

ARTS

IN SCHOOLS REPORT



2014-
2015

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Letter from the Chancellor

The arts serve an integral part of our school system. The power of dance, music, theater, and visual arts impacts school communities by serving as a catalyst to build positive school culture by engaging students, parents, and the community. Through the arts, students learn the importance of revising, editing, rehearsing, and the joy in the pursuit of mastery—a lesson that is critical in the classroom and beyond. In addition, by activating a rigorous arts curriculum that encompasses arts making, we can provide students authentic hands-on learning experiences. It is in these experiences that all students thrive. Mayor Bill de Blasio and I are delighted to serve as a champion of arts education; and in doing so, we support students in gaining a voice while empowering them to think critically about the world around them.

Our *Annual Arts in Schools Report* covering 2014-2015 offers a comprehensive snapshot of our progress in delivering high-quality arts education to our students while mapping out next steps for the subsequent school year. The report also highlights an integral facet to our work, cultivating essential partnerships with community and cultural partners. With the support of Mayor de Blasio, we will continue to invest \$23 million into arts education. The Mayor's backing allows for the continued expansion and sustainability of arts education in our schools. Here are some of those initiatives:

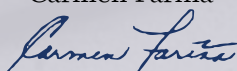
- The Middle and High School Arts Matter Programs, which aim to offset personnel costs for over 60 arts teachers of the four arts disciplines through an itinerant teacher model;
- The hiring of five borough arts directors who are tasked with increasing the performance level of low-arts schools;
- The Arts Space Grants, which fund and support the upgrade and enhancements of arts facilities in schools around the city;
- Targeted grants that support partnerships with arts education organizations to serve English language learners and students with disabilities;
- The Arts Continuum Grant, which fosters partnerships between community middle schools and their feeder elementary schools; and
- The hiring and support of 175 new arts teachers last year.

The arts are essential to enriching our students' learning and fostering meaningful collaboration in our schools. It is by no surprise that the tenets of high-quality arts education closely align with the six transformative elements illustrated in the *Framework for Great Schools*:

- **Rigorous instruction** that is standards-based and individualized to meet the needs of all learners;
- **Supportive environment** where students feel safe to take intellectual risks and educators are encouraged to implement innovative pedagogical strategies to teach effectively;
- **Collaborative teachers** who are committed to partnering with colleagues to grow professionally;
- **Effective school leadership** that nurtures the growth of teachers and staff;
- **Strong family-community ties** that enrich and provide relevance to student learning; and
- **Trust** that everyone is working together to equip students to become college and career ready.

In closing, we look forward to seeing the outcomes of our work and collaboration come to fruition. It is with great confidence that we all—cultural and community partners, school leaders, teachers, and parents—will meet the challenge of providing our students a high-quality arts education.

Sincerely,
Carmen Fariña



Chancellor



Introduction

The arts are essential to engaging students, parents, and communities, and in bringing joy into our schools. Expanding access to an arts education inspires students, builds confidence, and deepens their critical thinking skills. By integrating a challenging arts curriculum and arts making into schools, we can provide hands-on learning experiences that help students thrive. Rigorous arts education is also firmly aligned with the Common Core, teaching our students how to revise, edit, rehearse, and achieve mastery—lessons that are critical in the classroom and in life.

Mayor Bill de Blasio and Chancellor Carmen Fariña are firmly committed to ensuring that all students have an opportunity to develop their talents and skills in an art form that they can be passionate about—whether in visual arts, dance, music, or theater. This commitment comes with real resources dedicated to increasing access to quality arts instruction in our schools. Last year, the Mayor dedicated an additional \$23 million to address specific and identified needs for our schools. These included providing new certified arts teachers in underserved middle and high schools, upgrading arts facilities and arts equipment in schools, and creating new partnerships with cultural organizations, especially to serve a diverse group of students, including English language learners and students with disabilities.

This report details, among other things, the strategic allocation of valuable resources to improve arts education in our schools. All these programs will have a lasting impact on countless students, their teachers and their school communities, and play a crucial role in supporting the New York City Department of Education's *Framework for Great Schools*, a collaborative approach to partnering with schools based on six elements that have been shown to drive school improvement and student achievement.

The NYCDOE remains committed to collaborating with cultural partners, school leaders, teachers, parents, and advocates to expand arts education throughout our school system—so that every student has the opportunity to imagine, create, and achieve success.

With the ninth *Annual Arts in Schools Report*, for 2014-2015, we are showing improvement in equity and access to arts education, as well as the work that continues to be done.

This report is informed by the *Annual Arts Education Survey*, which collects information about factors that contribute to quality and equity in arts education in all our schools:

- Student participation
- Sequential instruction
- Teachers assigned and certified to teach the arts
- Arts and cultural partnerships and services
- Space allocation for arts education





New and Expanded Program Supports for Arts Education 2014-15

Mayor's Allocation

“Mayor Bill de Blasio and I are committed to ensuring that all of our students have an opportunity to develop their talents and skills in an art form that they can be passionate about—whether in dance, music, theater, or visual arts. This commitment comes with real resources dedicated to increasing access to quality arts instruction in our schools. This year alone, the Mayor dedicated an additional \$23 million to address specific and identified needs for our schools.”

—Carmen Fariña, Chancellor

Mayor Bill de Blasio allocated an unprecedented \$23 million in additional arts funding for New York City schools in July 2014. Supporting the vision of the Chancellor, the NYCDOE has created programs that address critical identified needs, and has hired new arts teachers at middle and high schools that are underserved, improved school arts facilities across the city, and fostered exciting partnerships with some of the city's renowned cultural institutions. The new investment has reached thousands of students with new classes and activities in dance, music, theater, and visual arts, as well as increasing supports and resources for school leaders, teachers, and families to promote student engagement and achievement in the arts.

Direct School Support

Middle and High School Arts Matter

Middle and High School Arts Matter is an innovative staffing program that allows pairs of middle schools or high schools to share arts teachers with partial funding from the NYCDOE, along with substantial supports for the school and new teachers. This initiative creates programs in arts-needy schools, substantially increasing access to the arts for underserved students. Additional site-based support and professional learning is provided to all Arts Matter teachers to assure that they are retained in the system.

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Facilities Improvement and Resources (Arts Space)

In order to support rigorous arts instruction at school sites, many schools are in need of space renovations and additional equipment and resources. Through a school application and grant-making process, schools were selected for substantial arts space renovations and equipment.

Audition Support for Screened Secondary Arts Programs

The Audition Support for Screened High School Arts Programs offers funding to offset the significant personnel costs associated with auditions in high schools that have screened arts programs. Covering the costs of the audition process allows these schools to invest in additional instructional supports to bolster their existing arts programs.

Borough Arts Fairs

The Borough Art Fairs are a series of year-end events taking place in each borough to celebrate the unique talents and creativity of students and their teachers through arts exhibitions and public performances.

Arts Teacher Supports

Arts Teacher Studio Funding

In order to support teachers of the arts, the Arts Teacher Studio Funding program provides supplemental funding to schools for each full-time assigned teacher of the arts (elementary level) or full-time certified and assigned teacher of the arts (secondary level) to purchase studio materials to enhance teaching and learning in dance, music, theater, and visual arts.

Arts Studio and Classroom Libraries

The Arts Studio and Classroom Libraries were developed by the NYCDOE Directors of the Arts and distributed to schools for art studio and cross-discipline use. Arts teachers and other discipline teachers will now have access to quality arts texts and resources to support student learning that makes connections between the arts and other content areas. The Arts Studio and Classroom Libraries are composed of a variety of materials, including books, CDs, DVDs, and education tools organized by artistic discipline (dance, music, theater, and visual arts) and school level.

Direct Student Programs

Teen Thursday

The Teen Thursday program is a series of project-based learning workshops in museums and performing arts venues for seventh and eighth graders. This after-school initiative enables middle school students to take advantage of the rich learning opportunities available through local cultural institutions in site-specific educational activities.

Middle School Arts Audition Boot Camp

The Middle School Arts Audition Boot Camp is a free, two-week program for students from Title 1 schools entering grade 8 who might not have access to the audition preparation needed for the rigorous high school audition/admissions process. With follow-up sessions in the fall, the boot camp provides audition and portfolio training in dance, instrumental or vocal music, theater, or visual arts for students interested in auditioning for screened high school arts programs.

Broadway Junior Program Expansion

The Broadway Junior Program Expansion is extending the highly successful Broadway Junior Program, which supports New York City public middle schools by providing them with a professional teaching artist to advise and assist teachers and students throughout the process of producing, rehearsing, and performing a musical production at the school site.

Salute to Music/All-City Music Program Expansion

Salute to Music (STM) and All-City are Saturday morning music programs for middle or high school students. They provide an opportunity for students to receive instrumental and choral instruction, and to participate in orchestral, jazz, and concert band groups with their peers from around the city. Each borough site presents a finale concert in the spring, either at Carnegie Hall, New York University, or a local school site.

Summer Arts Institute

The Summer Arts Institute (SAI) is a tuition-free, month-long summer arts intensive for New York City public school students entering grades 8 through 12. Employing a faculty of NYCDOE master arts teachers and professional teaching artists, SAI enables students to increase their artistic skills and literacy, make connections to community cultural resources, and foster future careers and lifelong learning in the arts. In summer 2014, students selected through a rigorous audition participated in one of the SAI's studios, which spanned multiple arts disciplines, including music, dance, theater, film, and visual arts. Participating students created portfolios and developed performance pieces to support their applications for advanced study at the high school, college, or conservatory level.

Partner Programs

Arts Continuum

Arts Continuum is a partnership initiative designed to bridge arts learning between elementary and middle schools by partnering teachers and school leaders across feeder schools with established arts partners. The program increases arts offerings in middle schools while developing innovative residency and curriculum plans by building the capacity of the teaching staff and increasing family involvement.

Arts for ELLs and SWDs

Arts for ELLs and SWDs gives schools the opportunity to participate in learning that provides tailored arts education to English language learners (ELLs) and students with disabilities (SWDs) through partnerships with arts organizations. The partnership goals include increasing student achievement in and through the arts and addressing the particular needs of student participants.

Arts and Cultural Services Fair

The Arts and Cultural Services Fair is an annual event that brings together school leaders, arts education liaisons, and cultural organizations to promote arts partnerships in and out of the classroom. School leaders learn about the partner services that enrich and expand student arts learning by bringing professional artists into the school setting.

Arts Leadership Events

The Arts Leadership Events for school leaders are discipline-specific experiences intended to expand understanding of dance, music, theater, and visual arts, and the important role that cultural resources provide for student learning in New York City. School leaders deepen their arts knowledge so that they are better prepared to administer arts programs for students in their home schools.

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Curriculum Resources

Blueprints @ 10

The *Blueprints for Teaching and Learning in the Arts* is a set of five comprehensive guides for arts education developed in 2004-05. In 2015, four of the guides (dance, music, theater, and visual arts) were revised with rigorous, standards-based arts frameworks, setting benchmarks for pre-K through grade 12 students. Additionally, the revised *Blueprints* offer guidance documents in the arts and the Common Core, and the arts for pre-K teachers, as well as supports for English language learners and students with disabilities.

Arts Website Support

A redesign of the Office of Arts and Special Projects website on the NYCDOE site will provide robust online resources and materials for school leaders, teachers, and parents.

Curriculum Mapping

In order to support thoughtful instruction, curriculum mapping is a procedure for planning instruction that thoughtfully lays out units and topics that address the content, skills, and assessments of a standards-based yearlong curriculum. A team of NYCDOE teachers engaged in a several-month process of creating curriculum maps in dance, music, theater, and visual arts that will be shared online as a model resource for all teachers of the arts in New York City.

Professional Learning

Pre-K and the Arts Training

Pre-K and the Arts Training is a series of two-day professional development trainings for pre-K teachers focusing on specific aspects of arts instruction. Each two-day training is led by professional teaching artists from organizations with pre-K expertise who help develop strategies for incorporating creative and age-appropriate art experiences into early childhood classrooms.

Arts Education Liaison Series

The Arts Education Liaison Series offered eight workshops taking place around New York City, from October 24, 2014 through May 22, 2015. Each workshop addressed a different theme relevant to the work of arts liaisons, from fundraising and planning to arts resource development and *Annual Arts Survey* assistance.

Arts and the Common Core Pilot

The Arts and the Common Core Pilot is a series of borough-based professional learning workshops for elementary music and visual arts teachers and their classroom colleagues. Teams of teachers collaborate on developing arts and social studies activities aligned with rich arts learning and the new *Social Studies Frameworks*.

Parent Programs

Arts + Family Engagement

Arts + Family Engagement is an arts partnership initiative that expands arts opportunities for New York City public school students by boosting family and community engagement in all five boroughs. The program showcases students' arts experiences, illuminates connections between student art and other academic learning, and engages students, parents, and family members—demonstrating the power and importance of the arts in the school setting.

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Arts Field Support

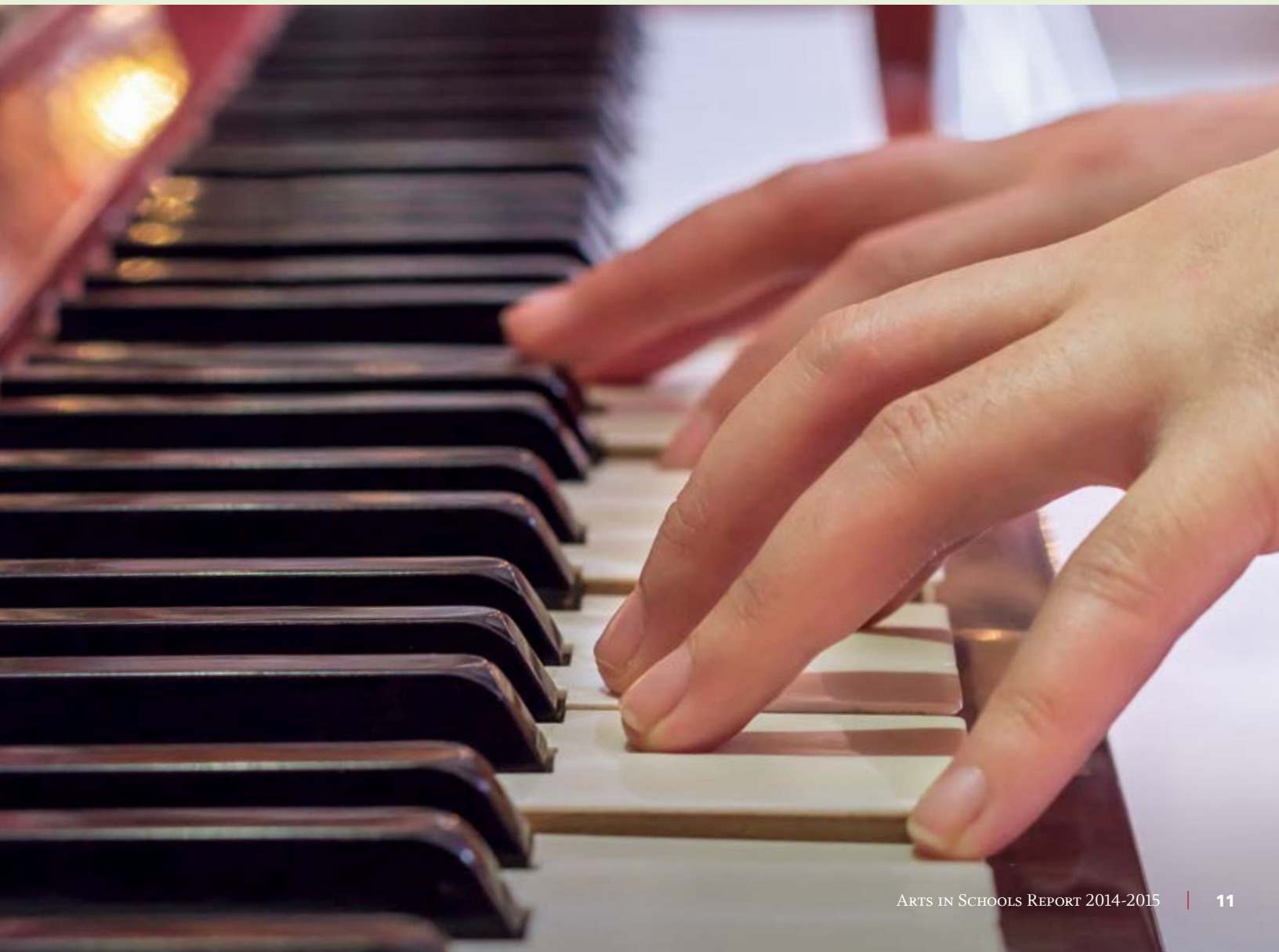
Arts Field Support/Borough Arts Directors

Arts Field Support includes the appointment of five Borough Arts Directors and staff to provide essential school leader support, school visits, professional development workshops, and the monitoring of school arts program. The Borough Arts Directors are responsible for collaborating with community superintendents and networks and clusters (now Borough Field Support Centers) to build relationships and develop the effective borough supports and environments that will nurture student arts achievement. The Borough Arts Directors support schools, school leaders, and arts teachers in promoting quality arts education for all students.

Teacher Certification in the Arts

Lincoln Center Scholars

The Lincoln Center Scholars program is a partnership among the Lincoln Center Education (LCE), the NYCDOE, the Hunter College School of Education, and the United Federation of Teachers. To address the need for arts teachers in city schools, the program allows teaching artists to fast-track their arts certification and to teach in NYCDOE schools while continuing their education.





OASP Support for Arts Education 2014-15

Data from the 2006-15 *Annual Arts Education Surveys* and other New York City Department of Education databases for 2006-15 have yielded valuable information to school leaders, teachers, parents, and community-based organizations to expand students' access to and participation in the arts. Under the leadership of Mayor Bill de Blasio and Chancellor Fariña, the NYCDOE maintains a strong commitment to arts education for all students. The success of our endeavor to build the quality of arts instruction and equity of access across all schools, as articulated in the *Blueprints for Teaching and Learning in the Arts*, depends on our continued collaboration with the arts and cultural community, the higher-education community, and other City and State agencies. Working with the New York State Education Department (NYSED), the arts and cultural community, and the higher-education community, along with school leaders and parents, the NYCDOE is fully committed to supporting quality arts education and will continue to:

- Ensure student achievement in the arts;
- Support school leaders to plan and provide comprehensive, sequential *Blueprint*-based instruction for all students;
- Build capacity of teachers to deliver quality teaching and learning in the arts; and
- Support all schools to meet New York State Education Department requirements.

The Office of Arts and Special Projects (OASP)—within the Division of Teaching and Learning's Office of Curriculum, Instruction and Professional Learning—continues to analyze arts education data to refine and develop strategies to address the findings of the *Annual Arts in Schools Report* and support arts education citywide. The Chancellor has outlined the *Framework for Great Schools* as a fundamental change to the way the NYCDOE will partner with our schools. The six elements of the *Framework for Great Schools* are: Rigorous Instruction, Supportive Environment, Collaborative Teachers, Effective School Leadership, Strong Family-Community Ties, and Trust. The OASP works to support the arts within and through that framework.

Rigorous Instruction

- Collaborating with districts, cluster organizations, and networks to support each school's ability to provide quality standards-based arts instruction for students
- Enhancing instructional coherence around the *Blueprints for Teaching and Learning in the Arts*, instruction, and assessments for arts learning
- Providing school leaders and cluster/network personnel with guideposts for understanding arts curriculum alignments with the Common Core Capacities of the Literate Individual and Principles of Mathematical Practice
- Designing and administering performance assessments in dance, music, theater, and visual arts at benchmark fifth-grade, eighth-grade, and high school levels, and commencement examinations for students who have completed a major sequence in the arts

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- Aligning arts performance-based assessments with the Common Core Learning Standards to promote rigorous student achievement and career and college readiness
- Strengthening arts teaching and learning by including measures of arts quality that capture a more robust measurement of teaching and learning in the arts in each school's *Annual Arts in Schools Report* through the *Annual Arts Education Survey*
- Utilizing data from the United States Department of Education's Arts Achieve: Impacting Student Success in the Arts grant, the Annual Arts Education Survey, and Comprehensive Arts Examinations to shape ongoing professional development and work with school teams to improve arts teaching and learning

Collaborative Teachers

- Supporting arts specialists of dance, music, theater, and visual arts through citywide professional development in meeting citywide instructional expectations
- Supporting professional learning communities and collaborative inquiry to develop capacity of all teachers of the arts
- Supporting arts specialists with professional development in aligning arts curriculum with the Common Core and citywide instructional expectations
- Supporting arts specialists in the use of formative and summative performance assessments in shaping their instruction

Effective School Leadership

- As part of the Chancellor's commitment to assure that the arts are part of every school and student's life, five Borough Arts Directors were appointed to serve as direct support for teachers and school leaders, to assist in building arts partnerships, and to support professional learning for teachers around the arts. The Borough Arts Directors, along with support staff, are responsible for collaborating with community superintendents and the new Borough Field Support Centers to build relationships and develop the effective borough supports for student arts achievement.
- Aligning leadership development with networks and clusters to support equity, access, and quality arts learning for students
- Supporting networks and clusters in collaboration with arts and cultural partners to structure professional collaboration and development around teaching practice that promotes increased student achievement in the arts

Supportive Environment

- Supporting schools' capacity to sustain quality arts education for all students
- Identifying model school sites to highlight effective strategies for providing rich arts experiences at all grade levels

- Sharing effective models and practices online, in the *Arts Education Manual for School Leaders*, and through facilitated intervisitations at the borough level
- Providing schools identified by the *Annual Arts Education Survey* as in need of improving their arts education with individualized support and resources as well as interactions with the Borough Arts Directors
- Strengthening the development of strong arts partnerships by improving the contracting, procurement, and payment of arts and cultural organizations collaborating with the schools

OASP Programs and Supports 2014-15

School leaders are essential in defining their individual school's vision and in taking on the challenges of designing and building knowledge, skills, and understanding in the arts for their students. The OASP implements targeted strategies to assist schools in expanding students' access to and participation in the arts, and has designed and delivered technical assistance and support to schools across the system to:

- Provide sequential arts learning based upon the NYCDOE's *Blueprints for Teaching and Learning in the Arts*;
- Communicate the unique role of the arts in student learning and achievement as aligned with citywide instructional expectations and college and career readiness;
- Support effective arts instruction and assessment in each of the five arts disciplines to improve student outcomes in the arts; and
- Meet ArtsCount accountability for NYSED requirements in the arts.

Through the ongoing support of **The Shubert Foundation**, the OASP offered school leaders the opportunity to work with colleagues through **The Shubert Arts Leadership Institute**. This institute addresses issues relating to all aspects of high-quality arts education. It includes interactive workshops in dance, music, theater, and visual arts that investigate the role of the arts in student learning and achievement; sequential arts learning based upon the *Blueprints for Teaching and Learning in the Arts*; and how to utilize the arts and cultural organizations and the resources of New York City.

The OASP supports school leaders in areas related to arts pedagogy, curriculum, space, student exhibition and performance, arts and cultural partners, materials and supplies, and available student scholarships, as well as arts education in the School Quality Review.

The Office maintains an ongoing **résumé bank** of certified arts teachers in each arts discipline to share with school leaders seeking assistance in hiring certified arts teachers.

Each school is asked to designate an **arts education liaison**. The liaison is the arts point person for his or her school, facilitating communications around the arts, working with parent coordinators to promote parent involvement in school sponsored arts events such as student performances and exhibits, and assisting with the *Annual Arts Education Survey*.

Establishing relationships with arts organizations and cultural institutions is another important aspect of the work of the more than 1,500 arts education liaisons. The **Arts Education Liaisons**

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Workshop series was designed to assist arts education liaisons in developing their important role in schools, supporting quality arts education and building skills to utilize the data from their *Annual Arts in Schools Survey* effectively. In preparing for the new *Annual Arts in Schools Survey* in the spring of 2015, technical assistance workshops were implemented, as was an **ArtsCount training webinar**.

The **Cultural Pass**, giving access to 40 arts and cultural organizations, is provided to arts education liaisons and school leaders to support and help initiate the development of relationships with the cultural community.

The **Arts Education Reflection Tool**, developed in collaboration with the **Advisory Council for Arts Education**, is designed to promote excellence in teaching practice in dance, music, theater, and visual arts. It continues to provide a guide for principals, school teams, arts and cultural organizations, teachers, teaching artists, and researchers to assess the quality of the delivery of arts education to students, pre-K through twelfth grade.

Supporting Quality and Innovation

The **United States Department of Education (USDOE)** has funded several grants to the OASP in partnership with representative cultural partners to improve arts education in New York City public schools. One such grant was Arts Achieve: Impacting Student Success in the Arts, an **Investing in Innovation (i3)/Arts in Education Model Development and Dissemination (AEMDD)**. This research study investigated over a five-year period how implementation of balanced (formative and summative) arts assessments—when accompanied by intensive professional development for school staff and rigorous, sequential instruction for students—improved teaching and supported achievement for all students.

Along with the OASP, the partnership included the **Studio in a School Association** (lead partner), **Carnegie Hall** (Weill Music Institute), the **Cooper Hewitt Museum (the Smithsonian's National Design Museum)**, the **Dance Education Laboratory (92nd Street Y)**, and **ArtsConnection**. This year, grant activities focused on analysis of data and the wide dissemination of findings, lessons learned, and effective practices to improve teaching and learning in the arts. A final report is being prepared by Metis Associates, a national research and evaluation firm located in New York City, and will be available online at an Arts Achieve website that will also host examples of the benchmark performance assessments, teacher work around action research, and the development of formative assessment tools in dance, music, theater, and visual arts, as well as teacher-developed unit plans.

Artful Learning Communities II: Assessing Learning, Transforming Practice, Promoting Achievement, a second USDOE grant to the OASP in collaboration with ArtsConnection, supported the development and dissemination of effective practices of formative assessment to improve teacher practice and student achievement in the arts schools. This was the final year of the grant, which culminated in the teacher development of formative assessment tools that will be disseminated on a website.

Teacher Effectiveness and Professional Learning in the Arts

Teacher effectiveness is imperative to quality arts instruction. The OASP continues to provide a series of professional learning experiences to strengthen teacher performance. The Director of Teacher Development in the Arts is charged with providing teachers of dance, music, theater, and the visual arts opportunities to participate in an in-person, three-part, professional

learning series that is offered in each borough. In addition, the Teacher Effectiveness in the Arts series promotes a blended learning approach by leveraging a social learning platform. Arts teachers have access to, and use of, a repository of resources on a social learning platform called StarTchr.

Committed to quality arts education and the students it serves, the OASP will continue to offer support focused on enhancing best pedagogical practices in the arts. The Teacher Effectiveness in the Arts program is made possible by the generous support of **The Thompson Family Foundation**.

Arnhold Teacher Support Programs include new dance teacher support, which provides first- and second-year teacher mentoring and resources to support the dance program in each funded school. In 2014-15, there were 55 teachers who benefited from this support. The funding extends the school's resources to invite guest artists to the school, purchase tickets for students to attend professional dance performances, and ensure that the dance teacher can attend professional development workshops and courses.

In addition, a toolkit of supplies for dance teachers, support for fees for teachers adding the dance license to their certification, and coursework at the **92nd Street Y's Dance Education Laboratory (DEL)** are provided. Teachers in the program also attend intervisitations to observe a master dance teacher in the classroom.

In fall of 2014, the Arnhold grant enabled the additional editing needed to complete the documentary film **PS DANCE!** Copies of the film were distributed to all dance educators attending the citywide professional development in June 2015, to be used for new dance teacher training and dance education advocacy. The Arnhold programs are made possible by **Jody Arnhold** and the **Arnhold Foundation**.

Media teachers and cultural partners were engaged in a three-day professional development series focused on inspiring teachers to learn new media and techniques for engaging their students. The workshops were designed by the NYCDOE along with the Tribeca Film Institute and the Mayor's Office of Media, and were aligned with the *Blueprint for Teaching and Learning in the Moving Image* as well as the Common Core Learning Standards. School media teachers were also offered free additional media artist residencies by the Tribeca Film Institute and additional skills-based media workshops.



The Digital Theatre Project trained teachers in activating the intersection of theater, new media and student voice to engage students in researching, creating, and producing new and innovative theatrical work. Teachers and students blended traditional theater techniques with media and then shared their progress digitally in a virtual rehearsal room—collaborating with students across New York City as well as in England and Africa.

Special Education Inclusion Classroom Intensive in Theater provided 20 theater teachers, working at District 75 as well as general school sites, an intensive, real-world look at how to work with diverse learners in inclusion and self-contained classrooms. Beginning with the knowledge there is no one-size-fits-all solution, this minicourse explored practical means to design curriculum and lessons for a wide range of learners and learning styles by exploring Universal Design for Learning, deepening understanding of learning needs, abilities, and disabilities, and considering activity adaptations.

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The UCB/DOE Teen Improv Festival, a new and dynamic partnership with the highly acclaimed Upright Citizens Brigade (UCB), supported the launch and development of improvisational comedy troupes at five NYCDOE high schools. UCB artists provided professional development, three on-site student workshops, and resources to support the teen improv companies, who performed in a finale festival at the UCB Theatre in Chelsea.

The Academy Ensemble ACJW Partner School Program provided access to world-class professional musicians who partnered with elementary, middle, and high school instrumental music specialists for in-depth, teaching-performance residencies. The program focused upon developing creative approaches to student-centered musical skills building. Music students, their families, and teachers attended Ensemble ACJW performances at Carnegie Hall and The Juilliard School. Professional development and administrative support were also provided.

Curriculum Development

In a rigorous and ongoing fashion, the Office of Arts and Special Projects continues to enable teachers, facilitators, and cultural partners to create curriculum and share best practices with their colleagues. Dance, music, theater, and visual arts teachers and facilitators collaborated to create units that support citywide instructional expectations, and meaningful connections to the arts *Blueprints*, Common Core capacities, and other standards-based frameworks that are posted on the OASP website.

The Borough Arts Directors designed an **Arts and the Common Core** pilot series of borough-based arts professional learning workshops for elementary music and visual arts teachers and their classroom colleagues. Teams of teachers collaborated on developing arts and social studies activities aligned with rich arts learning and the new Social Studies Framework.

Catalogs for **PS Art 2015** and the **Ezra Jack Keats Bookmaking Competition** were created as teaching tools for elementary and secondary teachers. Both catalogs contained student comments relating to the art process. The PS Art 2015 catalog additionally contained educators' comments that reflected the strands and benchmarks of the Blueprint for Teaching and Learning in the Visual Arts.

