & Accountability

Surveys and Campus Inventories

The Community Arts Team designed surveys to gather information about principals' and teachers' attitudes about the arts and beliefs about the value of arts education. Committee members also conducted a campus-by-campus inventory of 209 schools serving grades K – 8 in Houston ISD to determine what resources were available at each.

Principal and Teacher Survey Overview

- 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.**

Principals' Attitudes and Beliefs

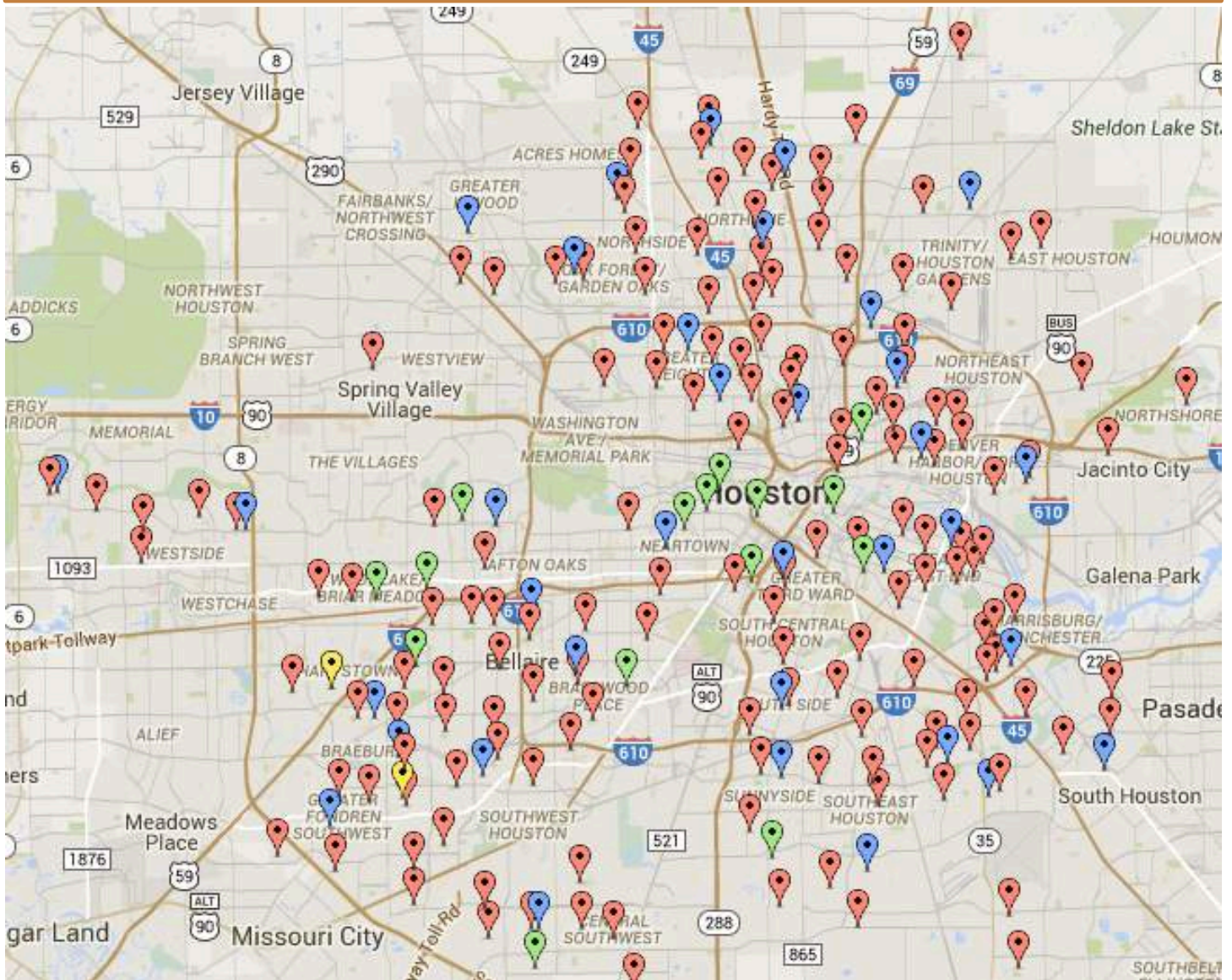
- Principals placed value on the arts for **child development, arts for a balanced curriculum, and arts integration to learn and retain content.**
- 61% of Principals responded that there was **adequate or more than adequate time for arts-based instructional strategies.**
- When asked, "What barriers, if any, inhibit support for arts education or arts integration at your schools?",
 - 86% of Principals noted **funding** as a barrier.
 - 66% of Principals cited lack of **Professional Development** for teachers as a barrier.
 - 80% of Principals cited **Student Interest or Demand** as not a barrier.

Teachers' Attitudes and Beliefs

- 89% of all general classroom teachers said they **wanted arts-based professional development.**
- 75% of teachers **strongly agree** that **the arts enhance child development**
- 74% of teachers **strongly agree** that **students benefit from access to the arts in school.**
- 71% of teachers **strongly agree** that **students benefit from access to the arts after school.**
- 92% of teachers **agree or strongly agree** that arts have an impact in enhancing learning for disengaged students.