Parent Support

Parent support and partnerships are vital as we seek excellence in arts education for all students. Individually and collectively, parents provide strength as arts education advocates for their children.

The OASP has created supports for parents as follows:

- Facilitating presentation and question-and-answer sessions on navigating the applications process for screened arts high schools in each arts discipline at the citywide High School Fairs
- Providing borough-based evening workshops in the spring of 2015 for rising eighth graders on the high school audition process and preparation
- Serving as a resource for information related to citywide and borough-wide dance, music, theater, and visual arts programs



Student Achievement in the Arts

Cultivating excellence in arts education and valuing student achievement in the arts is an ongoing focus of the Office of Arts and Special Projects. While students need high standards to achieve, they also require opportunities to excel in performances and exhibitions, along with appropriate recognition. The OASP fosters recognition of student achievement in the arts.

The Borough Arts Directors coordinated **Borough Art Festivals**, a series of year-end events taking place in each borough to celebrate the unique talents and creativity of students and their teachers through arts exhibitions and public performances. Nearly 5,000 teachers, school administrators, parents, community members, and students attended the five borough fairs, viewing student exhibitions and performances from approximately 255 schools across the city.

The Shubert/MTI Broadway Junior Musical Theater Program supported the building of sustainable theater programs in over 30 New York City middle schools identified as in need of arts education supports. Through significant musical theater professional development and resource support, a record 15 new schools of teacher teams and students rehearsed and produced full-scale musicals for their school community. Students from participating second- and third-year schools performed musical excerpts for one another and the Broadway community at Broadway's Imperial Theater. For the first time ever, a second event was held only for first-year schools to perform in a citywide Student Share at the Brooklyn College Performing Arts Center.

PS Art 2015 provided teachers and students the opportunity to participate in a citywide juried competition, resulting in an exhibition at the Metropolitan Museum of Art. Nearly 90 works of art, representing 97 student artists, grades pre-K through 12, from all five boroughs, including District 75 schools, were on display. Additionally, a professional development day devoted to looking at student work was held in January 2015 at the museum and student artwork was exhibited at the Met from June 2015 through the end of October. The NYCDOE partnered with Studio in a School in this initiative.

The Shubert Theater Support Partnerships continued to support partnerships between professional theater-based artists and high-need elementary and secondary schools. As one of New York City's leading nonprofit arts education organizations, ArtsConnection works with OASP to place professional teaching artists in yearlong residencies at schools most in need of theater and arts education supports. In addition to working with teachers to build classroom and theater teaching capacity, each school's teaching artist engages the school's leadership in a planning process to ensure its theater program thrives beyond the program's initial period of support.

Broadway League/NYCDOE Teen Diversity Internships. For the third successful year, the OASP's Director of Theater partnered with The Broadway League's Diversity Committee to engage another 25 NYCDOE high school students from diverse backgrounds, introducing them to non-performance career opportunities in the theater, such as general management, press, marketing, casting, technical supervision, and many others. This hands-on experience enables our teen participants to work briefly in theater management capacities while viewing occupations in the theater industry as viable career paths that they may pursue in college or beyond.

ARTS IN SCHOOLS

Comprehensive examinations in dance, music, theater, and visual arts were designed and implemented for high school seniors who have taken a major arts sequence. The 1,248 students who passed the exam received either the Regent's Endorsed Diploma with Advanced Designation in the Arts Endorsed Diploma or a Certificate of Arts Achievement. Students who received the Arts Endorsed diploma, as well as their families, were invited to attend an event in their honor on August 6 at the Brooklyn Museum.

Summer Arts Institute provided a free, four-week, intensive summer program for over 350 auditioned middle and high school students in dance, drama, film, instrumental band, string orchestra, vocal music, and visual arts. The program, held at Frank Sinatra School of the Arts in Astoria, Queens, nurtured and challenged students as they moved into their next phase of growth as young artists. The program, now in its thirteenth year, is an official summer school program carrying one elective arts credit. The 2015 Summer Arts Institute was made possible through generous support from **Exploring the Arts, Con Edison, HBO, Lisa & Richard Plepler, Dr. Jerrold Ross, Harkness Foundation for Dance, and The ASCAP Foundation Irving Caesar Fund.**

All-City High School and Borough-Wide Salute to Music Programs afforded yearlong extracurricular music instruction and performance opportunities for approximately 800 students across the five boroughs. Under the leadership of NYCDOE music specialists, students were auditioned for participation in a variety of vocal and instrumental ensembles. Seven culminating concert performances were held for parents and the general public.

Select **All-City High School Music Program** students were awarded scholarships for outstanding accomplishments in music. These scholarships were provided by the Office of Arts and Special Projects and the **Peter J. Wilhousky Foundation** and the **Bernard Donovan Foundation.**

The third **Honors High School Music Festival** attracted over 400 student-participants representing schools in all boroughs. Parents, teachers, New York State music officials, and local community members enjoyed high-level performances by the High School Festival Jazz Ensemble, Chorus, Concert Band, and Orchestra. Each ensemble was led by celebrated guest conductors.

The National Chorale's dual festivals, the High School Choral Festival at Hunter College, and the Elementary/Middle School Choral Festival featured performances at the Professional Performing Arts High School. NYCDOE choral ensembles from the five boroughs, under the direction of NYCDOE choral music specialists, performed for audiences of their peers.

In coordination with the **School Art League** and the **Art Directors Club**, during the fall and spring, over 40 students per semester attended Saturday art-career workshops, met designers, and built their own portfolios. Part of one session, to which families were invited, was devoted to the college application process and was led by School Art League personnel in collaboration with a high school guidance counselor.

Through partnership with the **School Art League**, the **School of Visual Arts, Pratt Institute**, and the **Art Directors Club**, the OASP disseminated to schools information about programs, student scholarships, and awards. At a May ceremony held at the Metropolitan Museum of Art, over 200 medals were presented to seniors and to promising freshmen and sophomores. The School Art League and the School of Visual Arts (SVA) awarded a full freshman-year scholarship and a partial scholarship for the next three years to a student who will be attending

SVA. In addition, a \$10,000 scholarship was given by the School Art League with Pratt Institute. Three awards of \$1,000 each were presented in memory of School Art League board members, along with one \$1,000 award from the Art Directors Club.

Through art portfolio and art history competitions, 10 graduating seniors received portfolio scholarship awards; seven from the **Dedalus Foundation**, and three from the **Mark Rothko Fund**. Five graduating seniors received art history scholarship awards from the Dedalus Foundation.

The **Art History Research Project**, funded by the **Dedalus Foundation**, fostered research at the high school level. The OASP and the Foundation partnered with the Metropolitan Museum of Art to host three cross-school meetings for student researchers, representing nine high schools, to meet each other, share their research in progress, and meet museum curators. On May 20, these Dedalus scholars, with their families, were honored at the foundation's Industry City Gallery. A bound book of nearly 40 history papers was presented to each researcher and teacher. Art history research papers were presented in the galleries exhibiting exemplary work by high school seniors awarded Dedalus fine arts scholarships.

The **Diversity Lens Project** is in its second year. Throughout the winter and spring, 13 visual arts teachers, representing 11 high schools in all five boroughs and one middle school, met with a professional photographer, discussed representing diversity through photographs, critiqued student work, and selected the work of over 60 student-photographers that was displayed in the Tweed Courthouse in Manhattan. Each photograph in the exhibition, *On Common Ground-Capturing Universal Themes*, was accompanied by student writing.

Arts and Cultural Community

As partners with our schools, arts organizations and cultural institutions play a critical role in developing programming during instructional school time. Expanding students' understanding of the visual and performing arts creates an exceptional learning environment for our students. Guiding arts organizations and schools to develop strong partnerships is among the goals of the Office of Arts and Special Projects.

The OASP works closely with the New York City **Department of Cultural Affairs** to create strong ties in the arts community. Activities include:

- Evaluating and scoring **Pre-Qualifying Solicitation Proposals** from the arts and cultural community for direct student services, parent services, and professional development services in the arts
- Presenting the **28th Annual Arts and Cultural Services Fair**, held at the Brooklyn Museum, where arts organizations and cultural institutions interfaced with school leaders, arts education liaisons, and teachers, giving them information regarding programs and resources for their students and schools
- Conducting **Blueprint Orientation Workshops for Arts and Cultural Partners**, enabling new arts vendors to better understand the *Blueprints* and identify how this methodology is addressed in their work with students
- Introducing arts organizations to the **i3 Arts Achieve** research project in an interactive reflective workshop setting at the citywide **NYC Arts in Education Roundtable "Face to Face"** conference

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- Preparing Salute to Music program middle school instrumentalists to perform side-by-side with the **New York Pops** as part of the Pops' annual gala concert at Carnegie Hall
- Participating in the selection process for **Academy of Carnegie Juilliard Weill Fellows** (ACJW), and collaborating with ACJW administrators in the creation of pedagogical materials for academy fellows
- Participating in **New York State School Music** consortiums for the enhancement of school music programs statewide and citywide
- Supporting the **Metropolitan Opera HD Broadcasts** in five NYCDOE school sites, along with teacher professional development and student-learning opportunities, to introduce high-quality opera performances to underserved communities
- Collaborating with the **Metropolitan Museum of Art's** education and curatorial staff to enhance the Dedalus Art History Research Project with three teacher and student sessions at the museum led by educators and curators in the galleries
- Working with the **Museum of the City of New York**, the **Museum of Modern Art**, and the **Metropolitan Museum of Art** to create a short course for middle and high school visual arts teachers that explored three themes in art history
- Collaborating with the **Museum of Modern Art**, the **Studio Museum in Harlem**, and the **Metropolitan Museum of Art** to create a three-part short course for new visual arts teachers pre-K through 12
- Collaborating with the Social Studies Division and the **Museum of Modern Art** to create *One-Way Ticket for Two*, a full-day professional learning event for 40 pairs of visual arts and social studies teachers centered on the museum's special exhibition of the Jacob Lawrence series, *The Great Migration*
- Collaborating with **Studio in a School** to offer a full-day professional learning event at the **Metropolitan Museum of Art** centered on looking at student artwork, in support of PS Art 2015
- Working with the **Cooper Hewitt, Smithsonian Design Museum** and collaborating with the Office of Student Enrollment, to offer 15 high school graphic design students the opportunity to work with a noted graphic designer on their semi-finalist entries to the High School Directory cover competition
- Advising **New York City Art Teachers Association (NYCATA)** on the content and development of their annual conference for New York City art teachers

District 75/Special Education

EASE (Everyday Arts for Special Education): District 75 has completed its five-year Investing in Innovation (i3) research program funded by the United States Department of Education (USDOE). The research work with teachers and students has shown compelling evidence that core academic subjects can be taught in more engaging and accessible ways through arts integration, and that integrated arts instruction addresses core communication and socialization deficits for students with disabilities.

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The EASE project has trained 300 teachers (both arts specialists and classroom teachers) in 10 treatment school organizations and an additional 450 teachers across the district. The first of three evaluation studies indicates improved ELA NYSAA (New York State Alternate Assessment) scores for students who participated in the program for two years as compared with equivalent control students who did not. The USDOE awarded additional funds to the project for 2015-16 for additional study of the data.

EAN (Everyday Arts Network): Based on the successes of the EASE research, District 75 was awarded a federally funded PDAE grant program, Everyday Arts Network (EAN 2014-17), to continue the EASE methodology enhanced through the use of high-quality digital tools and materials to improve teachers' content knowledge in the arts, and to increase student engagement and access to content. The program offers blended models of professional development paired with in-class coaching and digital online coaching.





Executive Summary

The New York City Department of Education (NYCDOE) is committed to providing all public school students with universal access to a high-quality arts education. Since the launch of the ArtsCount initiative in 2007, the NYCDOE Office of Arts and Special Projects (OASP) has increased the accountability for and transparency of arts education in all NYCDOE public schools. Each spring, the OASP has administered the *Annual Arts Education Survey* to all public schools to collect information on schools' arts programming. In recent years, the NYCDOE has increased its capacity to collect arts programming data through internal databases. In the 2014-15 school year, 95 percent (N=1,564) of all schools responded to the survey. The information gathered from the survey and the NYCDOE databases is used to track compliance in accordance with the New York State Education Department (NYSED) arts instructional requirements and guidelines.

The data presented in this Executive Summary reflects schools' progress toward meeting the NYSED arts requirements and guidelines (see Appendix) and provides a snapshot of arts education in schools in the 2014-15 school year. Where applicable, data are provided from previous school years in order to examine progress over time. The data are presented separately by school level. Students in District 75 schools—schools that exclusively serve students with special needs—are not held accountable to the same requirements. Therefore, data on arts education in District 75 schools are presented separately throughout the report.

Elementary School Grades

Schools serving elementary school grades include all schools serving grades pre-kindergarten through 5 (i.e., elementary, K-8, and K-12 schools); District 75 schools are not included. Arts instruction in schools serving elementary school grades can be provided by classroom teachers, school-based arts teachers, or cultural arts organizations. References to *any instructional provider* throughout the Elementary School Grades section refer to arts instruction provided by *classroom teachers, school-based arts teachers, and/or cultural arts organizations*.

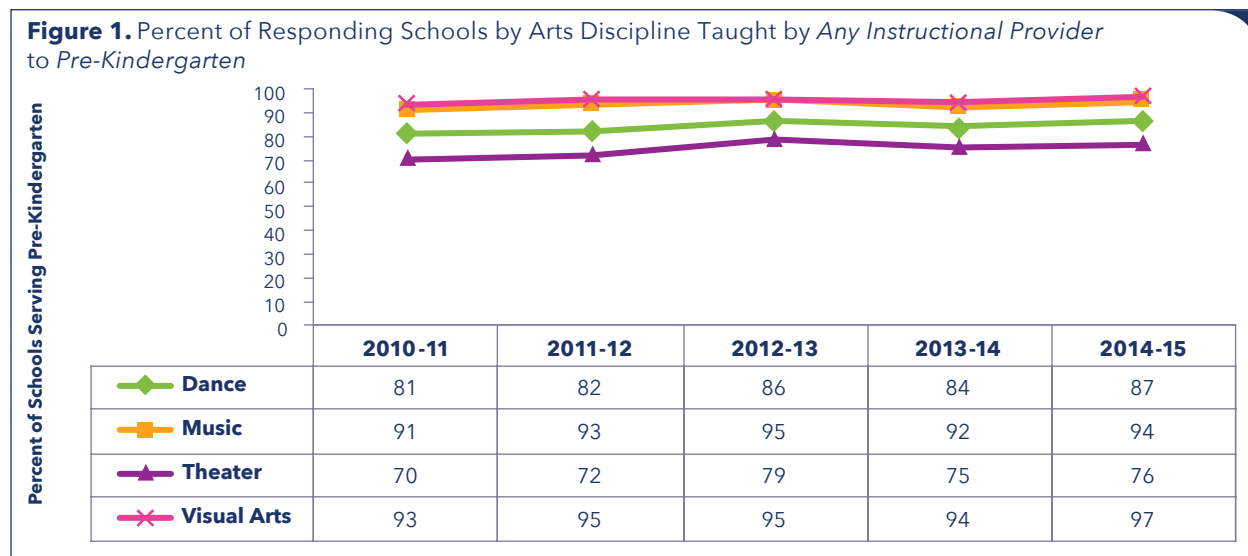
Prior to the 2014-15 school year, all elementary school arts programming data were collected through the *Annual Arts Education Survey*. In the 2014-15 school year, elementary schools recorded arts instruction provided to students in kindergarten through fifth grade through the NYCDOE Scheduling, Transcripts, and Academic Reporting System (STARS) database. The STARS database captures the amount of instruction provided in each arts discipline (i.e., dance, music, theater, or visual arts) by classroom teachers and/or school-based arts teachers. Data on arts instructional hours provided by a cultural arts organization were gathered through the *Annual Arts Education Survey*. Similar to previous years, the survey also collected data regarding arts instruction provided to pre-kindergarten students. Given the changes in data collection, arts programming data for students in grades kindergarten through fifth grade are presented for the 2014-15 school year only.



ARTS IN SCHOOLS

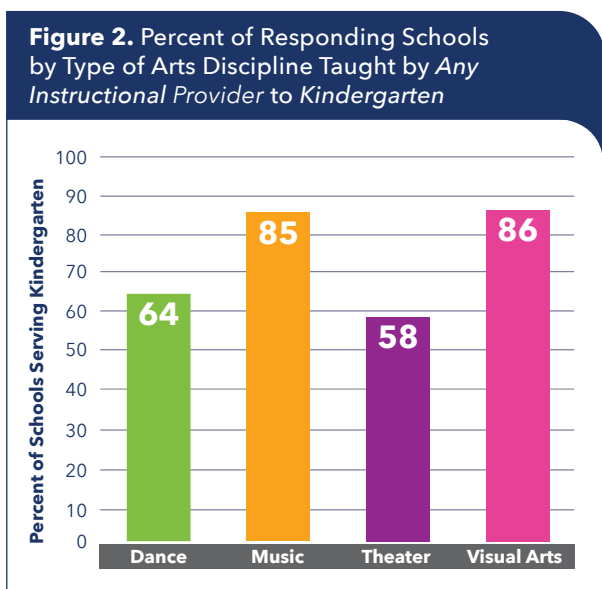
Arts Instruction Provided by Any Instructional Provider to Pre-Kindergarten.

Of responding schools that serve pre-kindergarten students in 2014-15, 97 percent reported providing visual arts instruction to pre-kindergarten students by any instructional provider, 94 percent reported providing music instruction, 87 percent reported providing dance instruction, and 76 percent reported providing theater instruction (see Figure 1).



Arts Instruction Provided by Any Instructional Provider to Kindergarten.

In the 2014-15 school year, 86 percent of responding schools reported providing visual arts instruction to kindergarten students, 85 percent provided music instruction, 64 percent provided dance instruction, and 58 percent provided theater instruction (see Figure 2).



Arts Instruction Provided by Any Instructional Provider to Grades 1-5.

Of the responding schools, 58 percent reported providing *all four arts disciplines* (dance, music, theater, and visual arts) to *any grade 1-5* and by any instructional provider in the 2014-15 school year (see Table 1).



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Table 1. Percent of Responding Schools by Number of Arts Disciplines Taught by *Any Instructional Provider* to *Any Grade 1-5* in the 2014-15 School Year

| Number of Arts Disciplines | 2014-15 |
|---------------------------------|---------|
| At Least One Arts Discipline | 99% |
| At Least Two Arts Disciplines | 94% |
| At Least Three Arts Disciplines | 80% |
| Four Arts Disciplines | 58% |

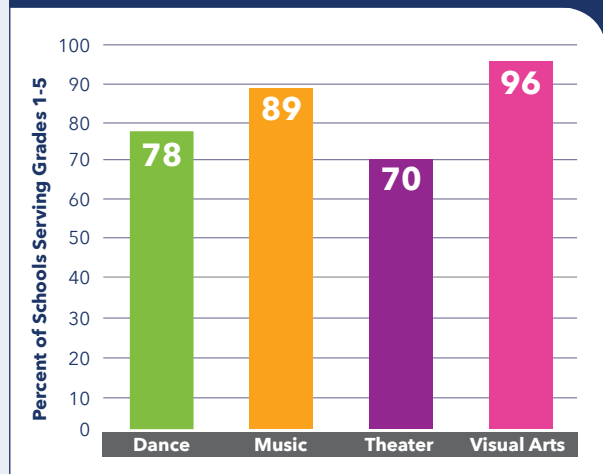
More than one-third (38 percent) of responding schools reported providing instruction in *all four* arts disciplines to *all grades 1-5* by any instructional provider in the 2014-15 school year (see Table 2).

Table 2. Percent of Responding Schools by Type of Arts Discipline Taught by *Any Instructional Provider* to *All Grades 1-5* in the 2014-15 School Year

| | 2014-15 |
|---|---------|
| All Four Arts Disciplines to All Grades 1-5 | 38% |

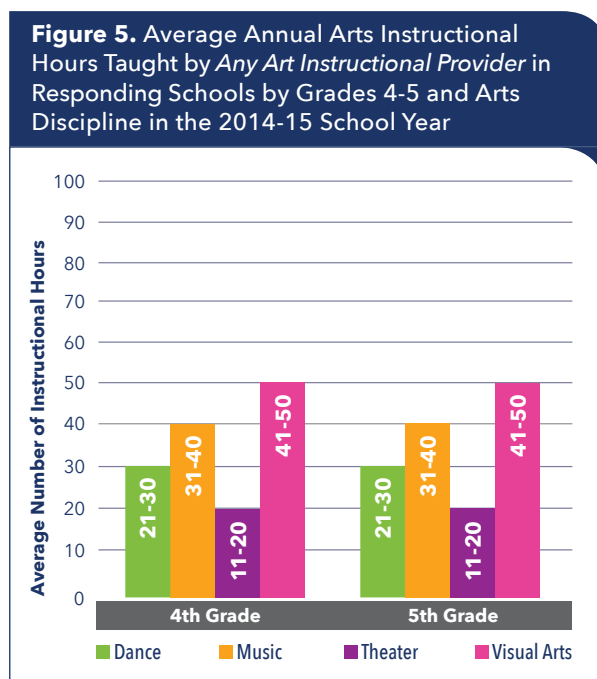
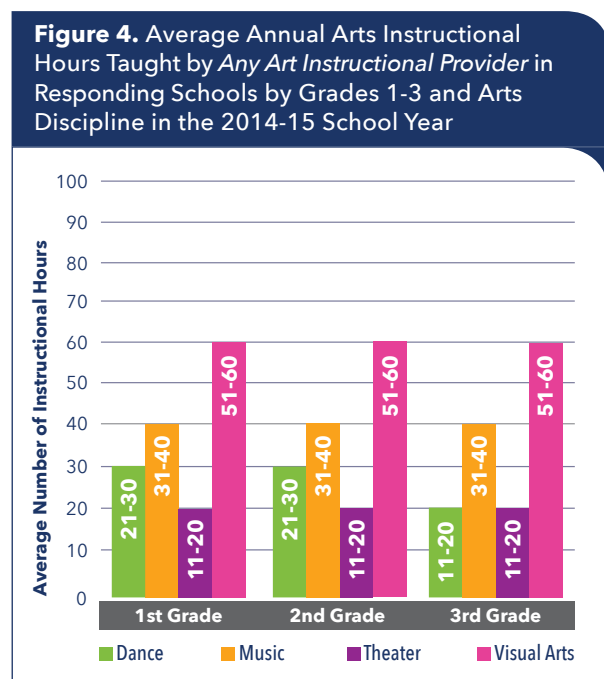
In the 2014-15 school year, 96 percent of responding schools serving elementary school grades reported providing visual arts, 89 percent reported providing music, 78 percent reported providing dance, and 70 percent reported providing theater by any instructional provider in the 2014-15 school year (see Figure 3).

Figure 3. Percent of Responding Schools by Type of Arts Discipline Taught by *Any Instructional Provider* to *Any Grade 1-5* in the 2014-15 School Year



ARTS IN SCHOOLS

Responding schools reported that across all instructional providers students in first through third grade received an average of 51-60 hours of visual arts instruction, 31-40 hours of music instruction, and 11-20 hours of theater instruction in the 2014-15 school year. In dance, the average instructional hours ranged from 11-20 (third grade) to 21-30 (first and second grades) (see Figure 4). Responding schools serving grades 4-5 reported providing an average of 41-50 hours of visual arts instruction, 31-40 hours of music instruction, 21-30 hours of dance instruction, and 11-20 hours of theater instruction by any instructional provider (see Figure 5).



Middle School Grades

Schools serving middle school grades include all schools serving grades 6 through 8 (i.e., middle, secondary, K-8, and K-12 schools); District 75 schools are not included.¹

Arts Instruction Provided to Grades 6-8.

In the 2014-15 school year, 96 percent of responding schools serving middle school grades provided *at least one* arts discipline to *any grade 6-8*; 71 percent provided *at least two* arts disciplines; 30 percent provided *at least three* arts disciplines; and 9 percent provided *all four* arts disciplines (see Table 3).

Table 3. Percent of Responding Schools by Number of Arts Disciplines Provided to Any Grade 6-8 in the 2014-15 School Year

| Number of Arts Disciplines | 2012-13 | 2013-14 | 2014-15 |
|--|------------|------------|------------|
| At Least One Arts Discipline | 95% | 92% | 96% |
| At Least Two Arts Disciplines | 63% | 62% | 71% |
| At Least Three Arts Disciplines | 29% | 24% | 30% |
| Four Arts Disciplines | 10% | 7% | 9% |

¹ Prior to the 2012-13 school year, schools were asked about sixth- through twelfth-grade student participation in the arts and progress toward meeting NYSED arts instructional requirements and guidelines on the *Annual Arts Education Survey*. In 2012-13 through 2014-15, data on student participation in arts courses were provided through the NYCDOE STARS database. Given this change in data collection, data on student participation in the arts prior to the 2012-13 school year are not shown.

Of responding schools serving middle school grades in 2014-15, 86 percent reported provided visual arts instruction, 63 percent reported providing music, 31 percent reported providing dance, and 29 percent reported providing theater to any grade 6-8 (see Figure 6).

Certified Arts Teachers.

Of responding schools serving middle school grades in 2014-15, 76 percent reported having at least one part-time and/or full-time certified visual arts teacher, 60 percent reported having at least one certified music teacher, 27 percent reported having at least one certified dance teacher, and 20 percent reported having at least one certified theater teacher (see Figure 7).²

Figure 6. Percent of Responding Schools by Type of Arts Discipline Provided to Any Grade 6-8

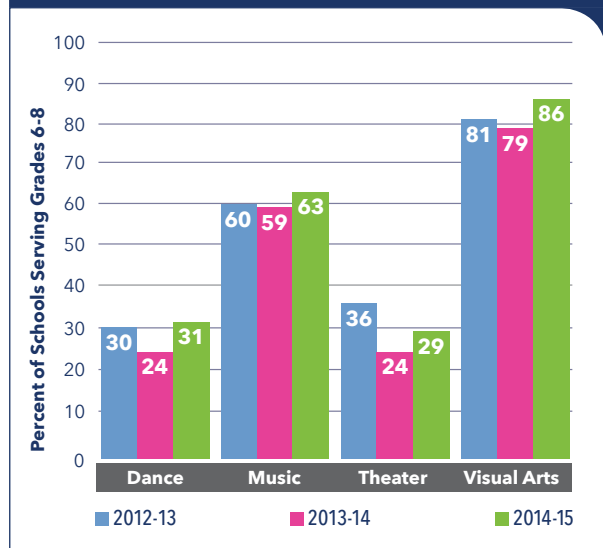
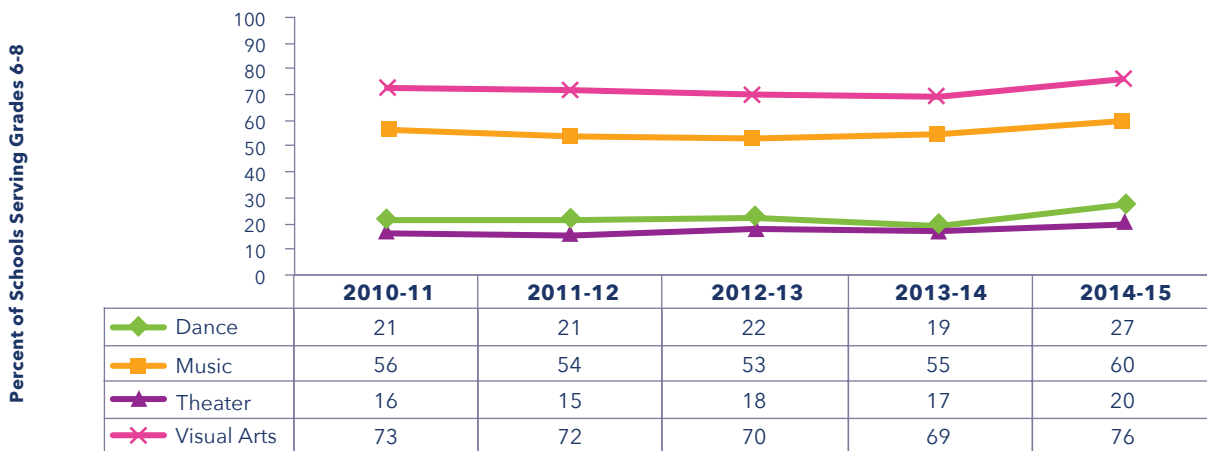


Figure 7. Percent of Responding Schools Serving Middle School Grades Reporting At Least One Part-time or Full-time Certified Arts Teacher by Arts Discipline



Arts Instruction as Required by the New York State Education Department, Grades 7-8.

The NYSED arts requirements and guidelines recommend that schools serving grades 7 and 8 provide students with at least two different arts disciplines (i.e., dance, music, theater, or visual arts) over the course of seventh and eighth grade by a certified arts teacher. In the 2014-15 school year, 28 percent of eighth-grade students met this requirement (see Table 4).

Table 4. Percent of 8th Grade Students in Responding Schools Who Met the NYSED Requirement

| | 2013-14 | 2014-15 |
|---|------------|------------|
| Eighth Grade Students Who Completed Two Arts Courses in Two Different Arts Disciplines by a Certified Arts Teacher | 19% | 28% |

² In 2010-11 and 2011-12, schools were asked to report the number of full-time certified arts teachers on the *Annual Arts Education Survey*. In 2012-13, these data were collected from the NYS BEDS system, and in 2013-14 and 2014-15, the data were provided through NYCDOE Human Resources database. These changes should be considered when comparisons among school years are made.

ARTS IN SCHOOLS

In the 2014-15 school year, 87 percent of eighth grade students completed two or more half-units of arts instruction in any arts discipline over the course of seventh and eighth grades (see Table 5).

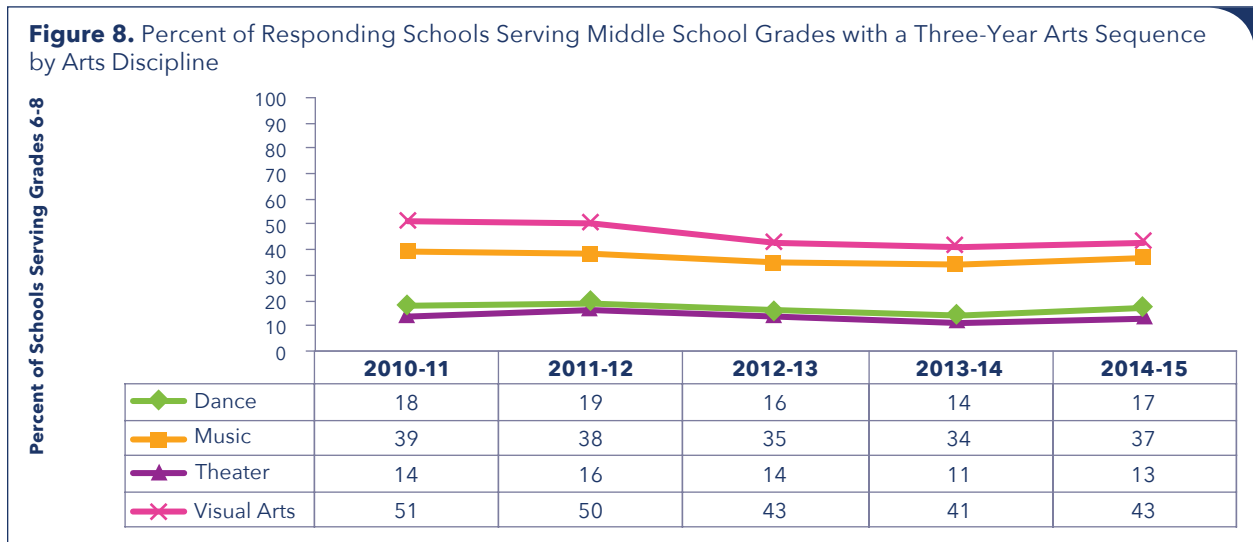
Table 5. Percent of 8th Grade Students in Responding Schools Who Completed Two or More Half-Units of Arts Instruction Over the Course of 7th and 8th Grades

| | 2013-14 | 2014-15 |
|--|------------|------------|
| Eighth-Grade Students Who Completed Two or More Half-Units of Arts Instruction in Any Arts Discipline | 82% | 87% |

Arts Sequences

In the 2014-15 school year, the percent of responding schools serving middle school grades that reported offering a three-year sequence to students in grades 6-8 ranged from 13 percent in theater to 43 percent in visual arts (see Figure 8).

Figure 8. Percent of Responding Schools Serving Middle School Grades with a Three-Year Arts Sequence by Arts Discipline



High School Grades

Schools serving high school grades include all schools serving grades 9 through 12 (i.e., high, secondary, and K-12 schools); District 75 schools are not included.³

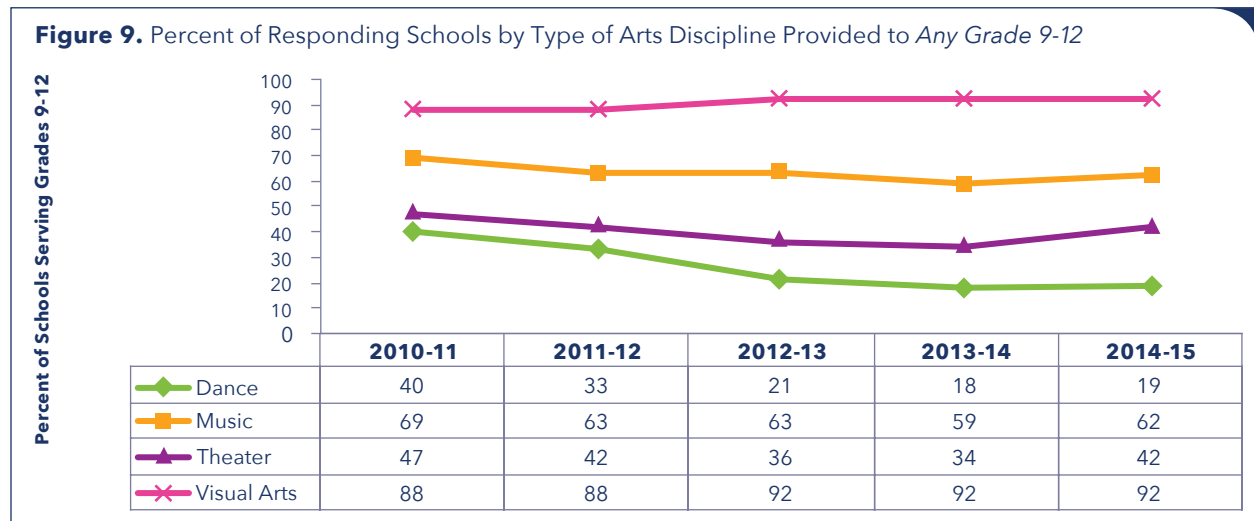
Arts Instruction Provided to Grades 9-12

Nearly all (98 percent) responding schools serving high school grades provided *at least one* arts discipline to *any grade 9-12* in the 2014-15 school year (see Table 6). Of the responding schools, 11 percent provided *all four* arts disciplines to any grade 9-12.

Table 6. Percent of Responding Schools Providing Art to Any Grade 9-12 by Number of Arts Disciplines

| Number of Arts Disciplines | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---------------------------------|---------|---------|---------|---------|---------|
| At Least One Arts Discipline | 98% | 97% | 98% | 98% | 98% |
| At Least Two Arts Disciplines | 79% | 72% | 73% | 69% | 71% |
| At Least Three Arts Disciplines | 47% | 42% | 30% | 27% | 36% |
| Four Arts Disciplines | 19% | 15% | 10% | 8% | 11% |

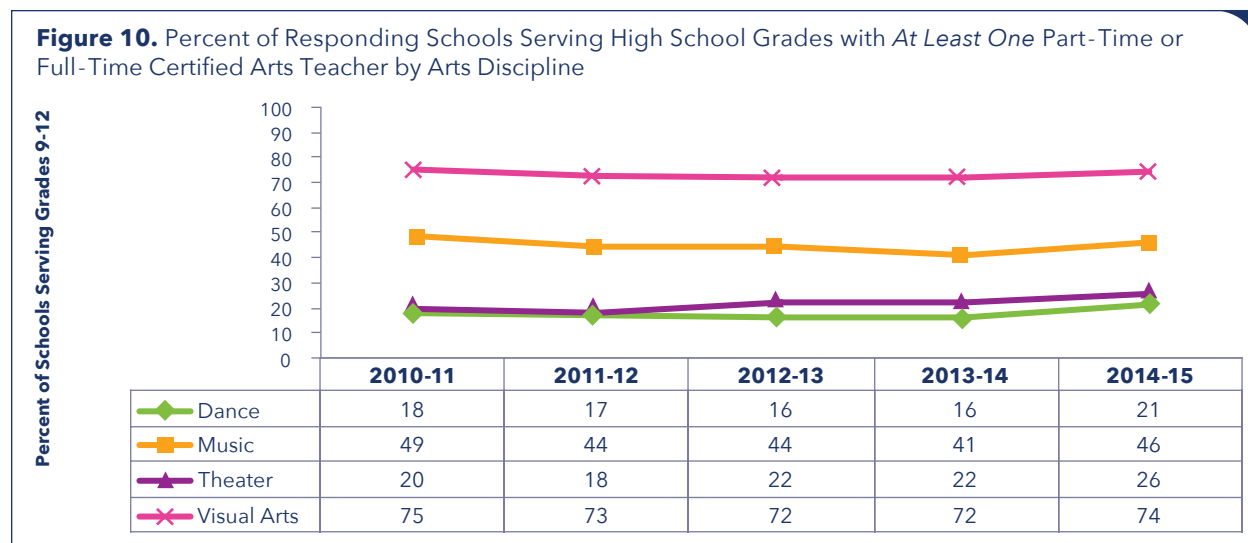
In the 2014-15 school year, 92 percent of responding schools with high school grades provided visual arts instruction, 62 percent provided music, 42 percent provided theater, and 19 percent provided dance to *any grade 9-12* served (see Figure 9).



³ See Footnote 1.

Certified Arts Teachers

Of responding schools serving high school grades in 2014-15, 74 percent reported having at least one part-time and/or full-time certified visual arts teacher; 46 percent reported having at least one certified music teacher; 26 percent reported having at least one certified theater teacher; and 21 percent reported having at least one certified dance teacher (see Figure 10).⁴



Arts Instruction as Required by the New York State Education Department, Grades 9-12

The NYSED arts requirements and guidelines recommend that schools serving high school grades provide students with at least two or more credits in the arts prior to graduation. In the 2014-15 school year, all (100 percent) of high school graduates from responding schools graduated with two or more credits in the arts (see Table 7).⁵

Table 7. Percent of High School Graduates from Responding Schools Who Met the NYSED Requirement

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|------------|------------|------------|------------|-------------|
| Graduated with Two or More Credits in the Arts | 97% | 98% | 95% | 98% | 100% |

Arts Sequences

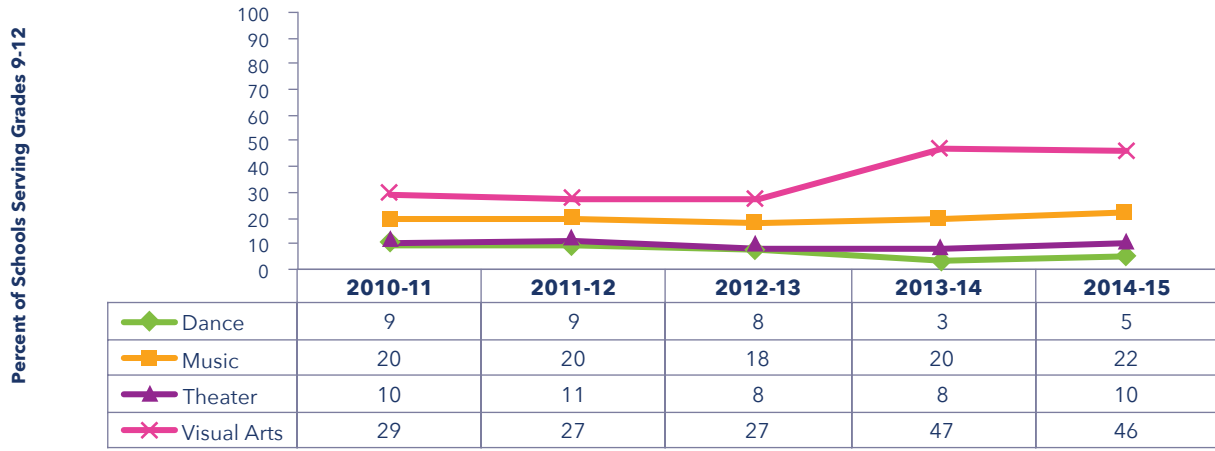
The proportions of responding schools serving high school grades that reported offering at least one arts sequence of six or more credits ranged from 5 percent in dance to 46 percent in visual arts in the 2014-15 school year (see Figure 11).⁶

⁴ See Footnote 2.

⁵ In 2010-11 through 2013-14, arts courses taken in a high school that was different than the one the student graduated from was not counted toward meeting the NYSED arts requirement. In 2014-15, however, arts courses taken at any high school were counted toward meeting the requirement. This change should be considered when comparisons among school years are made.

⁶ In 2011-12 and 2012-13, schools serving high school grades were asked about arts sequences provided on the *Annual Arts Education Survey*. In 2013-14 and 2014-15, data on arts sequences were provided through the NYCDOE STARS database. This change should be considered when comparisons among school years are made.

Figure 11. Percent of Responding Schools Serving High School Grades Offering At Least One 6-Credit Arts Sequence by Arts Discipline



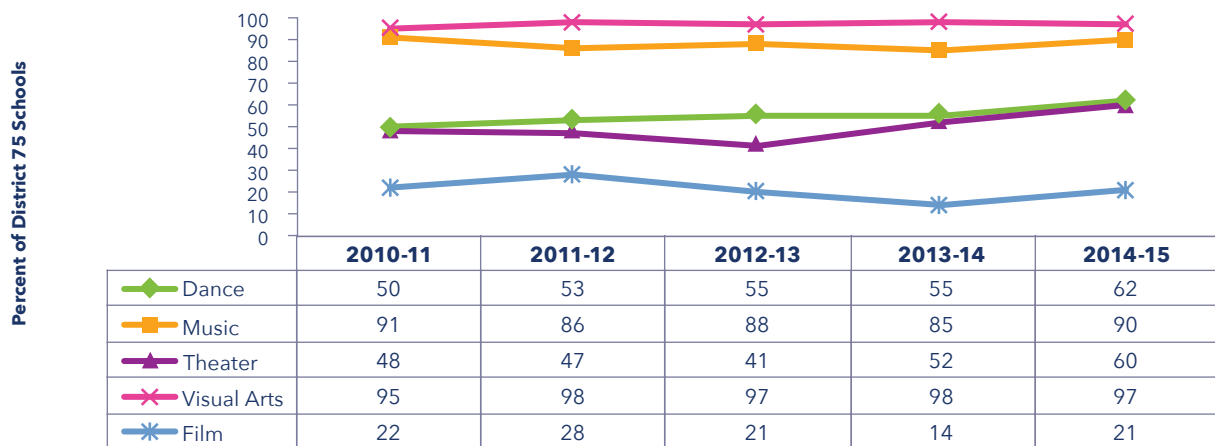
District 75

District 75 provides citywide educational, vocational, and behavior-support programs for students with disabilities. As previously noted, District 75 schools are not held accountable to NYSED arts requirements.

Arts Instruction Provided to Grades Pre-Kindergarten-12

Of the responding District 75 schools, greater percentages reported that they offer visual arts (97 percent) and/or music (90 percent) than dance (62 percent), theater (60 percent), and/or film (21 percent) to any grade pre-kindergarten-12 (see Figure 12).

Figure 12. Percent of Responding District 75 Schools Providing Arts to Any Grade Pre-Kindergarten-12 by Type of Arts Discipline



ARTS IN SCHOOLS

Cultural Arts Organizations

New York City's cultural arts organizations are a tremendous asset to public schools, providing students and teachers with access to quality arts instruction and world-class performances and exhibitions.

Across all responding schools, 87 percent reported partnering with *at least one* cultural arts organization over the course of the 2014-15 school year, which is comparable to percentages in previous years (see Table 8).

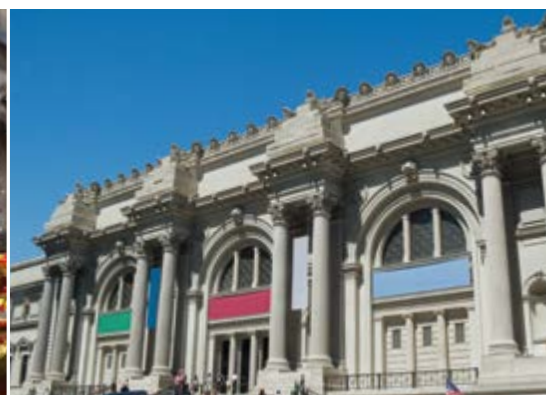
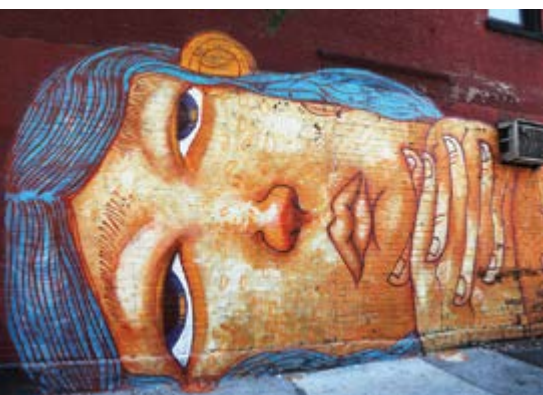
Table 8. Percent of Responding Schools Partnered with *At Least One* Cultural Arts Organization

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-----------------------------------|------------|------------|------------|------------|------------|
| At Least One Arts Provider | 86% | 86% | 82% | 84% | 87% |

In the 2014-15 school year, at least 359 cultural arts organizations were partnered with schools to provide arts education instruction. From the 2010-11 through the 2014-15 school years, the number of cultural arts organizations varied, from a high of at least 492 in 2012-13 to a low of at least 359 in 2014-15 (see Table 9).

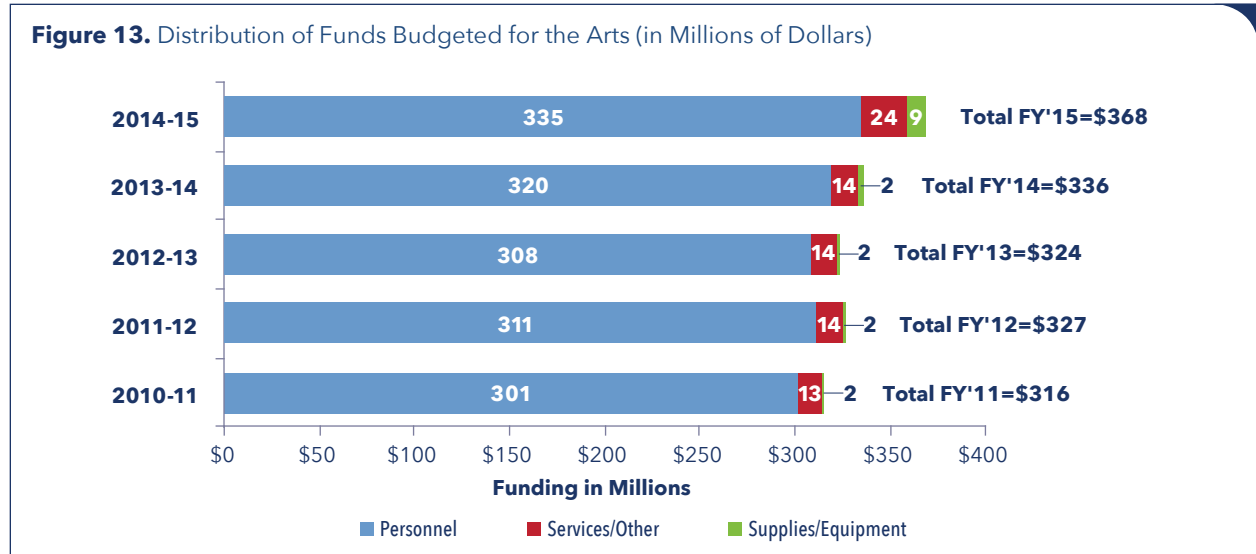
Table 9. Number of Cultural Arts Organizations Partnered with Responding Schools

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| At Least One Arts Provider | 378+ | 497+ | 492+ | 398+ | 359+ |



Funds Budgeted for the Arts

In the 2014-15 fiscal year, the overall budget for the arts was \$367,768,809. This includes \$335,169,884 budgeted on personnel; \$23,630,418 on arts services/other (e.g., cultural arts organizations); and \$8,968,507 on arts supplies/equipment (e.g., instructional materials, equipment repair) (see Figure 13).





Arts Education in New York City Public Schools

Information was gathered about student access and participation in arts education and supports for quality arts education during the 2014-15 school year. When available, data are provided for previous school years and are based on the proportion of schools that responded to the *Annual Arts Education Survey* during that school year. In the 2014-15 school year, nearly 95 percent (N=1,564) of all NYCDOE schools responded to the survey. In addition, data are collected from other data sources that include NYCDOE databases and the *NYC Principal Satisfaction Survey*. For a further description of the methods used to calculate the data presented, see the *Methodology* section on page 109.

The Arts Education in New York City Public Schools section of the report is organized by grade and school level (i.e., elementary, middle, and high schools), and includes information on: the number and type of arts disciplines provided; the number of students participating in arts instruction; screened arts programs in middle and high school; and arts sequences offered to students in grades 6-12. The data presented reflect schools' progress toward meeting the NYSED arts requirements and guidelines. See Appendix for a description of these requirements and guidelines. NYSED arts requirements and guidelines emphasize arts instruction in dance, music, theater, and visual arts. In addition to these four arts disciplines, arts instruction in the moving image/film is offered in many schools in the city. The majority of data shown is disaggregated by dance, music, theater, and visual arts. Where available, data are also provided on film instruction. Students in District 75 schools—schools that exclusively serve students with disabilities—are not held accountable to the same requirements. Therefore, data on arts education in District 75 schools are presented separately. The District 75 section includes data on the type of arts disciplines offered in these schools and the arts disciplines used to advance students' Individual Education Program (IEP) goals.



ARTS IN SCHOOLS

Number of Students Participating in Arts Education

Figures 14 through 16 present the numbers of students in grades 1-12 participating in arts instruction during the 2014-15 school year. These data include all schools except District 75 schools. For grades 1-5, schools were asked to report on arts instruction to classes as a whole. Therefore, the data presented reflect the October 2014 audited class registers. The STARS database was used to determine the specific number of students participating in arts instruction in schools serving grades 6-12.

Figure 14. Number of Students in Grades 1-5 Participating in Arts Instruction in the 2014-15 School Year by Arts Discipline

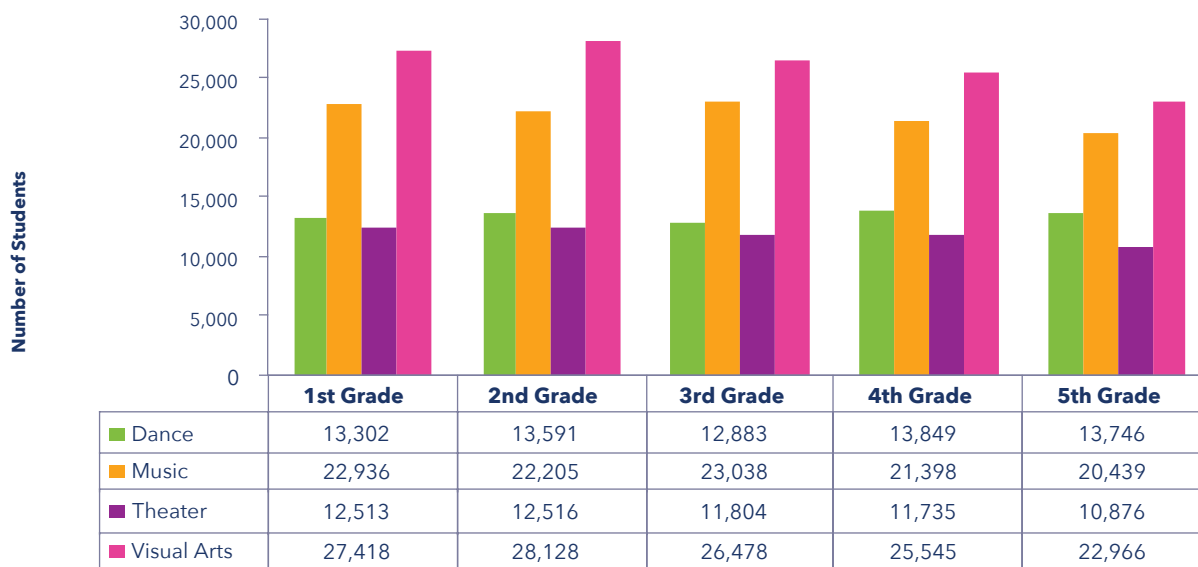


Figure 15. Number of Students in Grades 6-8 Participating in Arts Instruction in the 2014-15 School Year by Arts Discipline

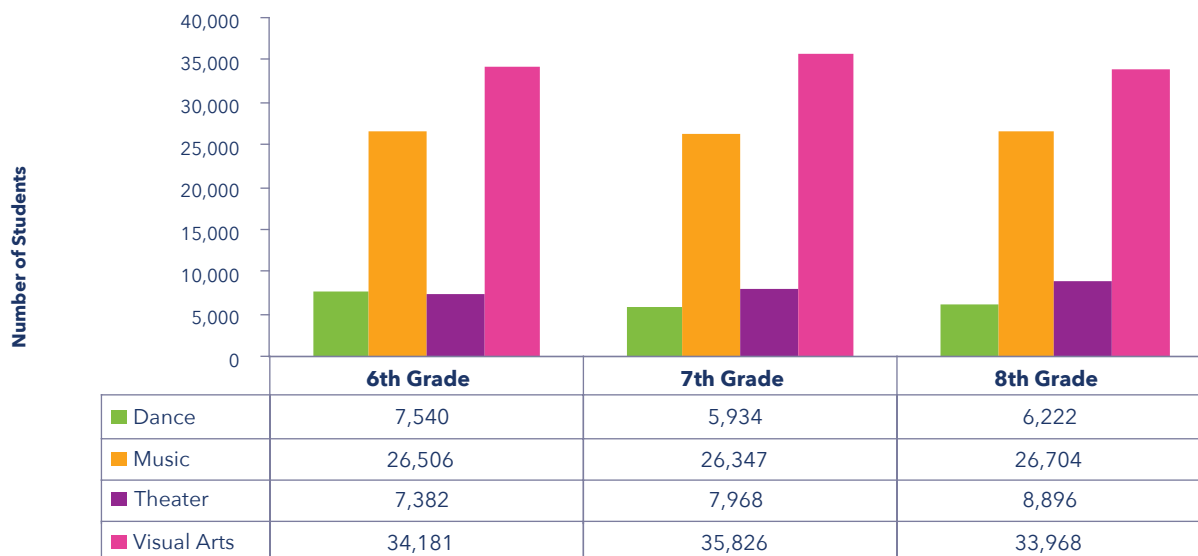
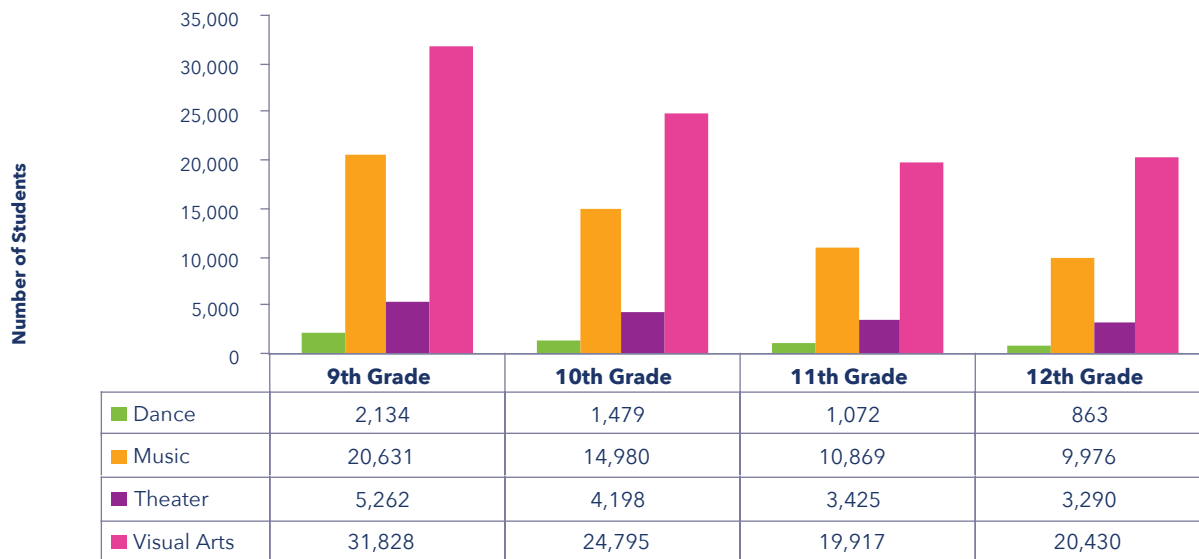




Figure 16. Number of Students in Grades 9-12 Participating in Arts Instruction in the 2014-15 School Year by Arts Discipline



Elementary School Grades

This section presents data on arts instruction provided to students in elementary school grades (pre-kindergarten through grade 5) as reported by elementary and multi-grade schools (i.e., early elementary [preK-2], K-8, or K-12 schools) on the 2014-15 *Annual Arts Education Survey* and through the NYCDOE STARS database. District 75 schools are not included. In 2014-15, 40 percent (N=621) of all schools that responded to the survey were classified as elementary schools, and 10 percent (N=163) were classified as multi-grade schools serving grades 1-5.

Arts instruction in schools serving elementary school grades can be provided by classroom teachers, school-based arts teachers, or cultural arts organizations. Reference to *any instructional provider* throughout the Elementary School Grades section references arts instruction provided by *classroom teachers, school-based arts teachers, and/or cultural arts organizations*.

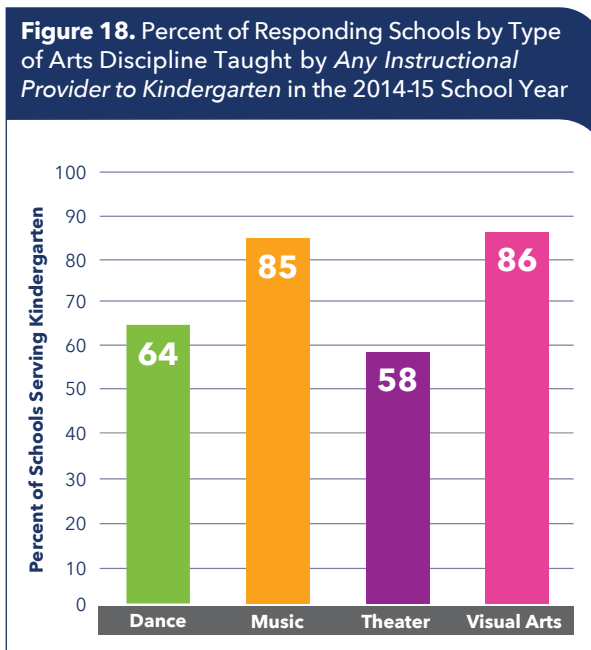
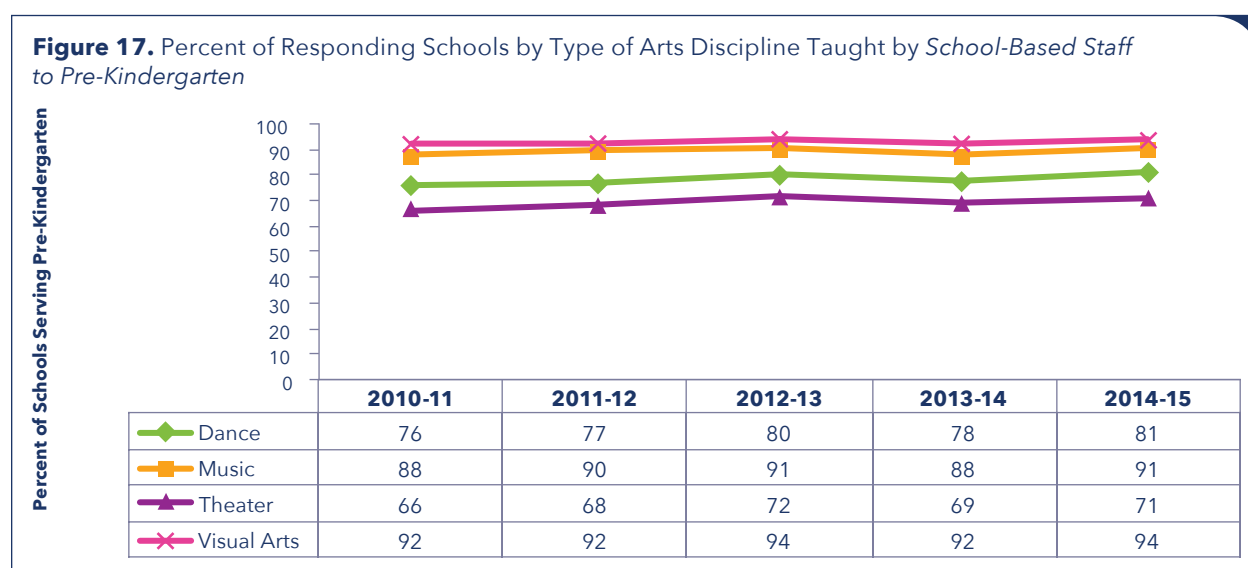
Prior to the 2014-15 school year, all elementary school arts programming data were collected through the *Annual Arts Education Survey*. In the 2014-15 school year, elementary schools recorded arts instruction provided to students in kindergarten through fifth grade through the NYCDOE STARS database. The STARS database captures the amount of instruction provided in each arts discipline (i.e., dance, music, theater, or visual arts) by classroom teachers and/or

ARTS IN SCHOOLS

school-based arts teachers. Data on arts instructional hours provided to kindergarten through fifth-grade students by a cultural arts organization were gathered through the survey. Similar to previous years, the survey also collected data regarding arts instruction provided to pre-kindergarten students. Given the changes in data collection, arts programming data for students in kindergarten through fifth grade are presented for the 2014-15 school year only.