Campus Inventory Findings

INTERACTIVE MAP IS AVAILABLE ONLINE AT WWW.YAHOUSTON.ORG



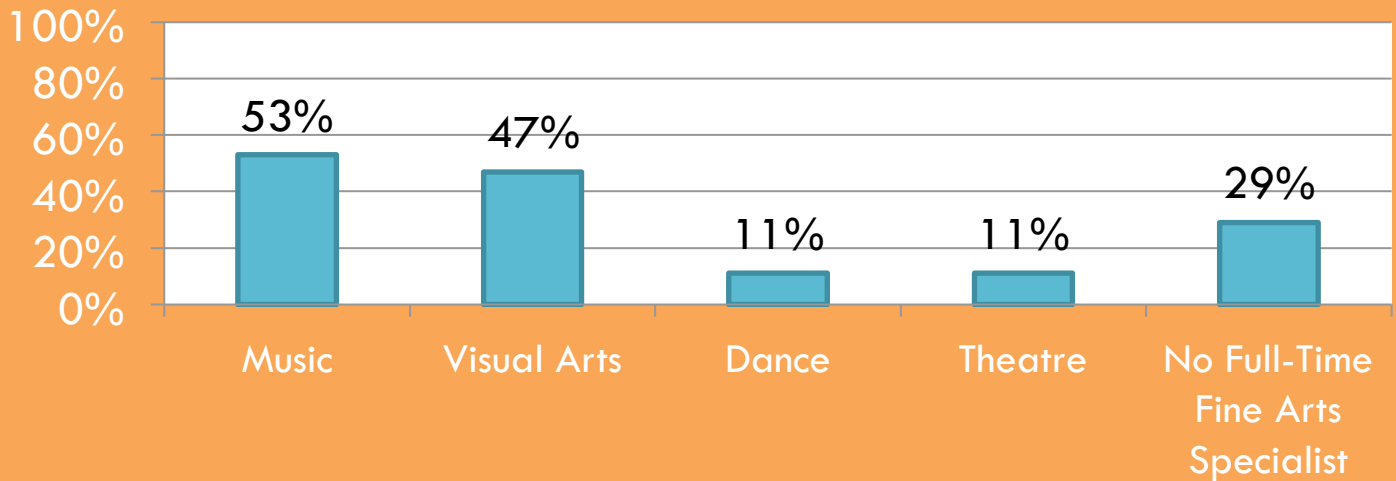
District maps with school-by-school summaries of the 209 campuses inventoried are viewable online at www.yahouston.org.

The inventory was conducted between December 2013 – May 2014 and reflect **self-reported information** from each campus and from community arts partners. Principals may correct or update their maps by emailing yahou@yahouston.org.

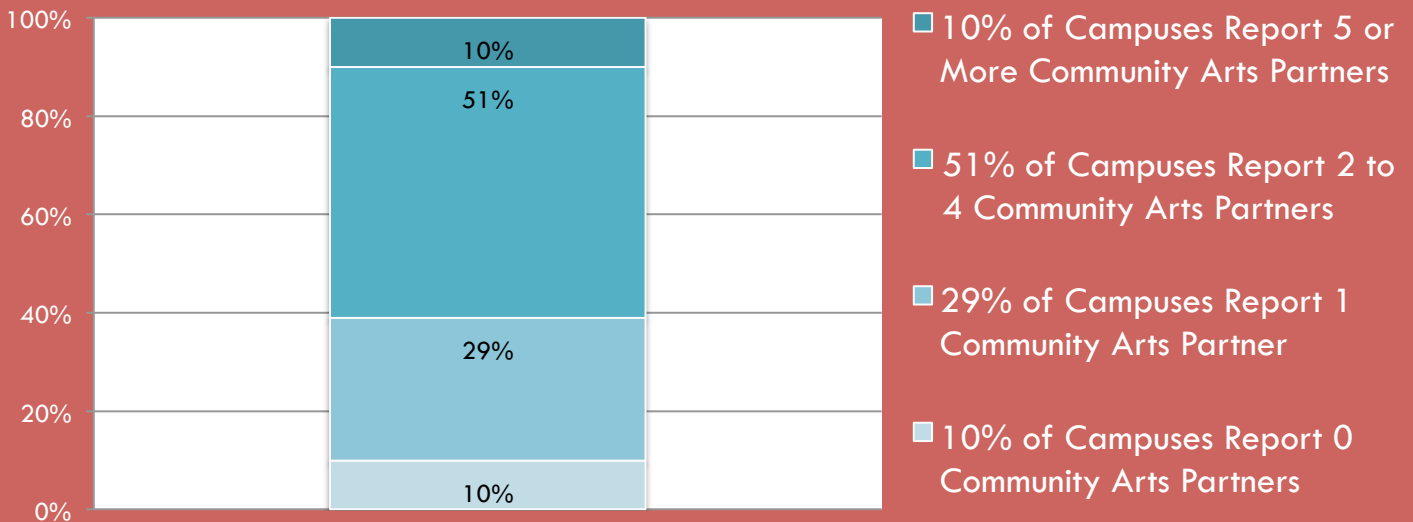
The campus inventory focused on these components:

- Sequential fine arts instruction by a certified fine arts specialist (fine arts teacher)
- Community arts partnerships include field trips, workshops, and/or multi-visit residencies (in-school or after-school)
- Arts in out-of-school time (after-school programs and other activities)

% of Campuses Reporting Fine Arts Specialists by Discipline



Community Arts Partners



Arts in Out-of-School Time

Arts in out-of-school time could include a class or residency provided by a community arts partner, a club sponsored by a volunteer, etc.

- 30% of schools serving grades K – 8 report **no arts in out-of-school time**

Campuses with No Arts Access in Any Component

7% of schools surveyed report no full-time fine arts specialist on campus, no arts in after-school time, and no arts partnerships apart from a single third-grade field trip.

GOALS

Based on these findings, the Community Arts Team outlined the following goals for arts education in Houston ISD.

#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.

#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 promotes creative learning at home.

#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.

Participation Requirements – Year 1 Implementation

The application to participate was distributed to all campuses serving grades K – 8 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 HISD campus Principals of schools serving grades K – 8 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

The Community Arts Team identified the following resources in Houston’s communities:

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

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