Arts Instruction Provided to Pre-Kindergarten and Kindergarten Students

The data and figures in this subsection reflect arts instruction provided to students in pre-kindergarten and kindergarten. **Figure 17** displays the percent of responding schools that served pre-kindergarten and reported providing dance, music, theater, and/or visual arts through school-based staff from 2010-11 through 2014-15. **Figure 18** displays the percent of responding schools that serve kindergarten by arts disciplines through any instructional provider (i.e., classroom teacher, school-based arts teachers, and/or cultural arts organizations) in the 2014-15 school year.



Arts Instruction Provided to Grades 1-5 by Any Instructional Provider

Tables 10 and 11 and Figures 19 through 24 present data on arts instruction in dance, music, theater, and visual arts provided by any instructional provider, including school-based arts teachers, classroom teachers, and/or cultural arts organizations in the 2014-15 school year. These data are presented separately for elementary schools and multi-grade schools serving grades 1-5. **Table 10** shows the number of arts disciplines provided to any grade 1-5. The percent of responding schools by type of arts disciplines provided to any grade 1-5 is displayed in **Figure 19** for elementary schools and **Figure 20** for multi-grade schools serving grades 1-5. **Table 11** presents the percent of responding schools that offer all four arts disciplines provided by a school-based arts teacher and/or classroom teacher to all grades 1-5 served.

Figures 21 through 24 display the average annual arts instructional hours provided by any instructional provider in responding elementary and multi-grade schools to students in any grade 1-5. According to the NYSED arts requirements and guidelines, students in grades 1-3 should receive approximately 46 hours of arts instruction in each arts discipline (dance, music, theater, and visual arts) across the school year, and students in grades 4 and 5 should receive approximately 23 hours of arts instruction in each discipline across the school year.

Table 10. Percent of Responding Schools by Number of Arts Disciplines Taught by Any Instructional Provider to Any Grade 1-5 in the 2014-15 School Year

| Number of Arts Disciplines | Elementary Schools | Multi-Grade Schools Serving Grades 1-5 |
|---------------------------------|--------------------|--|
| At Least One Arts Discipline | 100% | 100% |
| At Least Two Arts Disciplines | 95% | 94% |
| At Least Three Arts Disciplines | 81% | 77% |
| Four Arts Disciplines | 61% | 48% |



ARTS IN SCHOOLS

Figure 19. Percent of Responding Schools by Type of Arts Discipline Taught by Any Instructional Provider to Any Grade 1-5 in the 2014-15 School Year

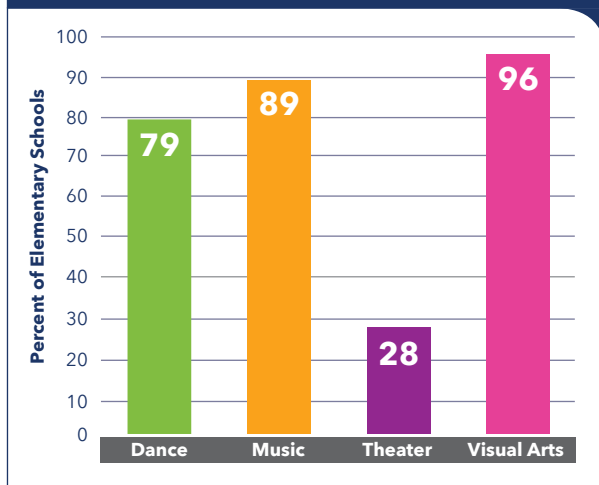


Figure 20. Percent of Responding Multi-Grade Schools by Type of Arts Discipline Taught by Any Instructional Provider to Any Grade 1-5 in the 2014-15 School Year

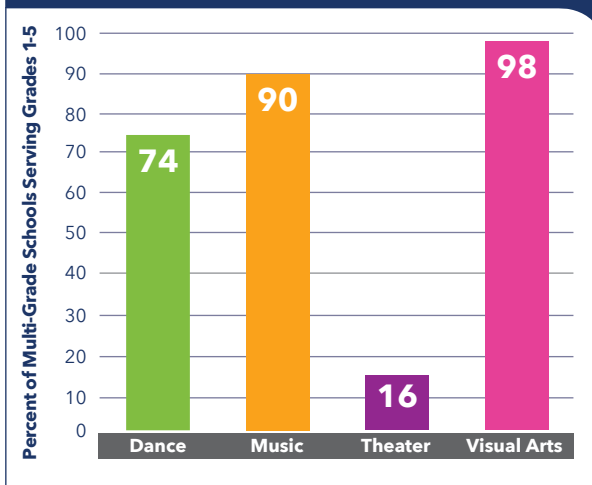


Table 11. Percent of Responding Schools Providing All Four Arts Disciplines to All Grades 1-5 by Any Instructional Provider

| | Elementary Schools | Multi-Grade Schools Serving Grades 1-5 |
|--|--------------------|--|
| All Four Arts Disciplines to All Grades 1-5 | 40% | 31% |

Figure 21. Average Annual Arts Instructional Hours Taught by Any Art Instructional Provider in Responding Schools by Grades 1-3 and Arts Discipline in the 2014-15 School Year

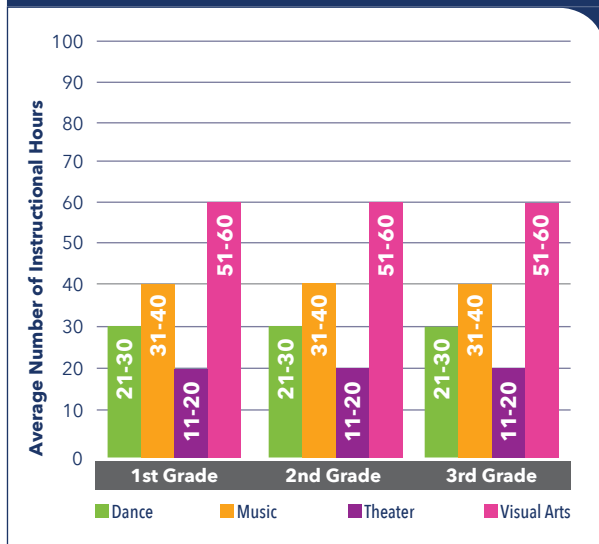
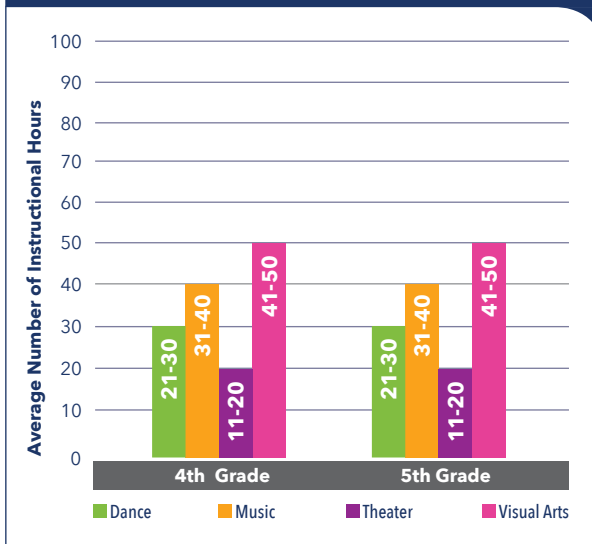


Figure 22. Average Annual Arts Instructional Hours Taught by Any Art Instructional Provider in Responding Schools by Grades 4-5 and Arts Discipline in the 2014-15 School Year



REPORT 2014-2015

Figure 23. Average Annual Arts Instructional Hours Taught by Any Art Instructional Provider in Responding Multi-Grade Schools by Grades 1-3 and Arts Discipline in the 2014-15 School Year

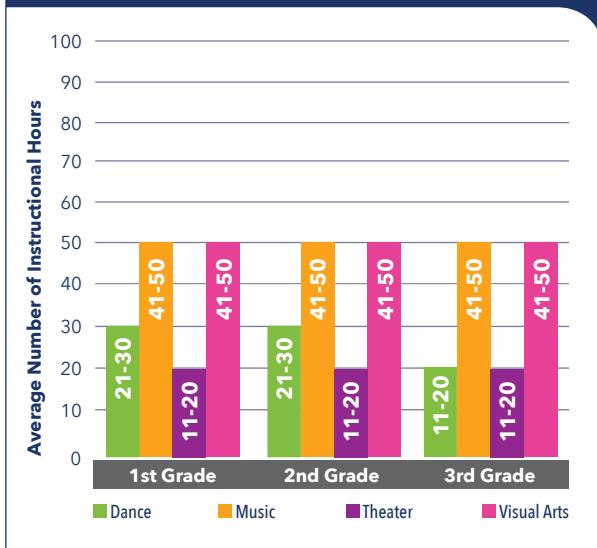
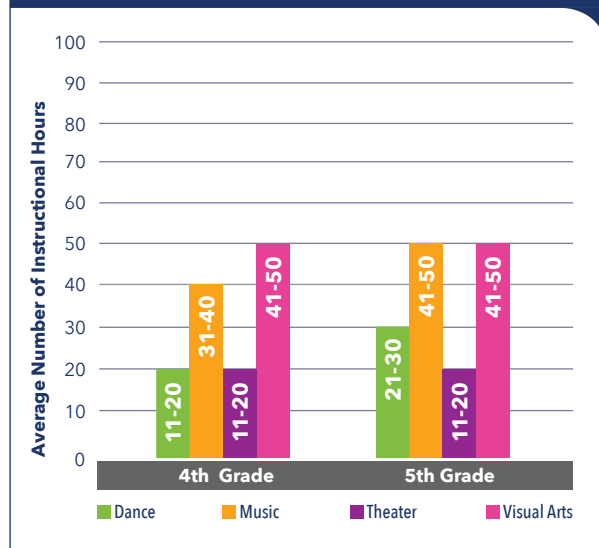


Figure 24. Average Annual Arts Instructional Hours Taught by Any Art Instructional Provider in Responding Multi-Grade Schools by Grades 4-5 and Arts Discipline in the 2014-15 School Year



ARTS IN SCHOOLS

Arts Instruction Provided to Grades 1-5 by School-Based Arts Teachers or Classroom Teachers

Table 12 and Figures 25 and 26 present data on arts instruction in dance, music, theater, and/or visual arts provided by school-based arts teachers and/or classroom teachers in responding elementary and multi-grade schools serving grades 1-5 in the 2014-15 school year. Table 12 shows the number of arts disciplines provided to any grade 1-5. The percent of responding schools by type of arts disciplines provided to any grade 1-5 is displayed in Figure 25 for elementary schools and Figure 26 for multi-grade schools serving grades 1-5.

Table 12. Percent of Responding Schools by Number of Arts Disciplines Provided by School-Based Arts Teachers or Classroom Teachers to Any Grade 1-5 in the 2014-15 School Year

| Number of Arts Disciplines | Elementary Schools | Multi-Grade Schools Serving Grades 1-5 |
|---------------------------------|--------------------|--|
| At Least One Arts Discipline | 97% | 98% |
| At Least Two Arts Disciplines | 78% | 80% |
| At Least Three Arts Disciplines | 47% | 40% |
| Four Arts Disciplines | 30% | 24% |

Figure 25. Percent of Responding Elementary Schools by Type of Arts Discipline Provided by School-Based Arts Teachers or Classroom Teachers to Any Grade 1-5 in the 2014-15 School Year

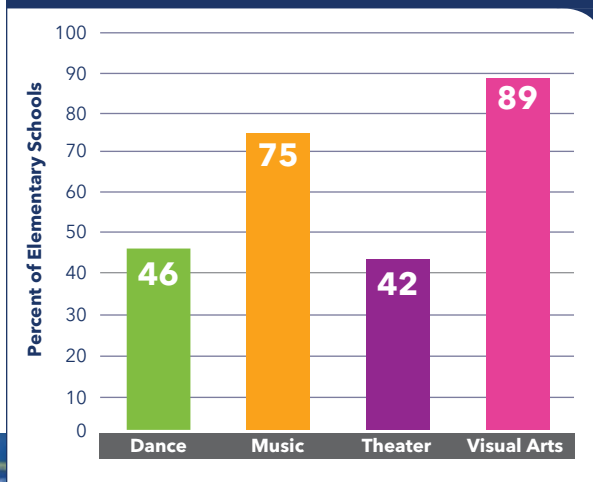
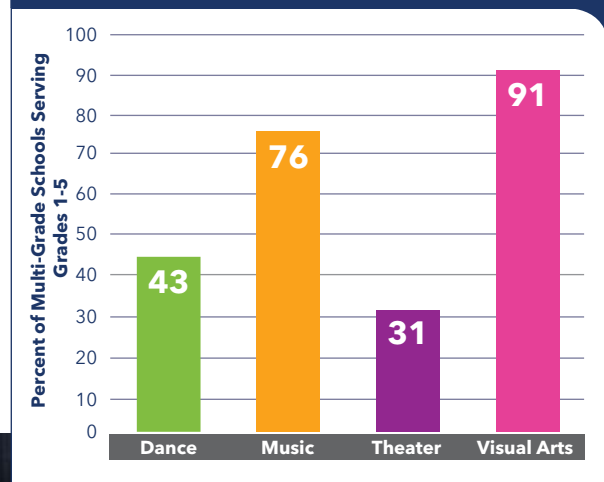


Figure 26. Percent of Responding Multi-Grade Schools by Type of Arts Discipline Provided by School-Based Arts Teachers or Classroom Teachers to Any Grade 1-5 in the 2014-15 School Year



Arts Instruction Provided to Grades 1-5 by Cultural Arts Organizations

Table 13 and Figures 27 and 28 present data on arts instruction in dance, music, theater, and/or visual arts provided by cultural arts organizations in responding elementary and multi-grade schools serving grades 1-5 in the 2014-15 school year. Table 13 shows the number of arts disciplines provided to any grade 1-5. The percent of responding schools by type of arts discipline provided to any grade 1-5 is displayed in Figure 27 for elementary schools and Figure 28 for multi-grade schools serving grades 1-5.

Table 13. Percent of Responding Schools by Number of Arts Disciplines Provided to Any Grade 1-5 in the 2014-15 School Year by Cultural Arts Organizations

| Number of Arts Disciplines | Elementary Schools | Multi-Grade Schools Serving Grades 1-5 |
|---------------------------------|--------------------|--|
| At Least One Arts Discipline | 89% | 85% |
| At Least Two Arts Disciplines | 71% | 66% |
| At Least Three Arts Disciplines | 54% | 43% |
| Four Arts Disciplines | 35% | 25% |

Figure 27. Percent of Responding Elementary Schools by Type of Arts Discipline Provided by Cultural Arts Organizations to Any Grade 1-5 in the 2014-15 School Year

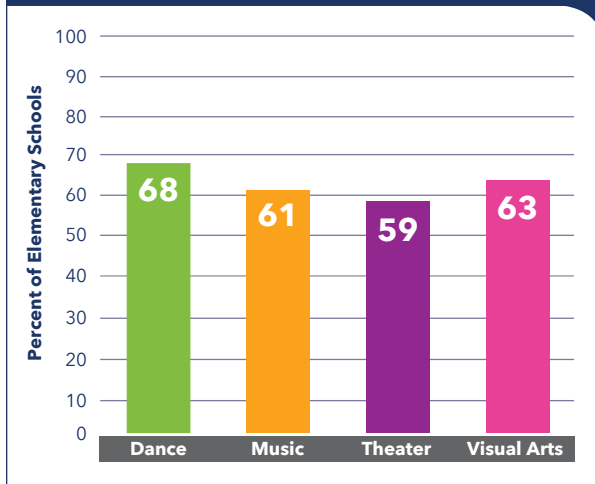
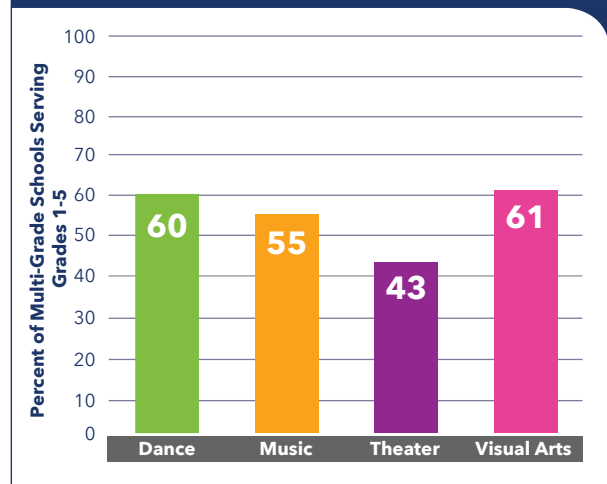


Figure 28. Percent of Responding Multi-Grade Schools by Type of Arts Discipline Provided by Cultural Arts Organizations to Any Grade 1-5 in the 2014-15 School Year



Principal:
Jaynemie Capetanakis

Grades Served:
K-5

Arts Liaison:
Angela Fremont-Appel

Enrollment:
967

P.S. 69

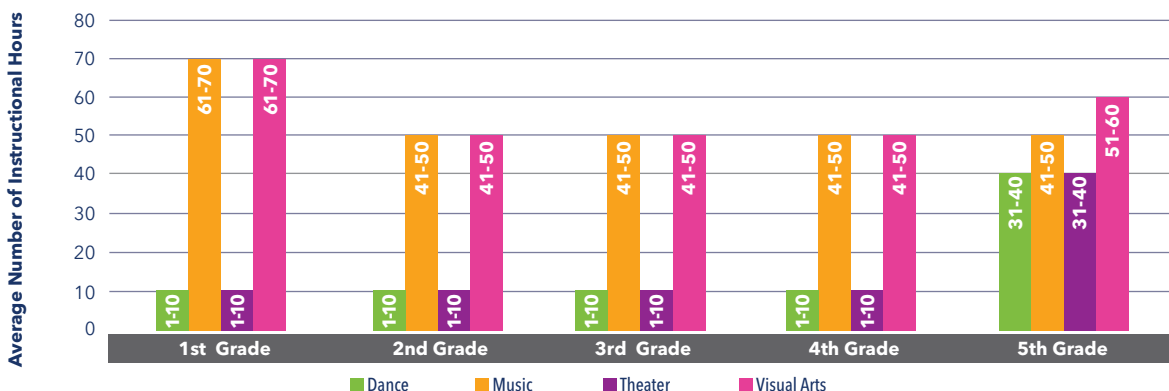
The Vincent D. Grippo School (20K069)

The goal of P.S. 69’s arts program is to provide a highly rigorous arts environment where all students experience deep and challenging curricula in dance, music, theater, and visual arts programming provided by skilled professionals. All arts curricula at P.S. 69 is developed in alignment with the *Blueprints for Teaching and Learning in the Arts*, Common Core Learning Standards, and Danielson’s Framework. Notably, P.S. 69 has been selected as a Showcase School for Integrating the Arts for Student Success school two years in a row. This showcase has helped to build students’ ability to read, write, listen, and speak, which helps them to be successful in all areas. Principal Capetanakis believes “the arts are a fundamental part of a full and balanced education, and a vehicle to open up language and engagement,” and that “children can transfer the skills to other content areas as well.” When asked how the school’s arts programming support and align with the *Framework for Great Schools*, Principal Capetanakis replied that staff at P.S. 69 work together “using the framework to help to make sure everything is in alignment for the overall goal of achievement.”

P.S. 69 provides sequential programming in visual arts and music to students in grades K-5. Principal Capetanakis pointed out that “having multiple pathways is extremely important for learning” for a school with 58 percent English language learners. In order to facilitate this, she stated that the school “has made a lot of thoughtful decisions to include the arts for all students K-5,” providing opportunities for classroom and content-area teachers to collaborate on project-based learning activities to include the arts in order to help students increase comprehension.

Arts instruction is provided through classroom teachers, school-based arts teachers, and partnerships with cultural arts organizations (see **Figure A1**). In addition to having two full-time certified music

Figure A1. Average Annual Arts Instructional Hours Taught by Any Art Instructional Provider in the 2014-15 School Year



teachers and one full-time certified visual arts teacher, P.S. 69 partners with cultural arts organizations. These partnerships help support and enhance the current instruction through residencies and arts-related field trips. To support the school’s existing music and visual arts curricula, P.S. 69 partners with ArtsConnection and Carnegie Hall, among others. Principal Capetanakis explained that “such partnerships help round out the arts program at our school,” and that these partnerships help by offering “specialized instruction during the school day that students wouldn’t otherwise have access to.” For example, through a partnership with the Noel Pointer Foundation, the school is able to offer violin instruction to selected students in grades 1-5. In addition, she noted, TADA! Youth Theater works with fifth-grade students to give them “a full theater experience before graduating,” adding that it is “astounding to see children who are new to the language have the confidence and capacity to participate in the content-based plays that they put on.” (See **Table A1.**) She also described a partnership with the American Ballroom Dance Theater, which “teaches American ballroom dancing to fifth-grade students to give them an opportunity to develop poise and the ability to move and respond to music in a new way.”

Table A1. Number of Art Events Held at *the School Site* in the 2014-15 School Year

| Events | Number of Arts Events Held at <i>the School Site</i> |
|-----------------------------|---|
| Dance Performances | 2 |
| Concerts | 2 |
| Theater Performances | 4 |
| Artwork Exhibits | 4 |

Principal Capetanakis further explained that “when we look at our programming, we make sure there is rigorous instruction for the arts” via creative scheduling that allows teachers to have common planning time and fosters strong communication among teachers. This approach extends to scheduling time for students with arts teachers and partners, which is “important in helping to be sure the school meets our goal of having access and equity for all children and a full and balanced learning experience.” She added that even when there are fiscal challenges, “we have found a way to work with getting what we need by doing things such as thinking strategically about how to best spend time and money to provide opportunities for students to work with partners.” These partnerships are essential, Principal Capetanakis maintains, because “the arts partners bring an extra level of enrichment that adds to the children’s experiences.”

Muscota (06M314)

Principal:
Camille Wallin

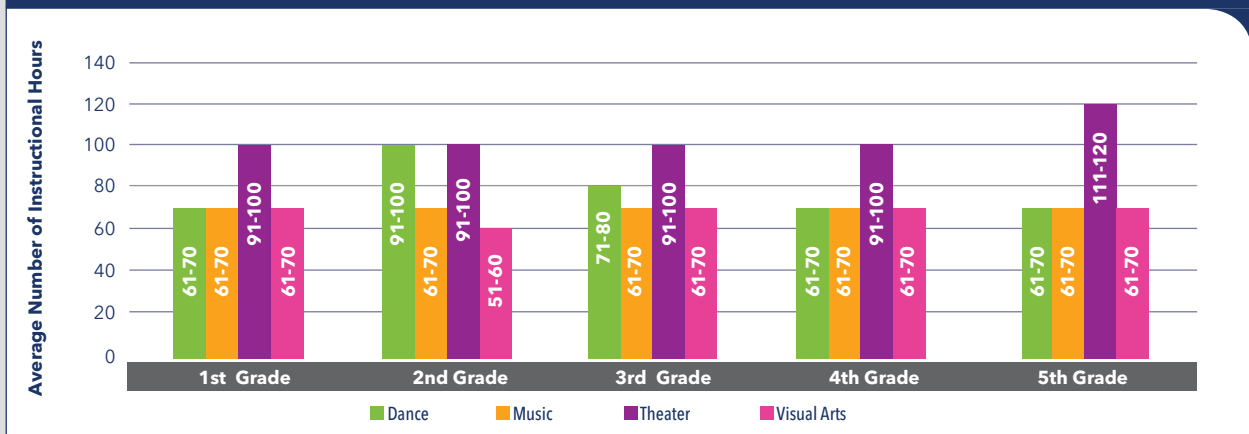
Grades Served:
K-5

Arts Liaison:
Allison Mottola

Enrollment:
285

Muscota offers arts instruction in all four arts disciplines (dance, music, theater, and visual arts) to students in grades K-5 (see **Figure A2**). In the 2014-15 school year, Muscota had four full-time certified arts teachers, two in theater and two in visual arts, as well as four part-time certified arts teachers, one in each of the four disciplines. According to Principal Wallin, “We believe students learn art by practicing being an artist.” The principal added that the “arts are valued by our administration and treated with the same consideration as all other core subjects. . . . Our school mission and school budgeting reflect strong commitment to robust arts programming.”

Figure A2. Average Annual Arts Instructional Hours Taught by Any Art Instructional Provider in the 2014-15 School Year



The arts at Muscota are not “just additional subjects for the child ‘to learn,’ but rather important avenues of expression of how a child understands the larger world.” As part of this work, goals of the arts program at Muscota include: appreciating and recognizing the influence of the arts beyond school; creating, interpreting, and responding to art using the arts vocabulary; communicating ideas and connecting to other areas of the curriculum and personal experiences through art; engaging the larger community through experiences and celebrations that include the arts; and developing problem-solving skills and innovative thinking.

In order to reach these goals, the school engages in a variety of activities, including ensuring that classroom teacher preparation periods are dedicated to the arts, having strong arts teachers, and engaging parents the school community in the arts. Principal Wallin noted that a key piece of the



success of the arts at Muscota involves “training parents and other teachers in the value of the arts for problem solving, thinking critically, and teaching college and career readiness skills.” She continued on to say that it is essential to ensure access to high-quality arts teachers who are artists “in their own right ... along with strong pedagogy.” Capitalizing on the value of “flexible scheduling and part-time arts teachers” where necessary helps ensure access to the arts for all students. According to Principal Wallin, another important piece of the success of the programming at Muscota involves ensuring that parent engagement and community-building events focus on the arts, saying that “performances/showcases and individual student achievements are celebrated and part of larger community events.” (See **Table A2.**) In fact, she elaborated that parents actively support the *Framework for Great Schools* by “participating in all aspects of the arts program, volunteering and supporting arts instruction, and helping plan and organize field trips and big arts events.”

Table A2. Number of Art Events Held at the School Site in the 2014-15 School Year

| Events | Number of Arts Events Held at the School Site |
|-----------------------------|--|
| Dance Performances | 5 |
| Concerts | 3 |
| Theater Performances | 12 |
| Artwork Exhibits | 1 |

The principal at Muscota did report challenges to arts implementation, including appropriate space and storage, explaining that “we are a co-located building without access to the auditorium or art room on a regular basis.” While this is a challenge, she offered advice to other principals looking to strengthen their arts program, suggesting that they value the arts and art literacy as much as they value any other core subject; recruit and retain the highest-quality arts teachers possible; schedule their prep/cluster program with arts classes; and use their arts program to nurture and invigorate their community.

Middle School Grades

The data in this section reflect arts education programming for middle and multi-grade schools serving grades 6-8 as obtained from STARS as well as reported on the 2014-15 *Annual Arts Education Survey*; District 75 schools are not included. In 2014-15, of all schools that responded to the survey, 18 percent (N=275) were classified as middle schools, and 13 percent (N=210) were classified as multi-grade schools serving grades 6-8.

Screened Arts Programs

Table 14 shows the percentage of responding middle and multi-grade schools serving grades 6-8 that screened students in the arts before admission to the school during the 2011-12 through 2014-15 school years. Screening in the arts may occur through auditions, portfolio presentations, and/or interviews to determine which arts discipline or level of instruction will be made available to students.

Table 14. Percent of Responding Schools That Screen Students in Grades 6-8 in the Arts Before Admission

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---------|---------|---------|---------|
| Middle Schools | | | | |
| | 12% | 10% | 10% | 10% |
| Multi-Grade Schools Serving Grades 6-8 | | | | |
| | 6% | 5% | 5% | 4% |

Arts Instruction Provided to Grades 6-8

Table 15 and Figures 29 and 30 present data from the 2012-13 through 2014-15 school years on the percent of responding middle schools and multi-grade schools by number and type of arts disciplines (dance, music, theater, and/or visual arts) provided to any grade 6-8.⁷

Table 15. Percent of Responding Schools by Number of Arts Disciplines Provided to Any Grade 6-8

| Number of Arts Disciplines | 2012-13 | 2013-14 | 2014-15 |
|---|---------|---------|---------|
| Middle Schools | | | |
| At Least One Arts Discipline | 94% | 92% | 96% |
| At Least Two Arts Disciplines | 63% | 64% | 70% |
| At Least Three Arts Disciplines | 31% | 29% | 35% |
| Four Arts Disciplines | 12% | 10% | 11% |
| Multi-Grade Schools Serving Grades 6-8 | | | |
| At Least One Arts Discipline | 96% | 92% | 97% |
| At Least Two Arts Disciplines | 64% | 59% | 74% |
| At Least Three Arts Disciplines | 26% | 19% | 24% |
| Four Arts Disciplines | 7% | 4% | 5% |

⁷ See Footnote 1.

Figure 29. Percent of Responding Middle Schools Providing Arts to Any Grade 6-8 by Type of Arts Discipline Provided

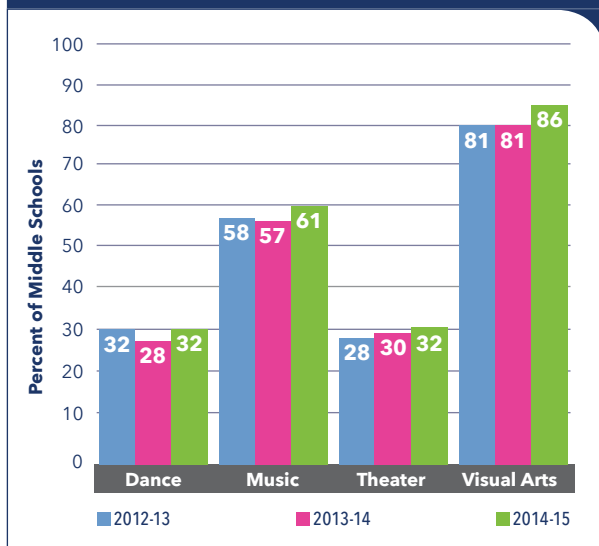
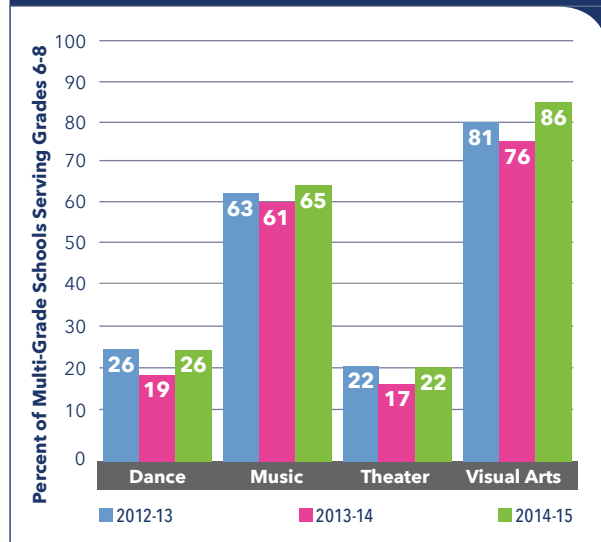


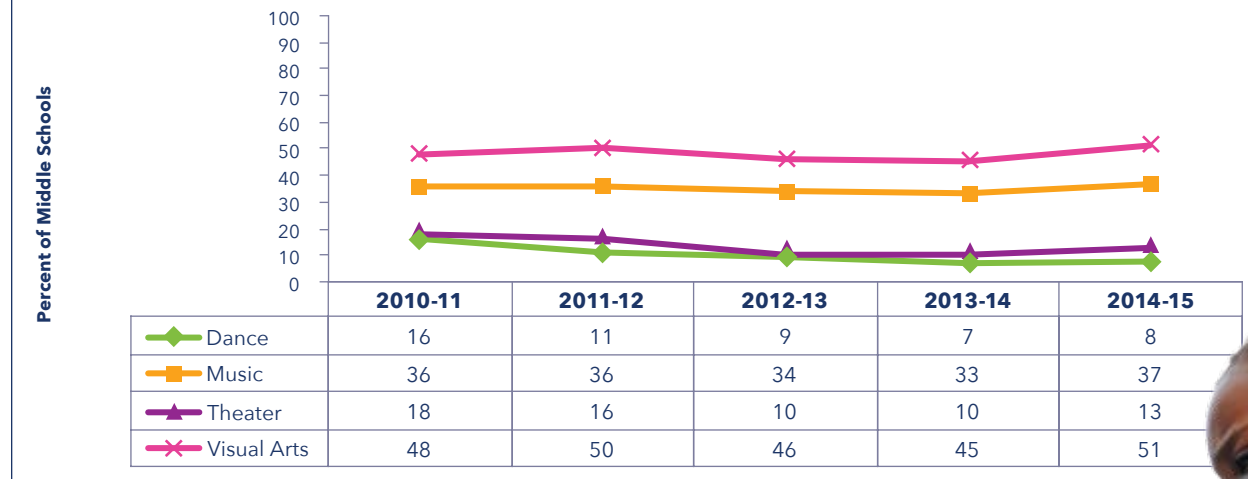
Figure 30. Percent of Responding Multi-Grade Schools Providing Arts to Any Grade 6-8 by Type of Arts Discipline Provided



Student Participation in Grades 7 and 8

Figures 31 through 34 display the percent of seventh- and eighth-grade students in responding middle and multi-grade schools who participated in arts instruction from the 2010-11 through 2014-15 school years.⁸ Data are displayed by arts discipline.

Figure 31. Percent of 7th Grade Students Participating in Arts Instruction in Responding Middle Schools by Arts Discipline



⁸ See Footnote 1.

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Figure 32. Percent of 7th Grade Students Participating in Arts Instruction in Responding Multi-Grade Schools by Arts Discipline

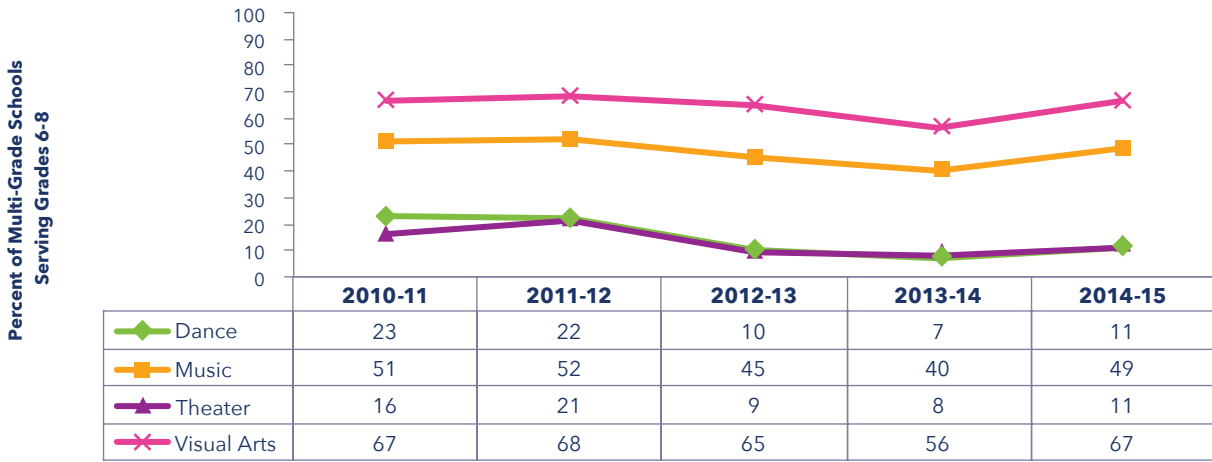


Figure 33. Percent of 8th Grade Students Participating in Arts Instruction in Responding Middle Schools by Arts Discipline

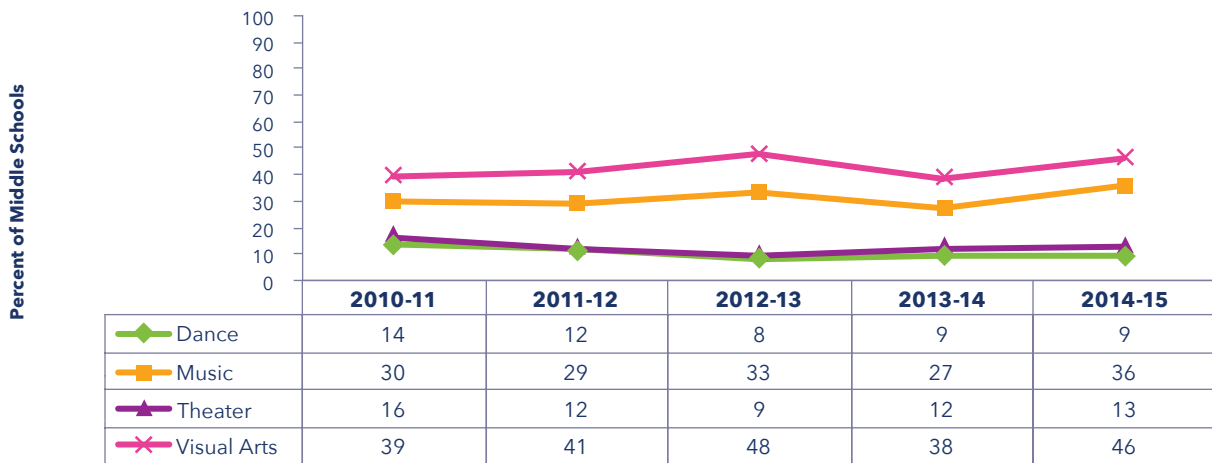
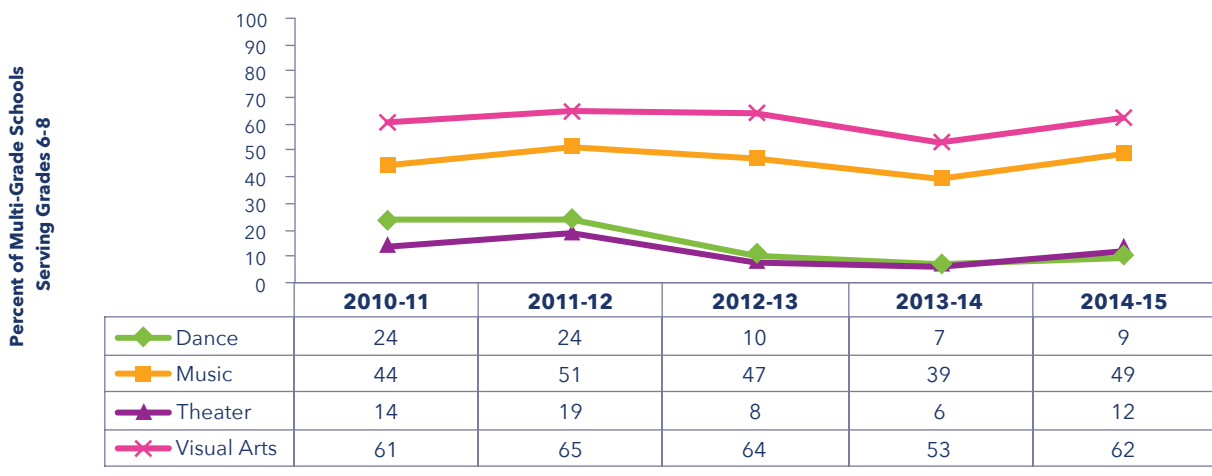


Figure 34. Percent of 8th Grade Students Participating in Arts Instruction in Responding Multi-Grade Schools by Arts Discipline



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Arts Sequences

Figures 35 and 36 show data on the percent of responding middle and multi-grade schools offering a three-year arts sequence to students in grades 6-8. The data are shown by arts discipline. Figures 37 and 38 present these data across disciplines by borough in the 2011-12 to 2014-15 school years for responding middle and multi-grade schools.

Figure 35. Percent of Responding Middle Schools Offering a Three-Year Sequence in the Arts to Students in Grades 6-8 by Arts Discipline

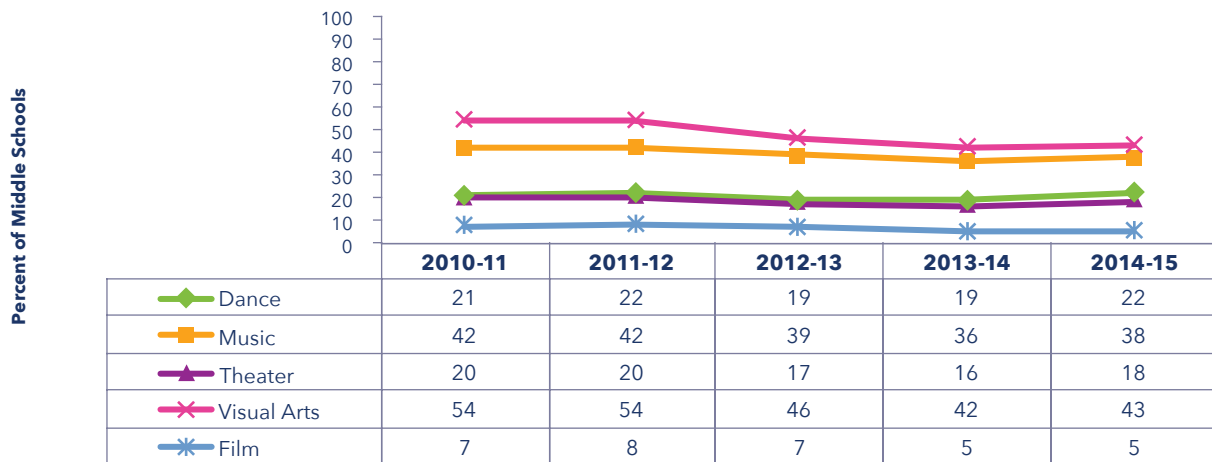
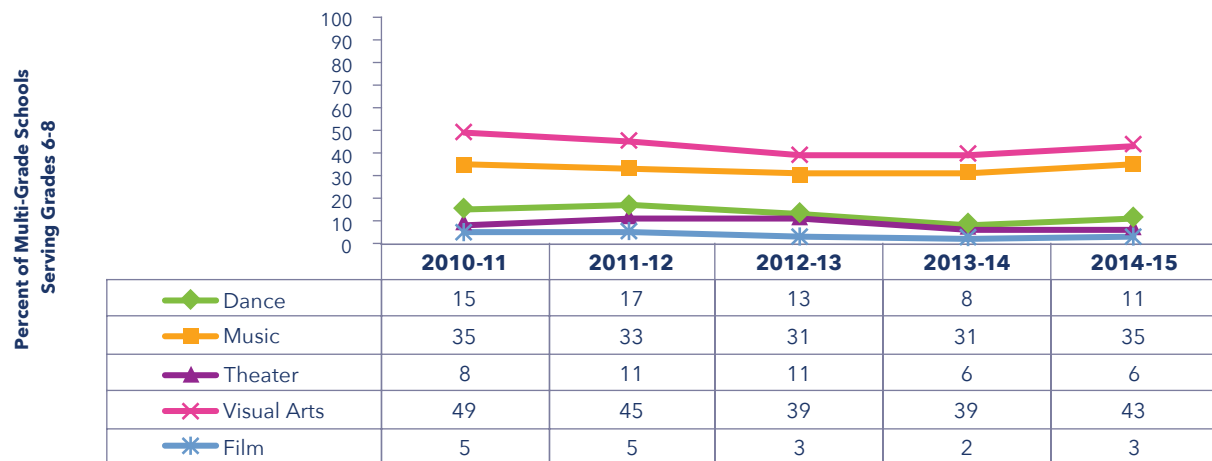


Figure 36. Percent of Responding Multi-Grade Schools Offering a Three-Year Sequence in the Arts to Students in Grades 6-8 by Arts Discipline



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Figure 37. Percent of Responding Middle Schools That Offer *At Least One* Arts Sequence to Students in Grades 6-8 by Borough

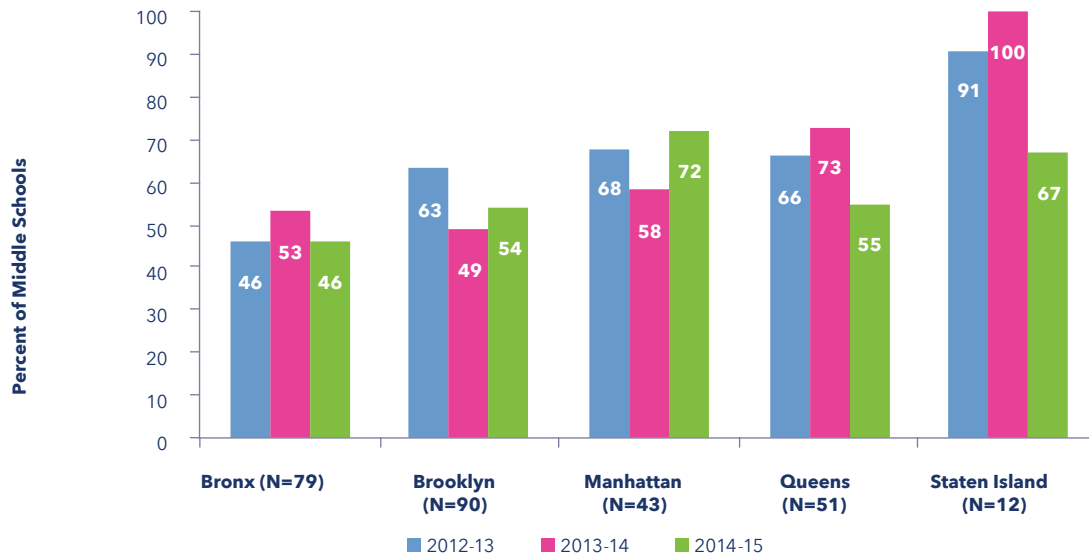
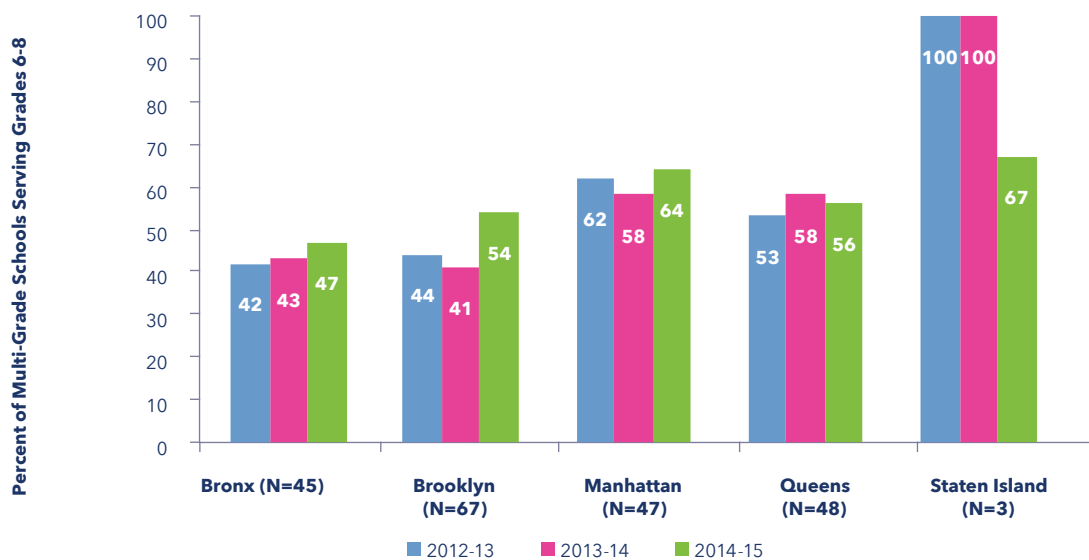


Figure 38. Percent of Responding Multi-Grade Schools That Offer *At Least One* Arts Sequence to Students in Grades 6-8 by Borough



Arts Instruction as Required by the New York State Education Department, Grades 7-8

The NYSED requires, at a minimum, that students in grades 7 and 8 complete one half-credit (one semester) of instruction in one of the four arts disciplines (dance, music, theater, or visual arts) and another half-credit in a second arts discipline (dance, music, theater, or visual arts), for a total of one credit over the course of seventh and eighth grades. One half-credit is the equivalent of approximately 55 hours of instruction by a licensed certified arts teacher. **Table 16** displays the percent of eighth-grade students from responding middle and multi-grade schools who completed two or more courses over the course of seventh and eighth grades in the 2013-14 and 2014-15 school years. **Table 17** displays the percent of eighth-grade students from responding middle and multi-grade schools who completed two or more half-units of arts instruction over the course of seventh and eighth grades in the 2013-14 and 2014-15 school years.

Table 16. Percent of 8th Grade Students in Responding Schools Who Met the NYSED Requirement

| | 2013-14 | 2014-15 |
|---|------------|------------|
| Middle Schools | | |
| Eighth-Grade Students Who Completed Two Arts Courses in Two Different Arts Disciplines by a Certified Arts Teacher | 17% | 24% |
| Multi-Grade Schools Serving Grades 6-8 | | |
| Eighth-Grade Students Who Completed Two Arts Courses in Two Different Arts Disciplines by a Certified Arts Teacher | 27% | 41% |

Table 17. Percent of 8th Grade Students in Responding Schools Who Completed Two or More Half-Units of Arts Instruction over the Course of 7th and 8th Grades

| | 2013-14 | 2014-15 |
|--|------------|------------|
| Middle Schools | | |
| Eighth-Grade Students Who Completed Two or More Half-Units of Arts Instruction in Any Arts Discipline | 83% | 86% |
| Multi-Grade Schools Serving Grades 6-8 | | |
| Eighth-Grade Students Who Completed Two or More Half-Units of Arts Instruction in Any Arts Discipline | 84% | 89% |



J.H.S. 67

Louis Pasteur (26Q067)

Principal:

Zoi McGrath

Grades Served:

6-8

Arts Liaison:

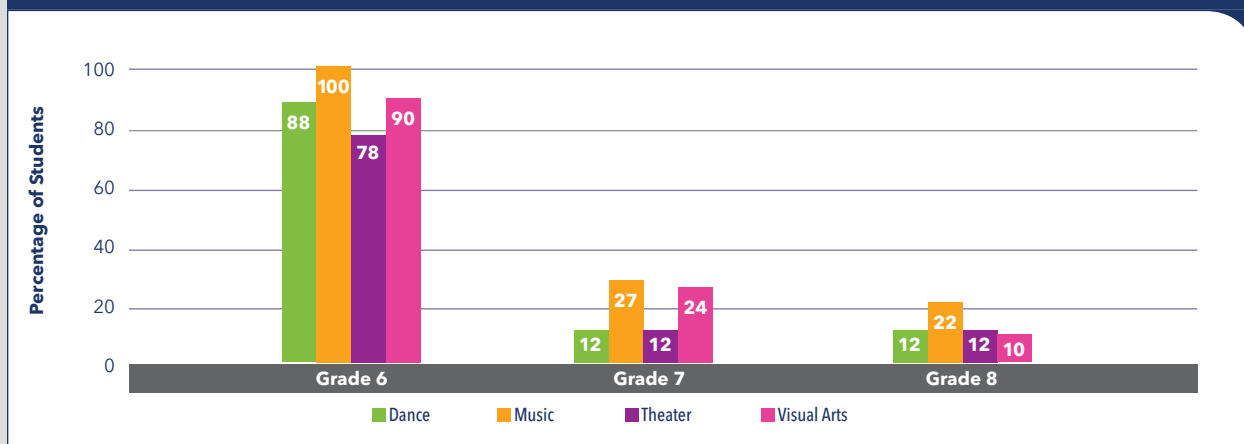
Jason Diminich

Enrollment:

934

J.H.S. 67 offers arts instruction in all four arts disciplines (dance, music, theater, and visual arts) to students in grades 6-8 (see **Figure B1**). In the 2014-15 school year, the school had five full-time certified arts teachers, one each in dance, instrumental music, vocal music, theater, and visual arts. According to Principal McGrath, “The goal of the arts program at our school is to provide students with a rigorous arts curriculum that challenges them creatively and prepares them with ambitions to pursue their interest in the arts in a specialized program and beyond.”

Figure B1. Percent of Students Participating in Arts Instruction by Discipline and Grade in the 2014-15 School Year



Principal McGrath explained that the school has many elements aligned with the *Framework for Great Schools*, including a “rigorous arts program that intellectually engages students and challenges them to be creative in a space where they are safe to self-express and receive feedback and support from both educators and peers.” As part of this effort, she further explained, teachers engage in inquiry work centered specifically on improving arts education, administrators provide ongoing support in the form of actionable feedback and resources, and families in the community support the arts and are strongly represented at all school arts events (see **Table B1**). According to Principal McGrath, “We have a community of students, parents, teachers, and school and district leaders that strongly support the arts.”

When asked about their work in maintaining the school’s arts programming despite increased pressure to increase time in ELA and math instruction, Principal McGrath noted, “Our school philosophy is that providing all students with a rigorous arts education has a direct impact on



student performance in classroom. Given this belief, we are unwavering in our efforts to ensure all students are scheduled with at least five periods of arts education each week.” That said, the school has faced challenges in sustaining their arts program. Principal McGrath indicated that due to state mandates, the school was no longer able to provide sequential instruction in a single arts discipline. She elaborated, saying that she would like to strengthen its arts programming by providing “the opportunity for students to study a single arts discipline of their choosing full-time in the seventh and eighth grade through an accelerated curriculum that’s culminates with students earning high school course credit in the eighth grade.”

Table B1. Number of Art Events Held at the School Site in the 2014-15 School Year

| Events | Number of Arts Events Held at the School Site |
|-----------------------------|--|
| Dance Performances | 2 |
| Concerts | 2 |
| Theater Performances | 2 |
| Artwork Exhibits | 2 |

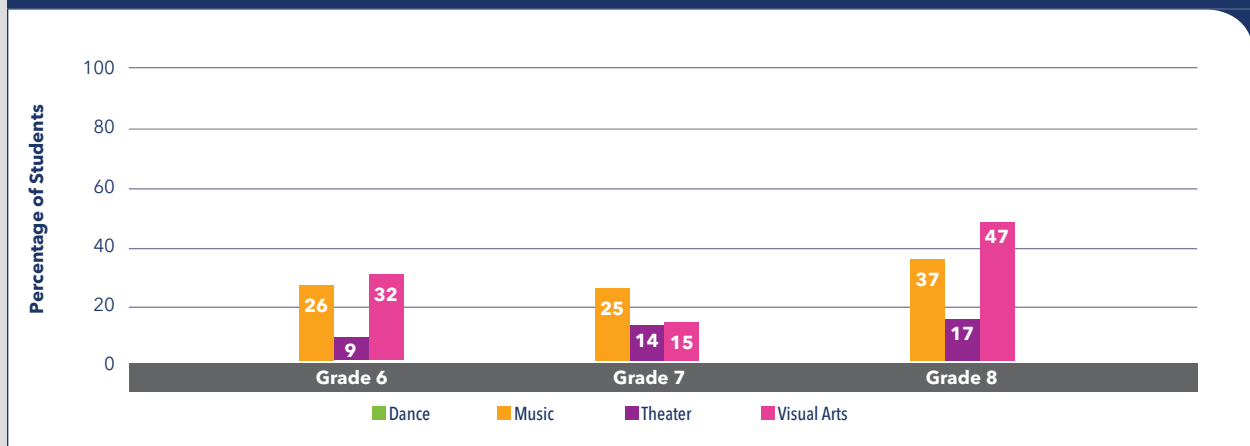
These challenges notwithstanding, Principal McGrath offered advice to other principals looking to strengthen their arts program, suggesting that “an inspirational arts teacher can be the best motivator in building or sustaining a vibrant arts program ... [and] supporting that teacher with professional development and resources is pivotal in maintaining quality arts instruction. Finally, celebrating the wonderful work of teachers and students is paramount in maintaining a rigorous arts program in a school.”

I.S. 51

Edwin Markham (31R051)

I.S. 51 provides arts instruction in visual arts via their Creative Design Smaller Learning Academy and in performing arts via their Performing Arts Smaller Learning Academy to students in grades 6-8. The school’s third Smaller Learning Community has a focus on media technology, which offers film and editing to eighth-grade students. Principal Mele explained that the school has an overall goal of “exposing students to the arts in order to spark interest and engagement in learning.” Students in the Performing Arts Academy focus on a specific discipline (e.g., theater, chorus, or band) for their sixth-, seventh-, and eighth-grade years (see **Figure B2**). While the school does allow students to switch disciplines if a student desires, the program is designed to allow students to progress through three years of programming in a specific area. Students in the Creative Design Academy rotate through a three-year sequence of visual arts, including a variety of courses, such as general art, fashion art, and digital art. In addition to the arts programming offered during the day, the school also has an extensive after-school program that offers a variety of activities, including drama and jazz band. According to Principal Mele, this allows “students to participate in one arts discipline during the day and another after school.”

Figure B2. Percent of Students Participating in Arts Instruction by Discipline and Grade in the 2014-15 School Year



The school offers art classes to students every day, which Principal Mele pointed out is one of the reasons the program is successful: “We offer arts full-time and take it seriously to allow students to be exposed to and gain progressive skills in the arts.” He believes in making arts programming a high priority, because “treating the arts as important becomes a big draw [to attend our school]. ... When kids take art seriously and make connections to their teachers and their work, they are able

to shine every day.” Principal Mele noted that “many times an art class is the only reason students want to come to school,” suggesting that offering it daily helps to improve overall school attendance. Collaboration among different stakeholder groups is also a big part of the school’s arts success, aligning to the *Framework for Great Schools* by “opening the school to the community for arts shows and concerts as well as engaging in community outreach for local businesses to display artwork throughout the neighborhood.” (See **Table B2.**) This ongoing effort to tie the arts into all the work of the school, including content area instruction, and display it outside of school walls is essential to the success of students.

Table B2. Number of Art Events Held at the School Site in the 2014-15 School Year

| Events | Number of Arts Events Held at the School Site |
|----------------------|---|
| Dance Performances | 0 |
| Concerts | 6 |
| Theater Performances | 4 |
| Artwork Exhibits | 2 |

When asked about challenges to the arts programming at I.S. 51, Principal Mele indicated that scheduling can be difficult when trying to meet academic requirements and still offer art each day. He elaborated that it can also be challenging to offer the required variety of arts programming to students, saying that “offering certain amounts of theater, dance, and music doesn’t align with my philosophy of arts instruction, because if you have to do all that, you have to break up the art experience and not allow students to do a certain type of art each day, to grow and see progressive improvement.” He has been able to help address this issue while still allowing students to focus during the school day by offering a variety of arts as part of the after-school program.

When asked about advice he would give another principal about how to build or sustain quality arts programming, Principal Mele said, “Make art a priority and treat it as a priority . . . [and] give students exposure to the programs as much as you can. I think the greatest single thing that changed us and that makes us different is we offer art every day.”

ARTS IN SCHOOLS

High School Grades

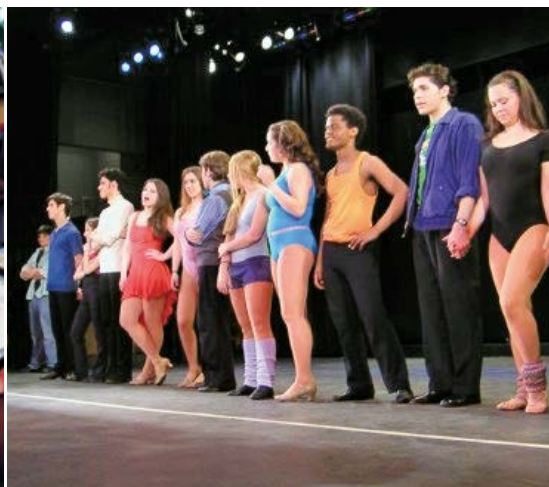
In 2014-15, 24 percent (N=376) of all schools that responded to the *Annual Arts Education Survey* were classified as high schools, and 5 percent (N=74) of all schools that responded were classified as multi-grade schools serving grades 9-12. The tables in this section reflect data obtained from the NYCDOE STARS database as well as from the *Annual Arts Education Survey*; District 75 schools are not included.

Screened Arts Programs

Screening is the process by which schools determine which of their available arts disciplines or levels of instruction will be made available to individual students. Methods of screening include auditions, portfolio presentations, and/or interviews. **Table 18** shows the percent of responding high and multi-grade schools that screened students before admission during the 2011-12 through 2014-15 school years.⁹

Table 18. Percent of Responding Schools That Screened *Grades 9-12* Students in the Arts Before Admission

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|---------|
| High School | | | | |
| | 6% | 7% | 6% | 6% |
| Multi-Grade Schools Serving Grades 9-12 | | | | |
| | 9% | 8% | 7% | 8% |



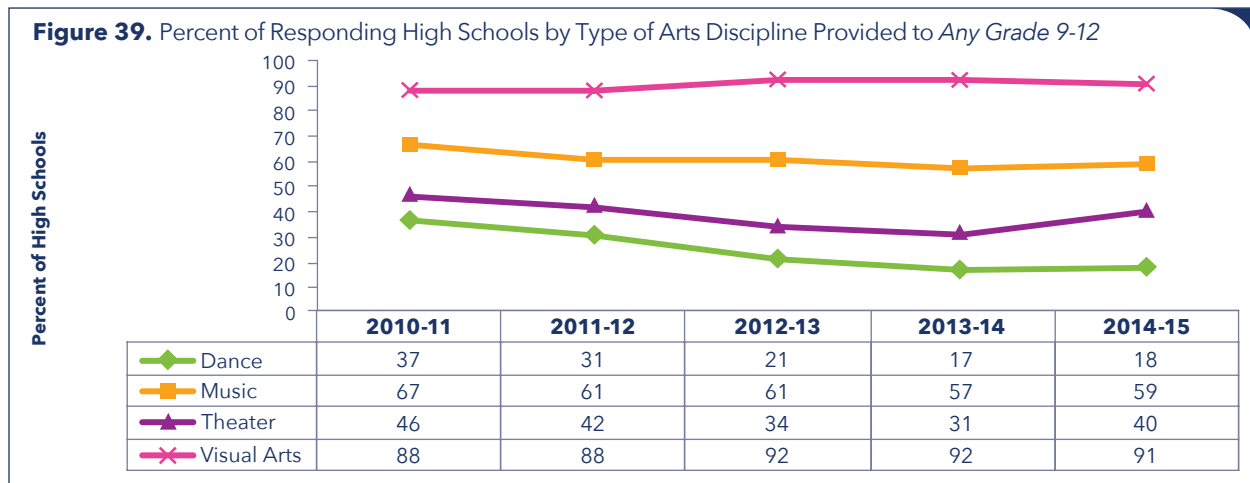
⁹ In 2011-12, schools were asked if students screened before admission on the *Annual Arts Education Survey*. In 2012-13 through 2014-15, the number of high schools that screen students in the arts before admission was provided by the NYCDOE Enrollment Office. This change should be considered when comparisons among school years are made.

Arts Instruction Provided to Grades 9-12

Table 19 and Figures 39 and 40 present data on the percent of responding high schools and multi-grade schools that provided art to students in any grade 9-12. Data are shown by number and type of arts disciplines (dance, music, theater, and/or visual arts) for each of the school years 2010-11 through 2014-15.¹⁰

Table 19. Percent of Responding Schools by Number of Arts Disciplines Provided to Any Grade 9-12

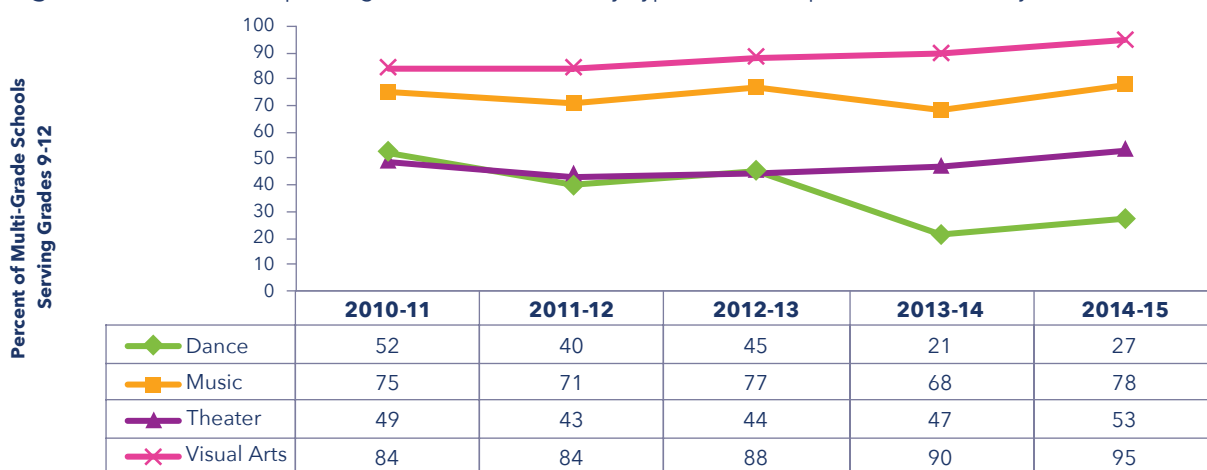
| Number of Arts Disciplines | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|---------|---------|
| High Schools | | | | | |
| At Least One Arts Discipline | 98% | 97% | 98% | 98% | 97% |
| At Least Two Arts Disciplines | 77% | 70% | 70% | 67% | 67% |
| At Least Three Arts Disciplines | 46% | 41% | 28% | 25% | 33% |
| Four Arts Disciplines | 18% | 15% | 11% | 8% | 11% |
| Multi-Grade Schools Serving Grades 9-12 | | | | | |
| At Least One Arts Discipline | 96% | 98% | 99% | 97% | 100% |
| At Least Two Arts Disciplines | 86% | 79% | 85% | 81% | 89% |
| At Least Three Arts Disciplines | 55% | 49% | 40% | 38% | 51% |
| Four Arts Disciplines | 23% | 12% | 9% | 9% | 12% |



10 See Footnote 1.

ARTS IN SCHOOLS

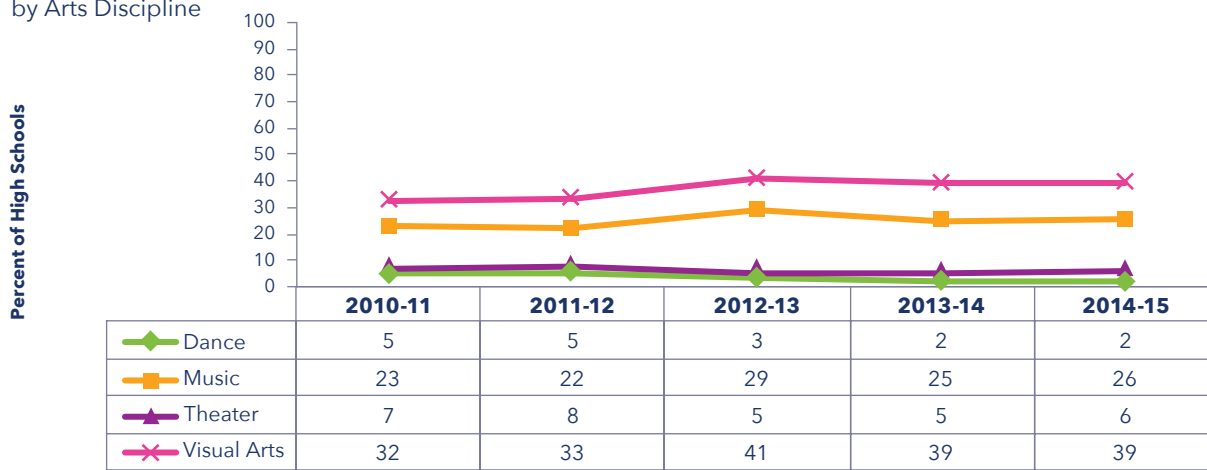
Figure 40. Percent of Responding Multi-Grade Schools by Type of Arts Discipline Provided to Any Grade 9-12



Student Participation in Grades 9-12

Figures 41 through 48 display the percent of ninth- through twelfth-grade students in responding high and multi-grade schools who participated in arts instruction. Data are shown from the 2010-11 through 2014-15 school years.¹¹

Figure 41. Percent of 9th Grade Students Participating in Arts Instruction in Responding High Schools by Arts Discipline



¹¹ See Footnote 1.

Figure 42. Percent of 9th Grade Students Participating in Arts Instruction in Responding Multi-Grade Schools by Arts Discipline

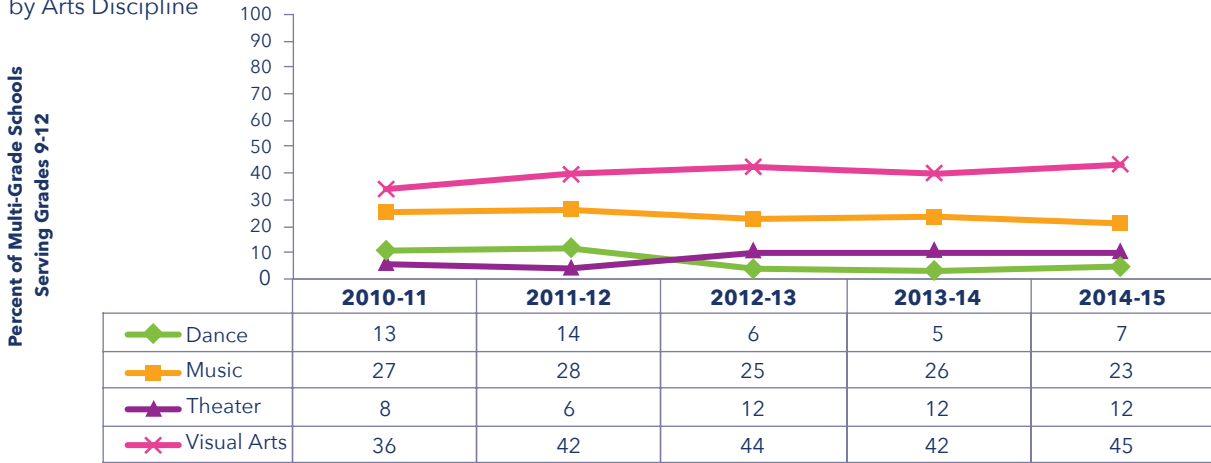


Figure 43. Percent of 10th Grade Students Participating in Arts Instruction in Responding High Schools by Arts Discipline

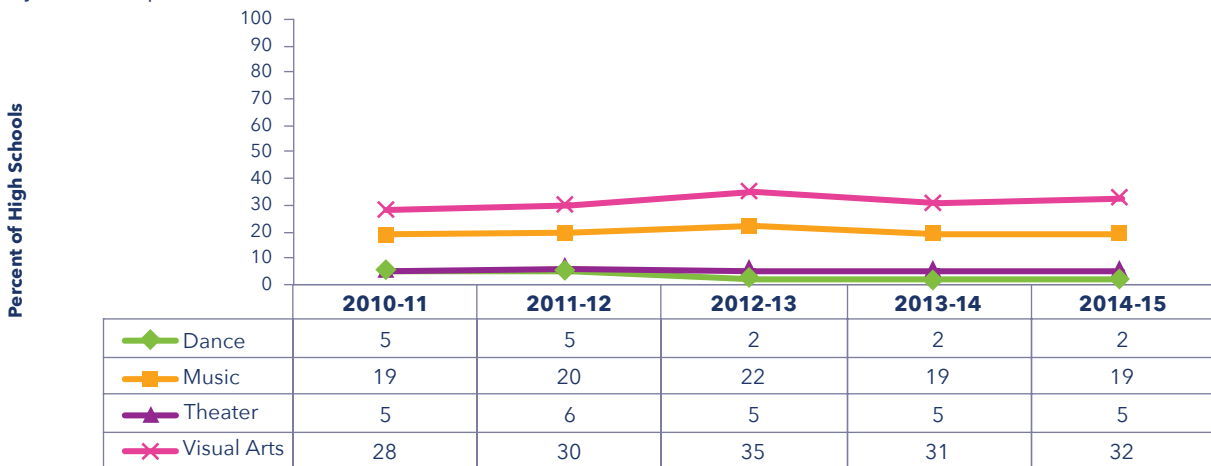
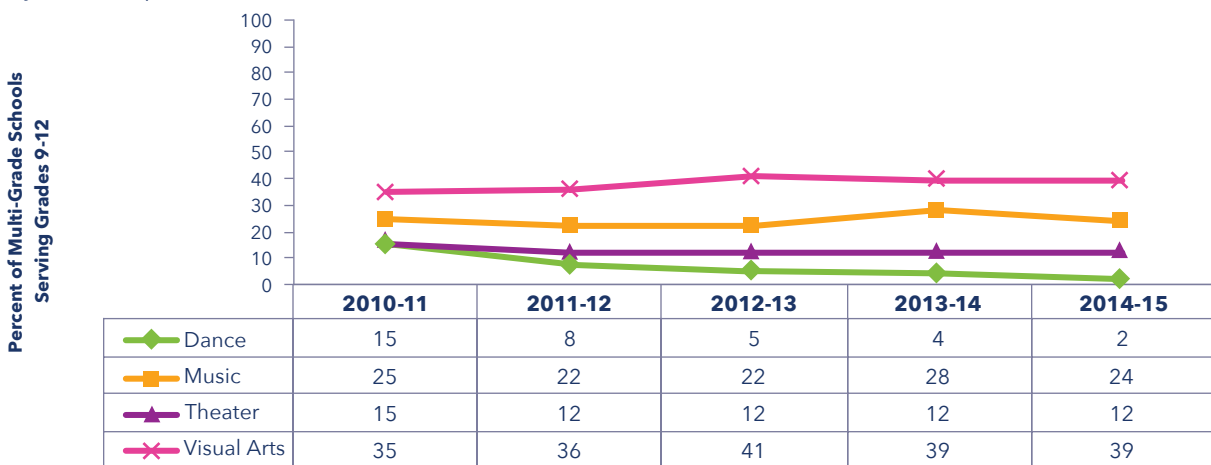


Figure 44. Percent of 10th Grade Students Participating in Arts Instruction in Responding Multi-Grade Schools by Arts Discipline



ARTS IN SCHOOLS

Figure 45. Percent of 11th Grade Students Participating in Arts Instruction in Responding High Schools by Arts Discipline

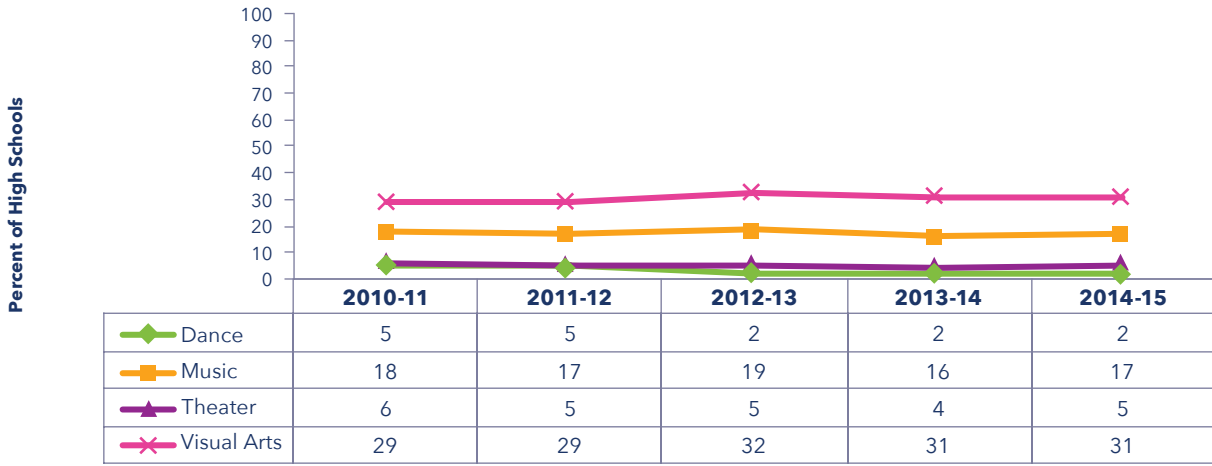


Figure 46. Percent of 11th Grade Students Participating in Arts Instruction in Responding Multi-Grade Schools by Arts Discipline

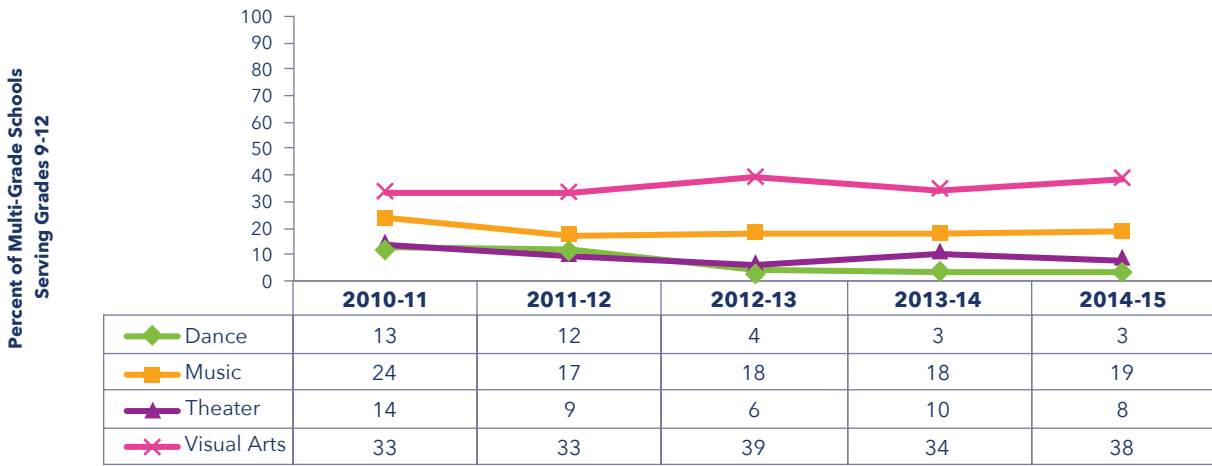


Figure 47. Percent of 12th Grade Students Participating in Arts Instruction in Responding High Schools by Arts Discipline

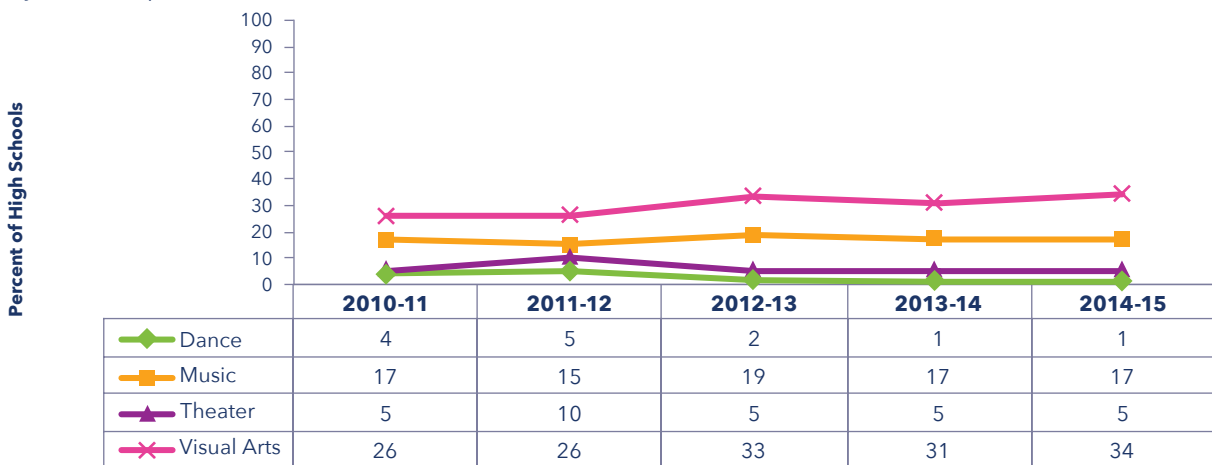
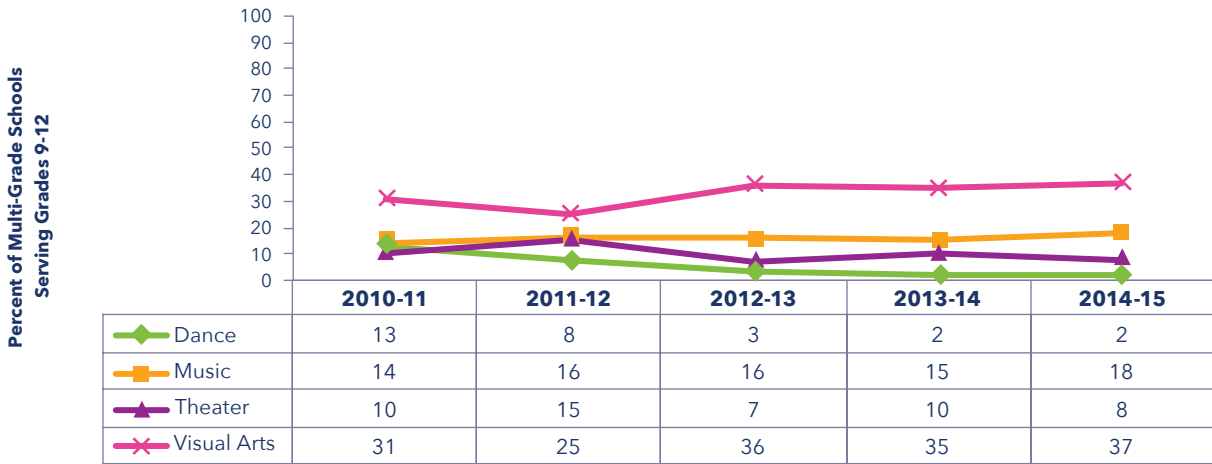


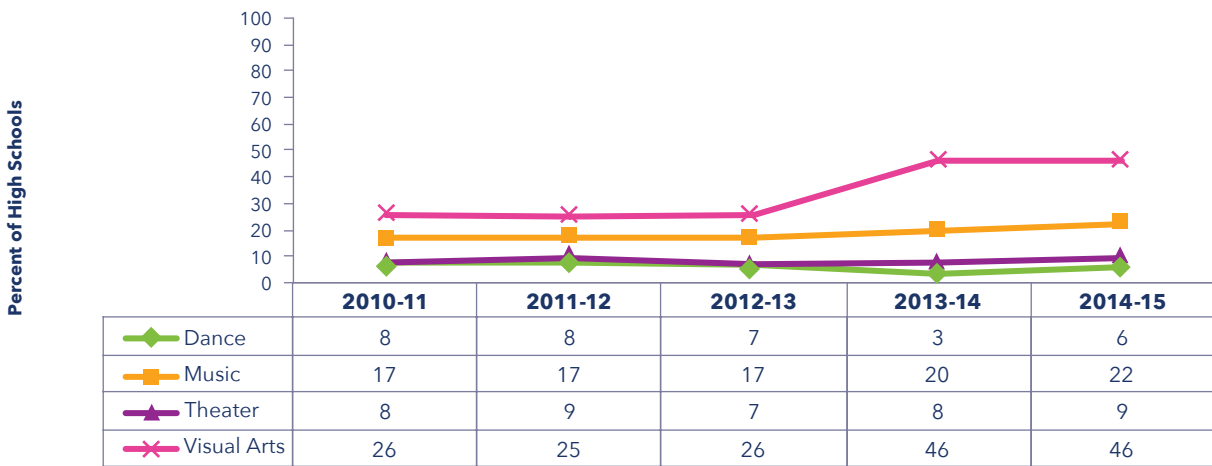
Figure 48. Percent of 12th Grade Students Participating in Arts Instruction by Arts Discipline in Responding Multi-Grade Schools



Arts Sequences

Figures 49 and 50 show data on the percent of responding high and multi-grade schools offering at least one arts sequence of six or more credits from the 2010-11 through 2014-15 school years.¹² Data are shown by arts discipline. **Table 20** shows the percent of responding high schools offering at least one 6-credit and/or 9-credit arts sequence. Data are shown by arts discipline and borough for the 2014-15 school year. **Table 21** shows these same data for multi-grade schools serving grades 9-12.

Figure 49. Percent of Responding High Schools That Offer At Least One Sequence of Six or More Credits to Students in Grades 9-12 by Arts Discipline



12 See Footnote 6.

ARTS IN SCHOOLS

Figure 50. Percent of Responding Multi-Grade Schools That Offered At Least One Sequence of Six or More Credits to Students in Grades 9-12 by Arts Discipline

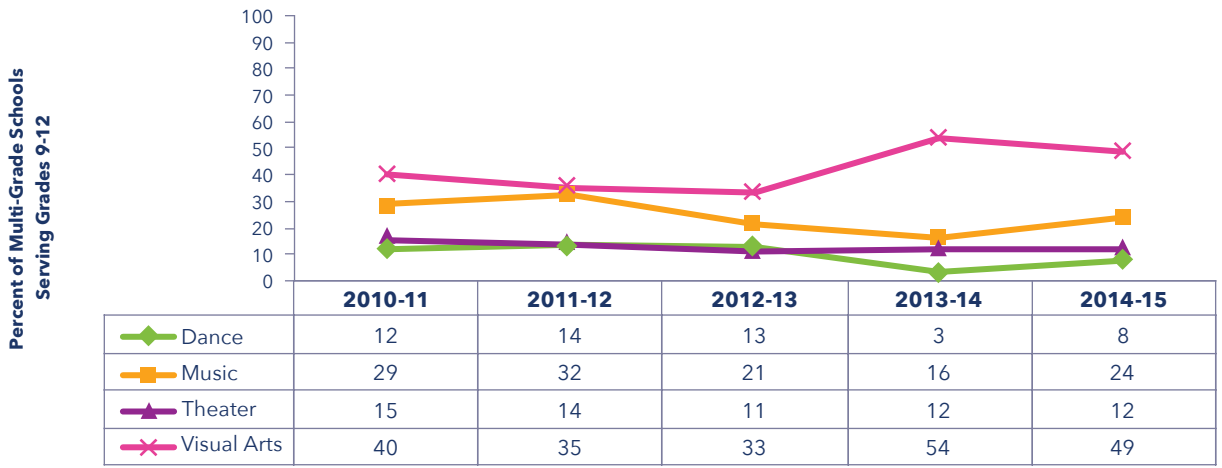


Table 20. Percent of Responding High Schools That Offered At Least One Arts Sequence to Students in Grades 9-12 in the 2014-15 School Year by Borough

| Borough | Credits | Dance | Music | Theater | Visual Arts |
|----------------------|-----------|-------|-------|---------|-------------|
| Bronx (N=95) | 6-8 | 4% | 14% | 8% | 45% |
| | 9 or more | 3% | 7% | 2% | 13% |
| Brooklyn (N=108) | 6-8 | 3% | 14% | 6% | 46% |
| | 9 or more | 2% | 11% | 4% | 10% |
| Manhattan (N=99) | 6-8 | 3% | 16% | 8% | 33% |
| | 9 or more | 4% | 6% | 6% | 11% |
| Queens (N=64) | 6-8 | 5% | 38% | 14% | 55% |
| | 9 or more | 3% | 19% | 5% | 28% |
| Staten Island (N=10) | 6-8 | 10% | 70% | 30% | 60% |
| | 9 or more | 10% | 60% | 10% | 50% |



Table 21. Percent of Responding Multi-Grade Schools That Offered At Least One Arts Sequence to Students in Grades 9-12 in the 2014-15 School Year by Borough

| Borough | Credits | Dance | Music | Theater | Visual Arts |
|---------------------|-----------|-------|-------|---------|-------------|
| Bronx (N=22) | 6-8 | 5% | 14% | 14% | 46% |
| | 9 or more | 0% | 0% | 0% | 18% |
| Brooklyn (N=21) | 6-8 | 5% | 29% | 5% | 52% |
| | 9 or more | 5% | 14% | 5% | 10% |
| Manhattan (N=17) | 6-8 | 18% | 29% | 6% | 47% |
| | 9 or more | 12% | 6% | 6% | 24% |
| Queens (N=13) | 6-8 | 0% | 16% | 15% | 46% |
| | 9 or more | 0% | 15% | 0% | 15% |
| Staten Island (N=1) | 6-8 | 0% | 100% | 100% | 100% |
| | 9 or more | 0% | 100% | 0% | 100% |

Arts Instruction as Required by the New York State Education Department, Grades 9-12

The NYSED requires that students graduate high school with, at a minimum, two credits in the arts over the course of ninth through twelfth grades. Table 22 displays the percent of high school students from responding high schools and multi-grade schools who graduated meeting this requirement from the 2010-11 through 2014-15 school years.¹³ The percentages were calculated using data from the NYCDOE STARS database.

Table 22. Percent of High School Graduates from Responding Schools Who Met the NYSED Requirement

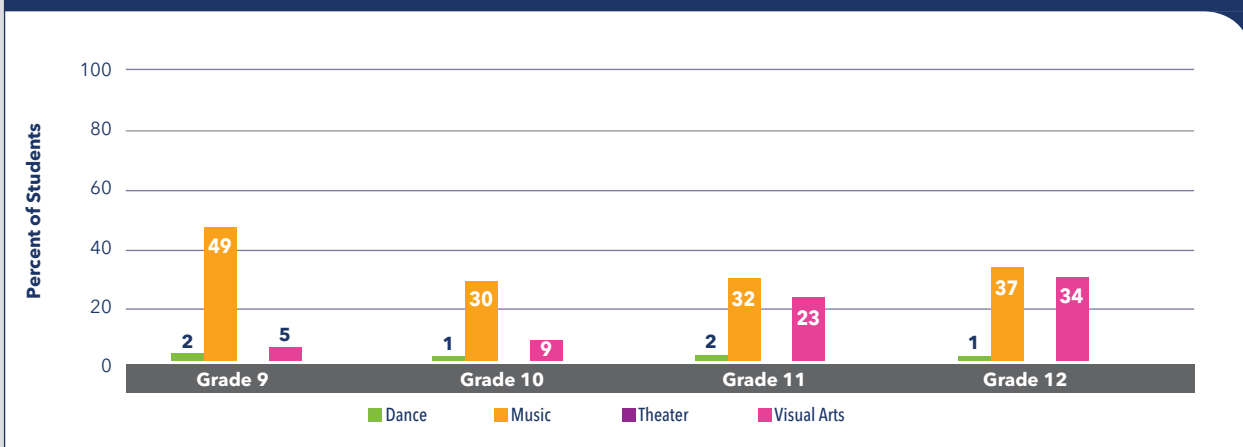
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---------|---------|---------|---------|---------|
| High Schools | | | | | |
| High School Graduates Who Met the NYSED Requirement | 97% | 98% | 95% | 97% | 100% |
| Multi-Grade Schools Serving Grades 9-12 | | | | | |
| High School Graduates Who Met the NYSED Requirement | 98% | 100% | 98% | 99% | 100% |

13 See Footnote 5.

Fort Hamilton High School (20K490)

The goal of the arts program at Fort Hamilton High School is to provide students with a well-rounded education. According to Principal Houlihan, “From assisting in the development of literacy skills to the development of students who are artistically ready for college and career, our arts program meets the individual needs of every student. Through our primarily performance-based programs, we strive to develop lifelong learners who not only can perform, but also appreciate others who do.” Fort Hamilton High School offers audition-based programs in performance arts (instrumental music, vocal music and dance) with seven full-time music teachers and one dance teacher (see **Figure C1**). Principal Houlihan explained that “these programs have sequential levels that are based upon a student’s ability, not grade or age. We feel this approach motivates students best.” In addition, the school offers a substantial (unscreened) visual arts program (e.g., creative art, calligraphy, ceramics, drawing, painting), with four full-time arts teachers, including a three-year visual arts sequence and Advanced Placement (AP) classes. Finally, Fort Hamilton High School offers two dramatic arts classes and an after-school drama program that is open to all students. According to Principal Houlihan, the arts programming at Fort Hamilton High School ties together the supportive environment and rigorous education elements outlined in the *Framework for Great Schools* by “motivating students to do well academically due to strong connections with staff in the school. For example, we have a house structure in our school with an assigned guidance counselor who works with students and oversees their work in both arts and academics.”

Figure C1. Percent of Students Participating in Arts Instruction by Discipline and Grade in the 2014-15 School Year





Principal Houlihan suggested that one of the strongest aspects of the program at Fort Hamilton is “collaboration, leadership, and building a good staff.” She indicated that Mr. Oberle, the designated arts assistant principal and arts liaison, works hard to ensure staff in the school are of the highest caliber. In addition, capitalizing on Mr. Oberle’s experience as a professional artist allows the school to link to arts organizations and local artists in support of the school. In fact, arts instruction at Fort Hamilton is supported by an array of cultural partnerships, including the Aaron Copeland School of Music, Brooklyn College, Carnegie Hall, The Juilliard School, National Chorale, Theater Development Fund (TDF), and the Joffrey Ballet School. These partnerships, put in place by both Principal Houlihan and Mr. Oberle, offer a set of supports, enrichment, and performance opportunities to students that would otherwise not be available. Principal Houlihan and Mr. Oberle agree that the success of the arts programming at Fort Hamilton is a community affair, saying that “the administration, teachers, students, parents, and the outside community all have a role in maintaining the successful programs at our school.” They went on to say that while the arts are a key piece of the culture of the school, “the students’ academic needs never play second fiddle to the students’ artistic needs. Students can take the arts classes they need along with the academic class they need, regardless of their level. For example, we have established an arts/honors sequence, where the arts students can take all honors level classes if they meet the academic requirements. At Fort Hamilton, students don’t have to choose ... they can audition and if they meet the criteria, they can have honors classes and arts classes.

Table C1. Number of Art Events Held at the School Site in the 2014-15 School Year

| Events | Number of Arts Events Held at the School Site |
|-----------------------------|--|
| Dance Performances | 2 |
| Concerts | 10 |
| Theater Performances | 2 |
| Artwork Exhibits | 2 |

When asked what she would suggest to other principals trying to support a program in the arts, Principal Houlihan stated: “Although it takes a team to build a successful program, a great teacher in the classroom is required. Do not start any program until you have a great arts teacher ready to teach. ... Great teaching requires passion, content knowledge, preparedness, charisma, interpersonal skills, and an incredible desire to get the job done. If you have a teacher who possesses these qualities, the investment in the program will always yield great dividends.”

Principal:
Maria Herrera

Grades Served:
9-12

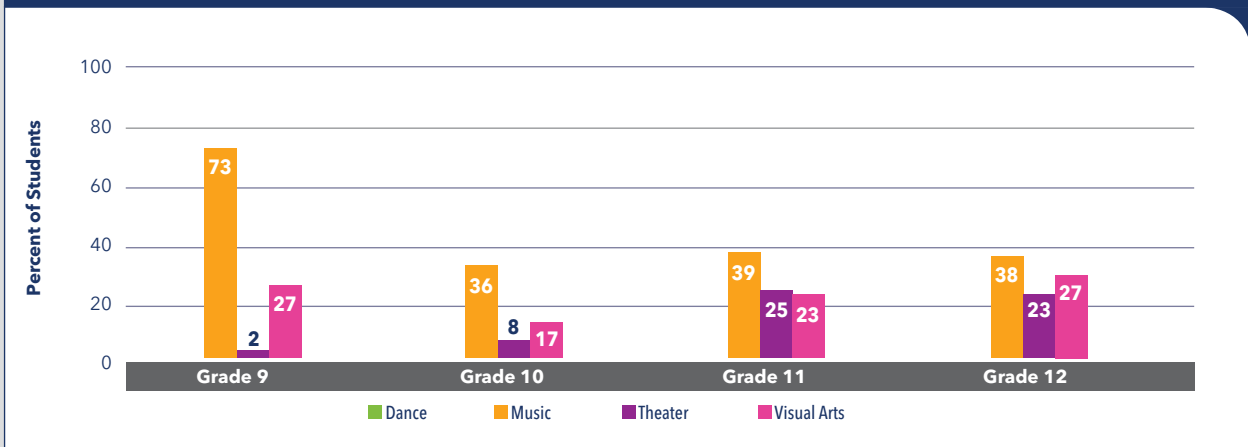
Arts Liaison:
Mark Galante

Enrollment:
526

Renaissance High School for Musical Theater & Technology (08X293)

Renaissance High School for Musical Theater & Technology offers arts instruction in music, theater, and visual arts to students in grades 9-12 (see **Figure C2**). In the 2014-15 school year, Renaissance High School had three full-time certified arts teacher: two in music and one in theater. According to the school’s principal, the goal of the arts program at the school is to “foster a love for the arts and expose students to different genres ... to give students a well-rounded education and an outlet to express themselves.” Principal Herrera added, “The beauty of the arts is that it allows for an organic process that involves parents, students, and teachers at different levels. ... We look at arts instruction not just in terms of performing arts, but also developing a love for the arts and aesthetic education ... that is incorporated in every class to allow students to make strong connections to the arts in a variety of contexts.”

Figure C2. Percent of Students Participating in Arts Instruction by Discipline and Grade in the 2014-15 School Year



In order to reach these goals, the school engages in a variety of activities both during and after school, including offering vocal and instrumental music at beginning, intermediate, and advanced levels; acting and advanced acting; dance; and visual arts. These classes are enriched by partnerships with organizations like Lincoln Center and Carnegie Hall that provide professional development to teachers, partner in classroom instruction, and provide opportunities for students to attend performances around New York City. In keeping with the elements from the *Framework for Great Schools*, the school



works hard to build strong family-community ties in a variety of ways, including involving stakeholders in concerts in the winter and spring that showcase the choirs, bands, dance ensembles, and acting scenes. The school also performs a staged production of a play or musical each year (See **Table C2**).

Table C2. Number of Art Events Held at the School Site in the 2014-15 School Year

| Events | Number of Arts Events Held at the School Site |
|-----------------------------|--|
| Dance Performances | 2 |
| Concerts | 2 |
| Theater Performances | 4 |
| Artwork Exhibits | 0 |

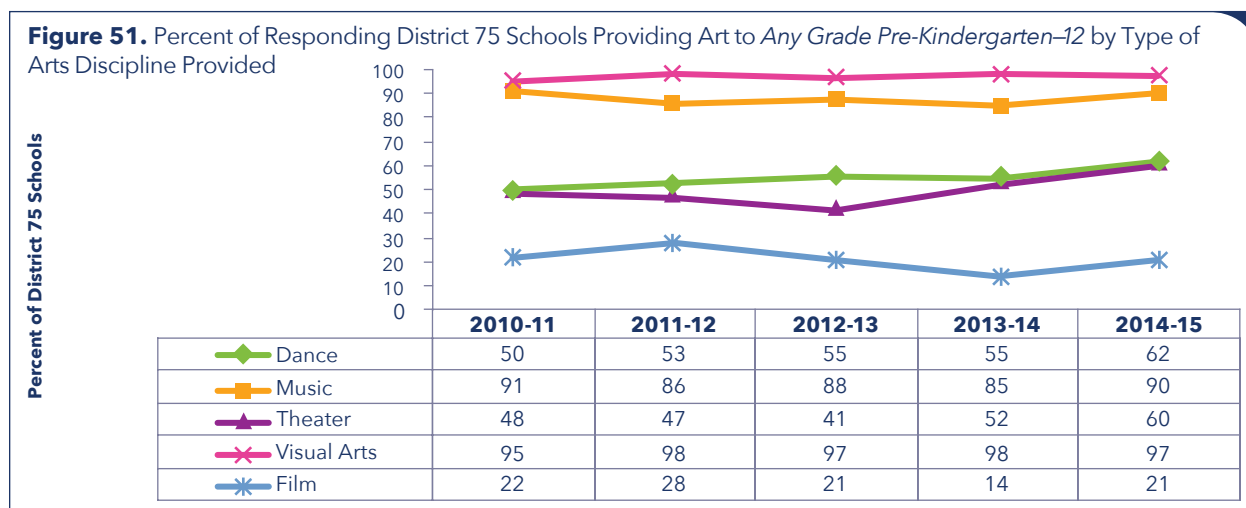
According to Principal Herrera, being a small school can be a challenge and “means that we can’t offer as many classes or choices as larger schools.” But the administration works hard on scheduling to ensure they are able to maintain arts classes. Principal Herrera explained: “We know the arts are important. ... They are relevant to student growth and when you prioritize the arts, you can make things happen.” In addition, Principal Herrera noted that the arts “allow students to think about content from a different perspective; without the arts that is a missed opportunity. We open a whole world to students that they haven’t experienced. Most of our kids come to school without any formal arts training. They have the desire to explore and we make it a priority.” That said, Principal Herrera does wish for additional arts teachers in the school. “That would allow us to offer more options and strengthen our sequence so a student can start as a freshman and have four years of a sequential art form.” While this is a challenge, she offered advice to other principals looking to strengthen their arts program, suggesting that it is important for administrators to “understand the arts and the power of arts programs in how they relate to and strengthen academic programming. ... Often times people look at the arts as fluffy, enriching, and an extra. But there is a lot of learning that is tied to what students need to know to be successful in the arts at the high school level.” Principal Herrera elaborated, saying that a school doesn’t have to be a “hard-core performance school” to make a difference to students interested in the arts. As an unscreened school, Renaissance High School focuses on developing a love of the arts as part of a well-rounded educational experience.

District 75 Schools

District 75 provides citywide educational, vocational, and behavior support programs for students with disabilities. This section presents data on arts education in District 75 schools, as reported on the 2014-15 *Annual Arts Education Survey*. Of all schools that responded to the survey, 4 percent (N=58) were District 75 schools serving any grade, pre-kindergarten to 12.

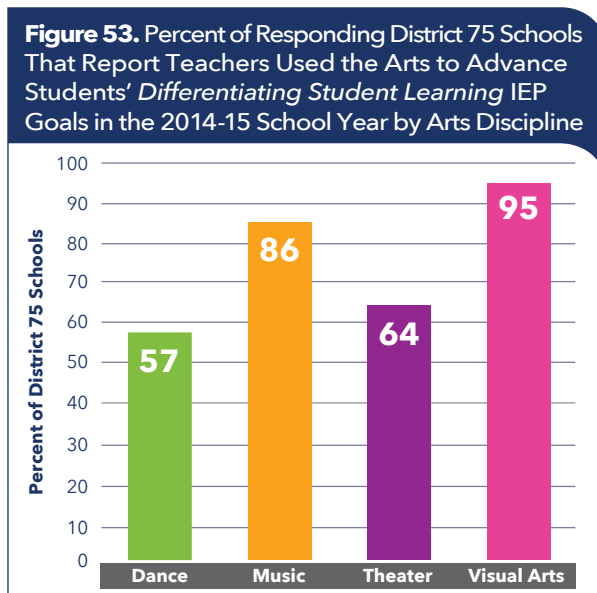
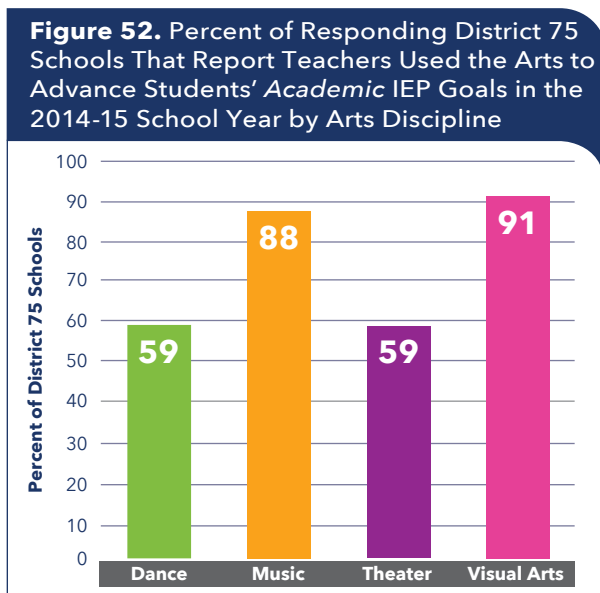
Arts Instruction Provided to Grades Pre-Kindergarten to 12

Figure 51 displays the percent of District 75 schools that provided the arts to students in any grade pre-kindergarten through 12. Data are shown by the type of arts discipline provided from the 2010-11 through 2014-15 school years.



Arts Instruction and the Advancement of Students' Individual Education Program (IEP)

An IEP is a written document that is developed for each eligible pre-school and school-age student with a special need, in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA). The 2014-15 *Annual Arts Education Survey* gave District 75 schools the opportunity to report on how teachers used the arts to advance students' IEP goals. Figures 52 through 57 display how District 75 schools reported aligning arts instruction with IEP goals.



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Figure 54. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students' *Social Skills* IEP Goals in the 2014-15 School Year by Arts Discipline

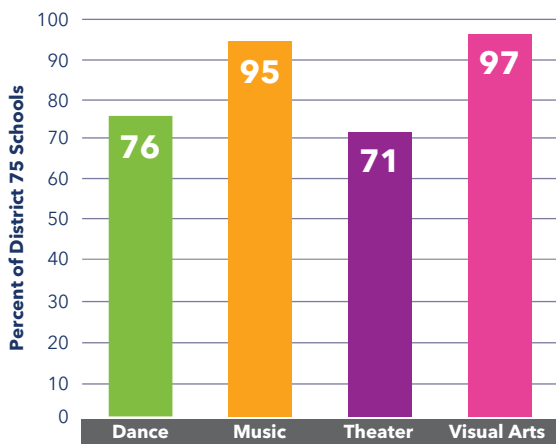


Figure 55. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students' *Management Skills* IEP Goals in the 2014-15 School Year by Arts Discipline

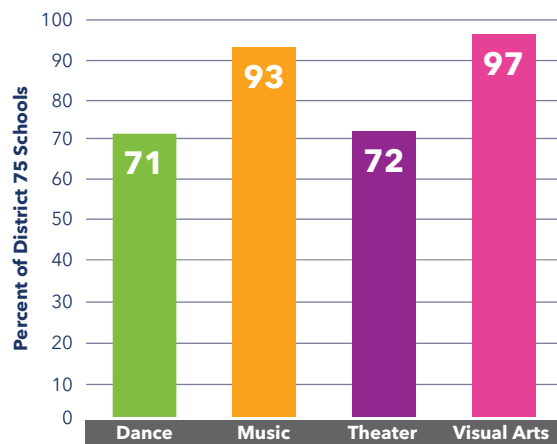


Figure 56. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students' *Physical Development* IEP Goals in the 2014-15 School Year by Arts Discipline

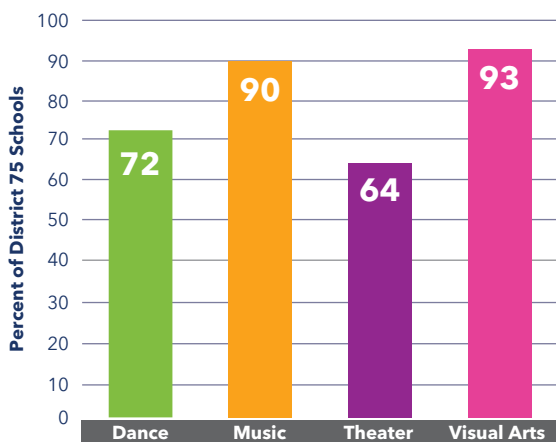
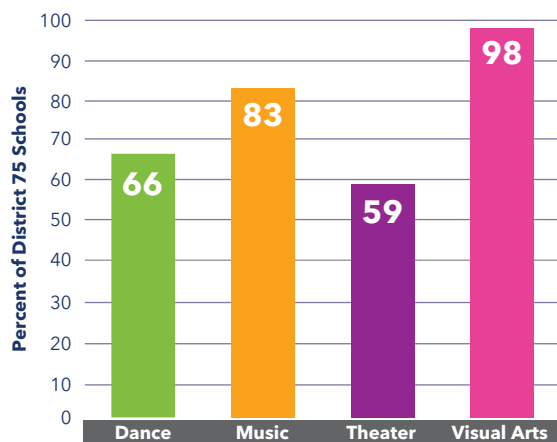


Figure 57. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students' *Fine Motor Skills* IEP Goals in the 2014-15 School Year by Arts Discipline



Principal:

Ronnie Shuster

Grades Served:

K-12

Arts Liaison:

Tessa Derfner

Enrollment:

421

P.S. 94 (75M094)

P.S. 94 is a District 75 school with eight Manhattan sites, serving students in grades kindergarten through twelfth grade. Principal Ronnie Shuster and Ms. Tessa Derfner, the arts liaison, were interviewed to talk about the arts programming provided at the school. As per Principal Shuster, the staff at P.S. 94 “firmly believes that the arts support and strengthen learning.” The overall goal of the arts program at P.S. 94 is to provide dedicated arts instruction for every student each day in at least one arts discipline in order to “promote learning in all the other areas.”

Across each of the eight sites, there are 23 full-time arts teachers, representing visual arts, music, dance, and theater. Time in class is spent with students creatively accessing Common Core Learning Standards in literacy and math while also exploring social studies and science through the arts. Principal Shuster and Ms. Derfner explained that P.S. 94’s arts program is designed to support students’ Individualized Education Plan (IEP) goals. For example, the school has engaged in the process of aligning the arts with standards, developing common arts-based IEP goals, and weaving content and arts instruction together, all in the service of developing a “holistic arts program.”

Table D1. Number of Art Events Held at the School Site in the 2014-15 School Year

| Events | Number of Arts Events Held at the School Site |
|----------------------|---|
| Dance Performances | 5 |
| Concerts | 5 |
| Theater Performances | 16 |
| Artwork Exhibits | 8 |

Additionally, P.S. 94 partners with cultural arts organizations (e.g., ArtsConnection, Marquis Studios, Daniel’s Music Foundation) to enrich the arts integration for students. The school also benefits from external funding via Freddie & Myrna Gershon, which helps sponsor a partnership with ArtsConnection in support of its musical theater program, STAARS (Sequential Teaching in Arts, Action Research and Scholarship). Principal Shuster shared that the STAARS program, which is in all eight locations and serves students in grades K-8, helps “students learn some of the social-emotional and communication skills they need to succeed in school, academics, and daily life.”



Ms. Derfner, noted that the school has a very dedicated administration, which “never flags in dedication to the vision of having an arts-based school for children with disabilities and meeting all needs via the arts.” She continued on to say, “[The arts] trickles down through everything we do [with students].” For example, aligned with the *Framework for Great Schools*, one of P.S. 94’s Comprehensive Educational Plan (CEP) goals focuses on creating a supportive environment through the arts:

By June 2016, students in grades K-12, through the participation in PS 94’s integrated visual and performing arts programming, which incorporates opportunities for social skills development, will demonstrate a 5 percent increase in the mastery of IEP goals in ELA, communication, OT/PT, and social emotional learning as measured by school developed arts assessments.

Principal Shuster believes that using the arts in order to drive a supportive environment has been successful and that the “arts has driven trust in our school and it is the thing that brings us together.” She further stated that she believes the school’s increased family engagement is “due in part to the events, such as performances, publishing parties, design presentations, and open rehearsals,” as well as efforts to involve parents throughout the arts programming. Overall, Principal Shuster and Ms. Derfner indicated that they work to integrate the arts into all their programming, including Title I grants, after-school programming, and external cultural arts grants.

The greatest challenges the school faces include funding, time management (being able to schedule dedicated common planning), and sharing space with co-located buildings. In spite of these challenges, the school has worked to address these issues by doing things like creating theater classrooms so students have a mock stage to rehearse.

When asked about the advice she would give to other principals working to implement a robust arts program, Principal Shuster said, “Persevere, make sure you have a five year plan. Don’t start big. . . . We didn’t start having arts in all eight sites. We started with 30 students nine years ago, and became bigger and bigger by assessing, reflecting, and adjusting. Now we have 350 students in all eight buildings involved in the arts.”

P.S. 721

Stephen McSweeney

School (75X721)

Principal:
Frank Degennaro

Grades Served:
9-12

Arts Liaison:
Cheryl Green-Foster

Enrollment:
593

P.S. 721 is a student-centered learning community that believes in educating the whole student with a focus on integrating academic, social-emotional, and vocational development with self-advocacy and college and career readiness. According to Assistant Principal and Arts Liaison Green-Foster, staff at the school “believe the arts are an important part of cognitive development” for their students and also serves to increase social interaction and raise self-esteem. Assistant Principal Green-Foster went on to say, “We look at the cognitive, academic, and social emotional goals that we can achieve through the arts. For example, kids who are nonverbal can express themselves through music or doing dances with others. Some of our students have trouble working with others, allowing them the opportunity to express themselves and work with others through the arts is less threatening to them and helps meet their academic goals.”

P.S. 721 is a District 75 school, serving students at three sites. Across the sites, there are a total of four full-time special education certified arts teachers, including one visual arts and one music teacher at the main site, a dance/theater teacher at a second location, and another visual arts teacher at the third site. In addition to these resources, students at P. S. 721 have the opportunity to have “Arts in the Afternoon” on a weekly basis, where classroom teachers work with students employing hands-on and experiential learning arts-based activities. According to Assistant Principal Green-Foster, “Many of the academic skills our students need—such as cooperation, sequence, focus, and following multistep directions—can be learned through the arts.” She elaborated on the ways in which the school’s arts programming supports the *Framework for Great Schools*, saying that “building trust through the arts is a big thing. . . . [The] arts validate our students’ efforts and offers encouragement because it is more about the process than the final product. We try to focus on creativity and the effort itself because art isn’t always about the final outcome.”

The school partners with cultural arts organizations in order to expand on its own offerings. For example, it received an Arts for English Language Learners and Students with Disabilities grant that allowed the school to have a dance residency with Flamenco Vivo as well as dance classes through Hip Hop for Life. Students in the school were also able to participate in a three-part Jazz for Young People Let Freedom Swing Concert series. Additionally, the school hosts a variety of performances and showcases to celebrate the accomplishments of their students in the arts. According to Assistant Principal Green-Foster, these events are meaningful to students and parents, particularly when parents are able to see their children perform and share their talents. In addition to school-based performances, some students have had their artwork displayed elsewhere, including three students who had their work exhibited in the Bronx Borough Visual Arts Festival.



One of the strongest aspects of the school's arts program is the administration's commitment and support for the arts. According to Assistant Principal Green-Foster, having a supportive administration is an essential part of the success of the arts program. For example, the school works to support arts teachers by covering their classes for professional development opportunities, offering flexible schedules to incorporate performances and collaborate even though the school is located at several different locations.

The greatest challenge P.S. 721 faces is with scheduling and making sure the arts teachers are able to serve all classes equally. In addition, it struggles to ensure that arts teachers have adequate time to collaborate with classroom teachers to do project work and ensure that the arts are integrated into academic-based lessons. It would be helpful if the school had access to another full-time arts teacher to be shared by the two sites with only one arts teacher on staff.



Quality of Arts Education

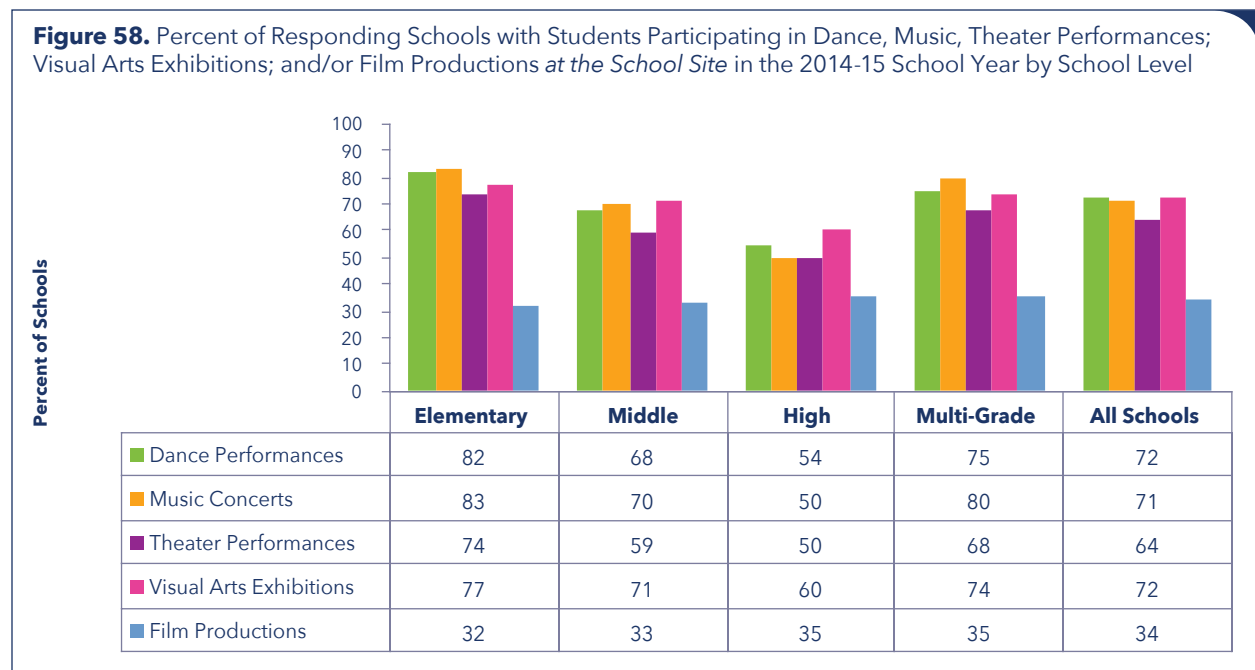
This section presents data disaggregated by school level (i.e., elementary, middle, high, and multi-grade schools) on student participation in arts performances and exhibitions at the school sites; support for quality teaching in the arts, such as the number of certified school-based arts teachers; arts-based professional development attended; school resources; and challenges schools face in delivering sequential arts instruction. The multi-grade schools category includes early elementary (pre-K-2), K-8, K-12, and secondary (6-12) schools. The “all schools” category includes all school levels and District 75 schools.

Student Participation in the Arts

In addition to in-class arts instruction, many schools provide opportunities for students to participate in arts performances at the school site and pull-out and/or multi-grade activities during the school day. The data in this section provide information on the percent of responding schools that reported having students participate in: 1) arts performance and/or exhibitions at the school site, and 2) pull-out and/or multi-grade activities.

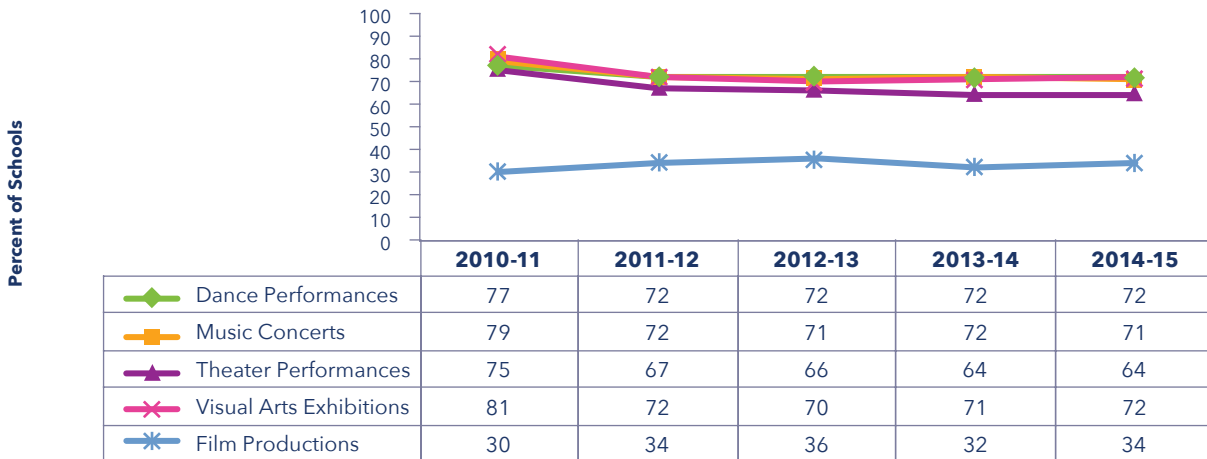
Participation in Performances, Exhibitions, or Productions at the School Site

Figure 58 displays the percent of responding schools that reported having students participating in arts performances, exhibitions, and/or productions at the school site by school level in the 2014-15 school year. Figure 59 displays these data for all schools from the 2010-11 through 2014-15 school years.



ARTS IN SCHOOLS

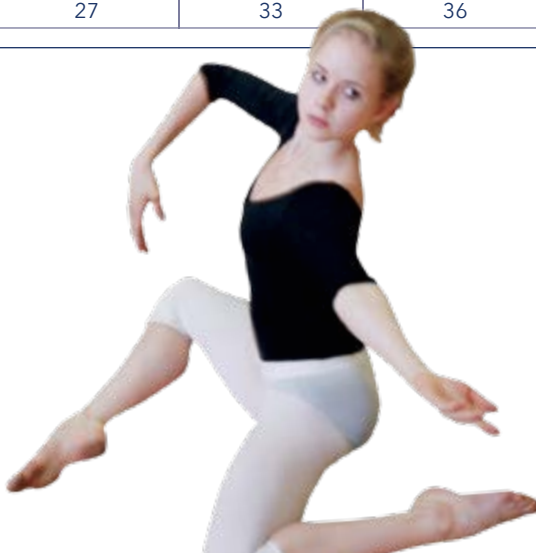
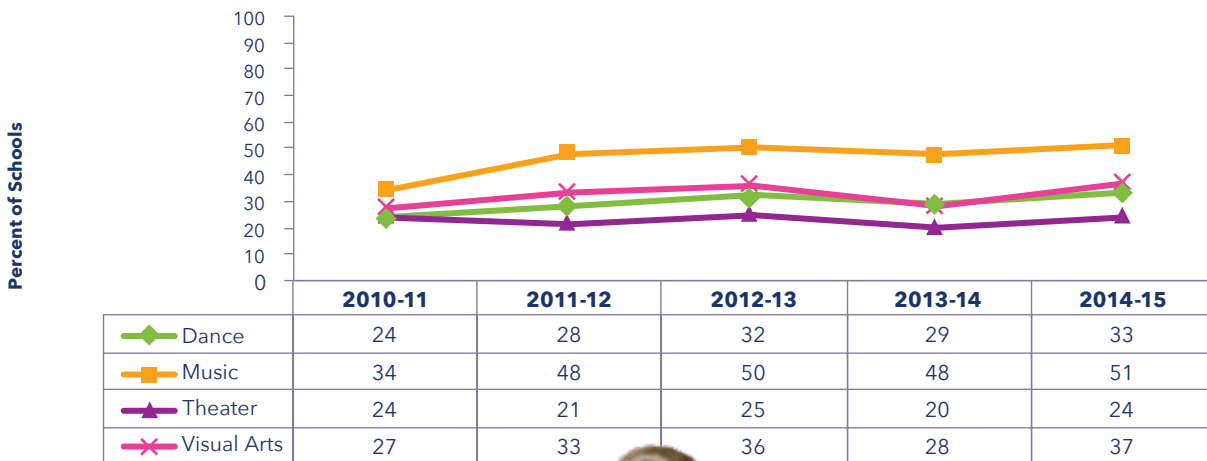
Figure 59. Percent of Responding Schools with Students Participating in Dance, Music, Theater Performances; Visual Arts Exhibitions; and/or Film Productions at the School Site



Pull-Out and/or Multi-Grade Activities During the School Day

Figure 60 includes data on the percent of responding schools serving grades kindergarten through 5 in which students participate in pull-out and/or multi-grade activities. Data are shown by arts discipline from the 2010-11 through 2014-15 school years.

Figure 60. Percent of Responding Schools in Which Students in Kindergarten Through 5th Grade Participate in Pull-Out and/or Multi-Grade Activities During the School Day



Supports for Quality Teaching

In order to ensure quality teaching in the arts, a number of supports are needed, such as certified arts teachers and/or cultural arts organizations to provide arts instruction, budgetary funds to support arts programming, and appropriately equipped space, as well as assessment tools to evaluate student progress. The data in this section reflect the supports for quality teaching in the arts as identified by schools that responded to the 2014-15 *Annual Arts Education Survey*, NYCDOE databases, and the 2014-15 *NYC Principal Satisfaction Survey*.

Assessment in the Arts

Table 23 shows the percent of all responding schools that reported using assessments (e.g., culminating projects, teacher observations, and/or conferences with students) to evaluate student progress in the arts in the 2011-12 through 2014-15 school years.

Table 23. Percent of Responding Schools That Used the Following Methods for Evaluating Student Progress in the arts

| Assessment | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|---------|
| Culminating projects | 83% | 82% | 81% | 82% |
| Teacher observations with descriptive feedback to students | 77% | 75% | 76% | 77% |
| Conferences with students | 68% | 65% | 64% | 67% |
| Student portfolios | 63% | 61% | 63% | 63% |
| Arts performance assessments | 69% | 67% | 64% | 66% |
| Student self and peer assessment | 64% | 63% | 65% | 69% |
| Scaled rubrics with criteria | 59% | 57% | 62% | 62% |
| Written assessments | 58% | 54% | 56% | 54% |
| Student arts journals | 37% | 35% | 34% | 33% |

Arts-Based Professional Development

Tables 24-27 present data on teacher participation in arts professional development as well as the providers for the professional development, as reported on the 2014-15 *Annual Arts Education Survey*. This section also provides data on the arts-based professional development that would be useful to certified arts teachers, according to the data gathered through the 2014-15 *NYC Principal Satisfaction Survey*.

ARTS IN SCHOOLS

Tables 24 and 25 display the percent of schools that reported having school-based arts teachers and/or non-arts teachers who participated in arts-based professional development. Data are shown by school level, from the 2010-11 through the 2014-15 school years. Table 26 presents the average annual hours of arts-based professional development attended by school-based arts teachers and/or non-arts teachers by school level. Table 27 presents these same data by discipline in the 2014-15 school year.

Table 24. Percent of Schools Reporting That *School-Based Arts Teachers* Attended Arts-Based Professional Development by School Level

| School Level | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--------------|---------|---------|---------|---------|---------|
| Elementary | 80% | 82% | 81% | 83% | 84% |
| Middle | 80% | 80% | 83% | 78% | 85% |
| High | 78% | 75% | 81% | 79% | 81% |
| Multi-Grade | 80% | 84% | 85% | 83% | 88% |
| All Schools | 80% | 81% | 82% | 82% | 84% |

Table 25. Percent of Schools Reporting That *Non-Arts Teachers* Attended Arts-Based Professional Development by School Level

| School Level | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--------------|---------|---------|---------|---------|---------|
| Elementary | 52% | 51% | 50% | 50% | 54% |
| Middle | 37% | 33% | 31% | 33% | 42% |
| High | 38% | 36% | 42% | 37% | 37% |
| Multi-Grade | 47% | 45% | 43% | 37% | 44% |
| All Schools | 46% | 44% | 44% | 42% | 47% |

Table 26. Average Annual Hours of Arts-Based Professional Development in Responding Schools in the 2014-15 School Year by School Level and Teacher Type

| School Level | School-Based Arts Teacher | Non-Arts Teacher |
|--------------|---------------------------|------------------|
| | Mean Hours | Mean Hours |
| Elementary | 31+ | 13-18 |
| Middle | 31+ | 13-18 |
| High | 24-30 | 7-12 |
| Multi-Grade | 31+ | 13-18 |
| All Schools | 31+ | 13-18 |

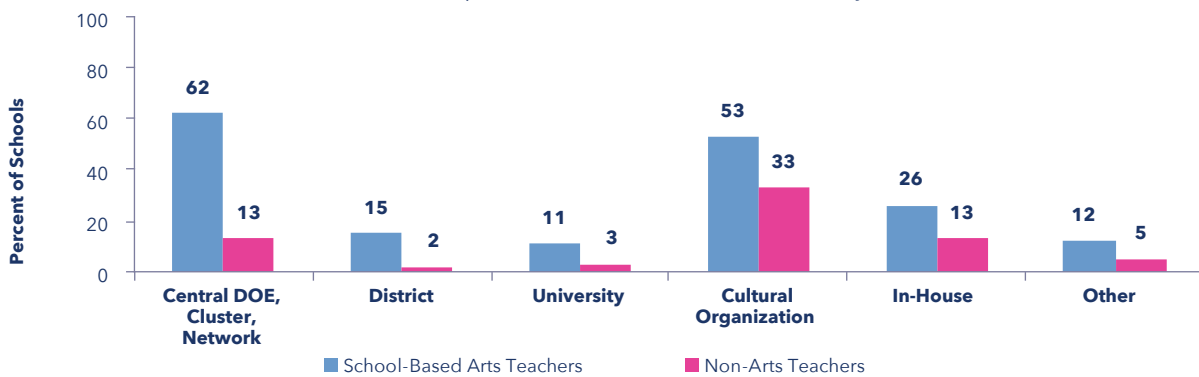


Table 27. Average Annual Hours of Arts-Based Professional Development in Responding Schools in the 2014-15 School Year by Arts Discipline and Teacher Type

| Arts Discipline | School-Based Arts Teacher | Non-Arts Teacher |
|-----------------|---------------------------|------------------|
| | Mean Hours | Mean Hours |
| Dance | 13-18 | 7-12 |
| Music | 13-18 | 7-12 |
| Theater | 13-18 | 7-12 |
| Visual Arts | 13-18 | 7-12 |

School-based arts teachers and non-arts teachers can receive arts-based professional development from a variety of providers, such as staff from the Central DOE, universities, or cultural arts organizations. **Figure 61** displays the percent of all responding schools that reported having arts teachers or non-arts teachers attend arts-based professional development. Data are presented by provider for the 2014-15 school year.¹⁴ **Table 28** shows the percent of schools that reported they had school-based arts teachers who attended arts professional development. These data are shown by provider and school level for the 2013-14 through the 2014-15 school years.¹⁵

Figure 61. Percent of Responding Schools in Which *School-Based Arts Teachers* or *Non-Arts Teachers* Attended Arts-Based Professional Development in the 2014-15 School Year by Provider



14 In 2014-15, schools that responded *Other* in the *Annual Arts Survey* listed specific Central DOE, district, and/or cultural arts organization professional development.

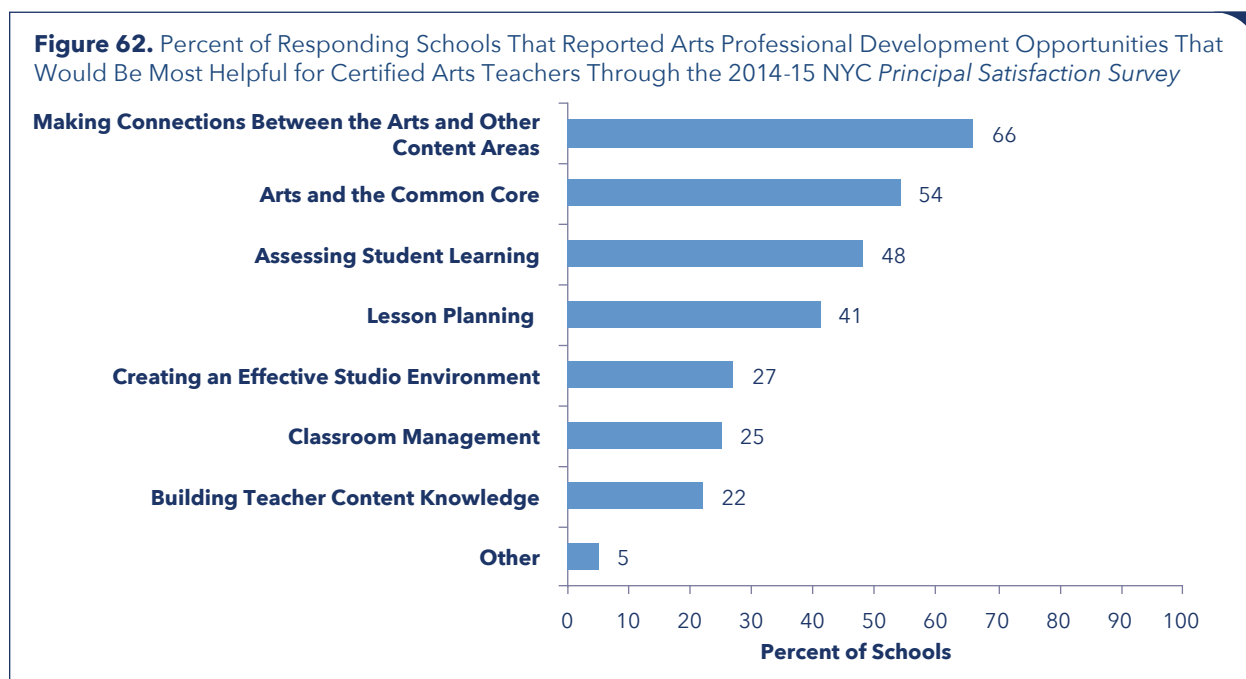
15 See Footnote 14.

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Table 28. Percent of Responding Schools in Which *School-Based Arts Teachers* Attended Arts Professional Development by Provider

| Professional Development Network | Elementary | | Middle | | High | | Multi-Grade | | All Schools | |
|------------------------------------|------------|------------|------------|------------|------------|------------|-------------|------------|-------------|------------|
| | 2013-14 | 2014-15 | 2013-14 | 2014-15 | 2013-14 | 2014-15 | 2013-14 | 2014-15 | 2013-14 | 2014-15 |
| Central DOE | 63% | 67% | 55% | 65% | 51% | 52% | 54% | 64% | 58% | 62% |
| District¹⁶ | - | 15% | - | 15% | - | 11% | - | 11% | - | 15% |
| University | 10% | 9% | 10% | 9% | 18% | 15% | 8% | 13% | 11% | 11% |
| Cultural Arts Organizations | 51% | 54% | 50% | 52% | 56% | 51% | 56% | 55% | 53% | 53% |
| In-House | 27% | 22% | 21% | 30% | 30% | 30% | 30% | 22% | 26% | 26% |
| Other | 11% | 12% | 9% | 13% | 10% | 11% | 10% | 11% | 10% | 12% |

The data in **Figure 62** were gathered through the 2014-15 *NYC Principal Satisfaction Survey*. The figure displays data on respondents' perceptions of the professional development opportunities that would be most helpful for certified arts teachers. Data are shown for all responding schools, including District 75 schools.



¹⁶ In the 2015-16 school year, the NYCDOE developed Borough Field Support Centers, which provide supports and resources to assigned districts. Prior to the 2015-16 school year, schools received direct supports from clusters and networks.

Certified School-Based Arts Teachers

Tables 29 and 30 show the number of certified arts teachers in NYCDOE schools. The data are shown by discipline and school level from the 2010-11 through 2014-15 school years.¹⁷ These data were gathered from the NYCDOE Division of Human Resources.¹⁸

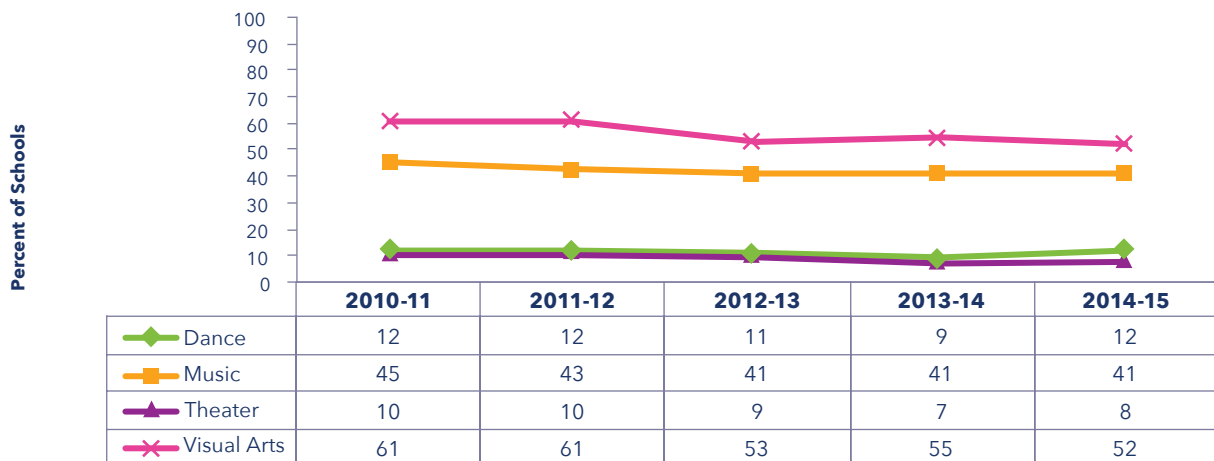
Table 29. Number of Certified School-Based Arts Teachers by Arts Discipline

| Arts Discipline | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-----------------|--------------|--------------|--------------|--------------|--------------|
| Dance | 180 | 185 | 194 | 194 | 216 |
| Music | 903 | 889 | 909 | 894 | 959 |
| Theater | 123 | 128 | 146 | 144 | 165 |
| Visual Arts | 1,227 | 1,189 | 1,185 | 1,161 | 1,228 |
| Total | 2,433 | 2,391 | 2,434 | 2,393 | 2,568 |

Table 30. Number of Certified School-Based Arts Teachers by School Level

| School Level | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---------------------|--------------|--------------|--------------|--------------|--------------|
| Elementary | 559 | 552 | 552 | 571 | 645 |
| Middle | 521 | 523 | 511 | 493 | 518 |
| High | 822 | 819 | 836 | 797 | 833 |
| Other ¹⁹ | 531 | 497 | 535 | 532 | 572 |
| Total | 2,433 | 2,391 | 2,434 | 2,393 | 2,568 |

Figure 63. Percent of Responding Schools with At Least One Full-Time Certified School-Based Arts Teacher by Arts Discipline

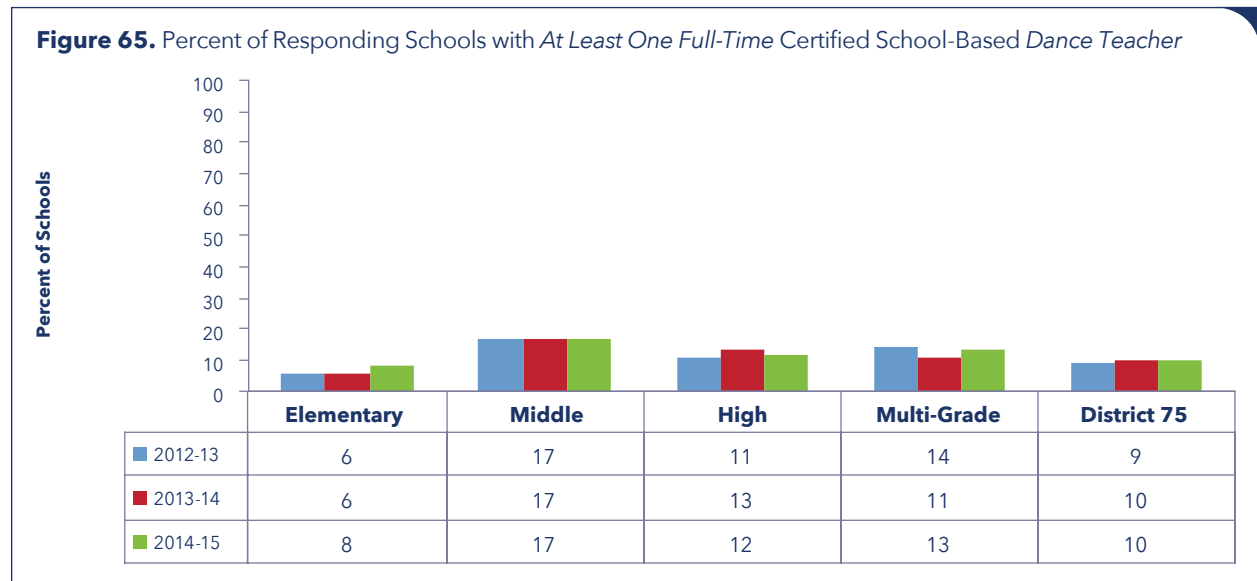
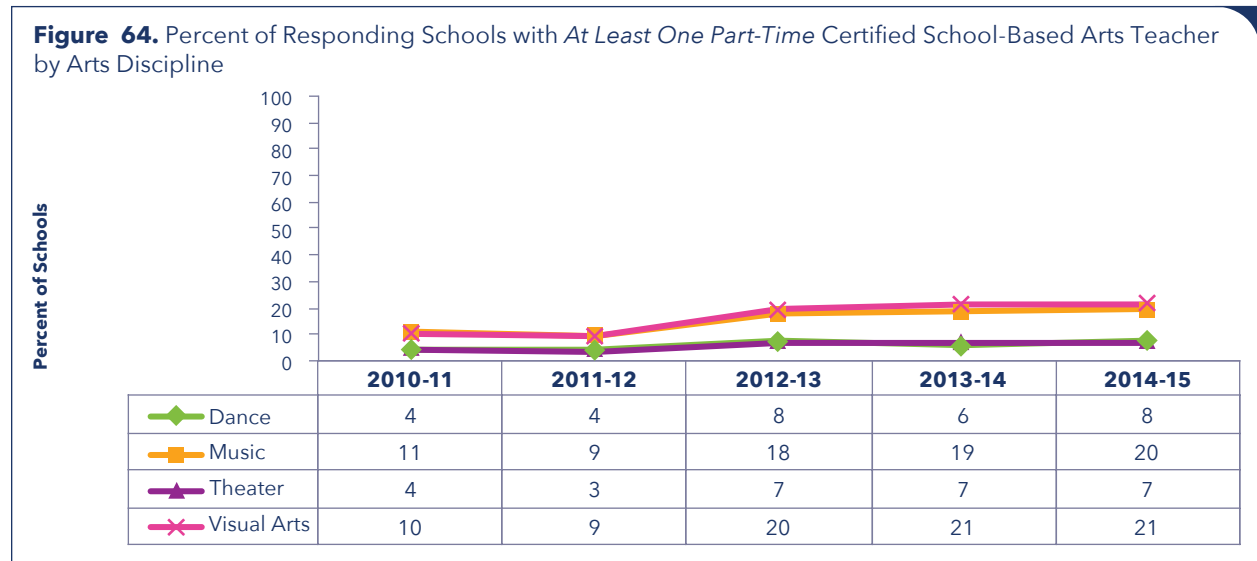


¹⁷ The number of certified school-based arts teacher data from 2010-11 through 2013-14 were recalculated to reflect consistent reporting dates and rules.

¹⁸ The *Other* category includes teachers in locations classified as office, registered program, K-12 all grades, and ungraded.

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The number of full-time certified school-based arts teachers on staff was provided through the NYCDOE Division of Human Resources. The number of part-time certified school-based arts teachers on staff was reported by schools through their *Annual Arts Education Survey*. **Figures 63** and **64** display the percent of reporting schools with at least one part-time and/or full-time certified school-based arts teacher. Data are shown by arts discipline for the 2010-11 through 2014-15 school years.²⁰ **Figures 65** through **68** display the full-time certified school-based arts teacher data by school level.



19 The *Other* category includes K-8 schools, K-12 schools, secondary schools, registered programs, excess/reassignment, and ungraded.

20 See Footnote 14.

Figure 66. Percent of Responding Schools with *At Least One Full-Time Certified School-Based Music Teacher*

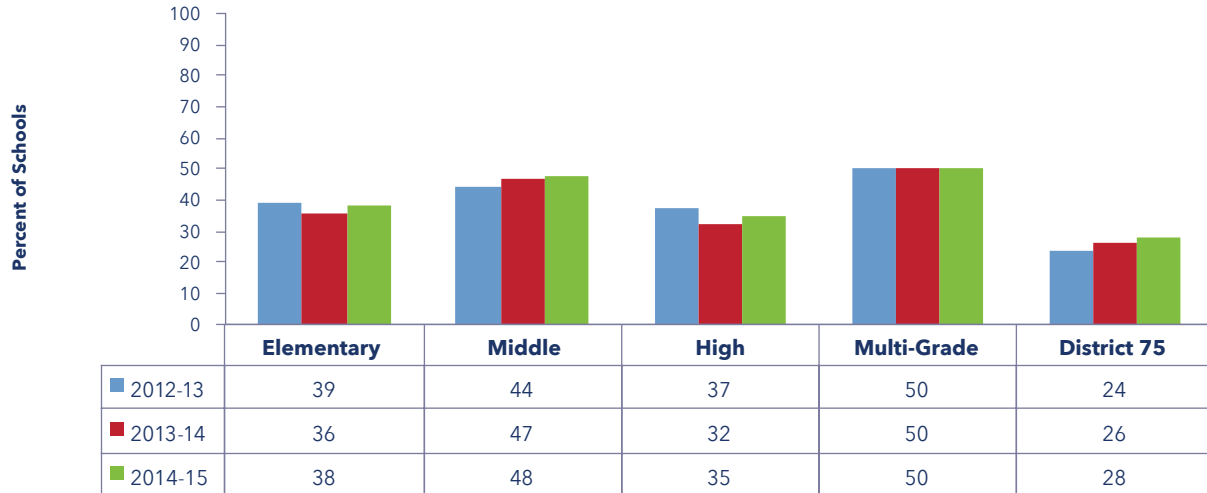


Figure 67. Percent of Responding Schools with *At Least One Full-Time Certified School-Based Theater Teacher*

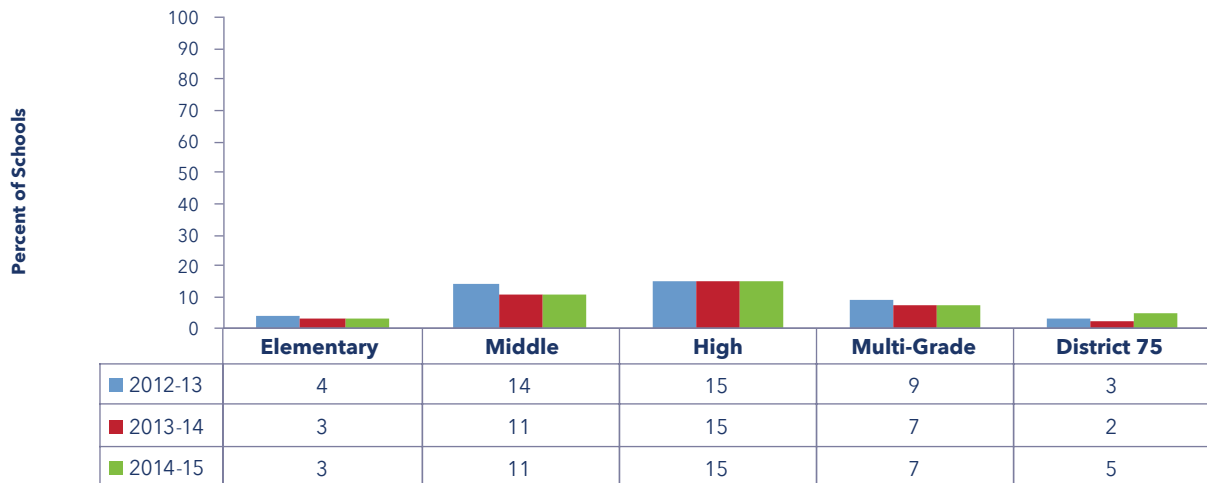
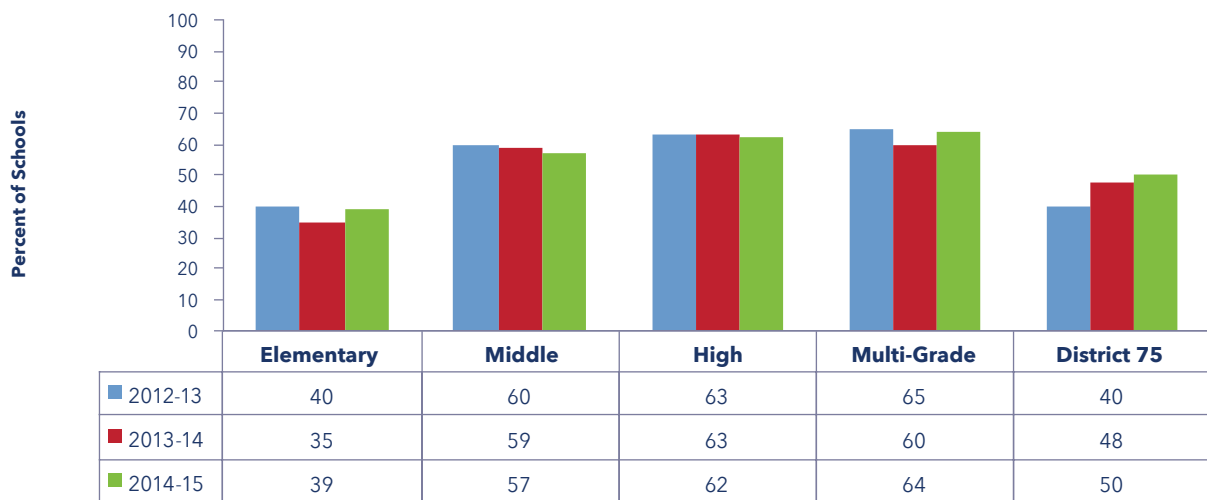


Figure 68. Percent of Responding Schools with *At Least One Full-Time Certified School-Based Visual Arts Teacher*



Cultural Arts Organizations

New York City’s cultural arts organizations are a tremendous asset to the public schools, providing students and teachers with access to quality arts instruction and world-class performances and exhibitions. Professional artists and performers work directly in schools to engage students in exciting and rigorous arts experiences, and to assist schools in reaching all of the goals and benchmarks of the *Blueprints for Teaching and Learning in the Arts*. The dynamic of live performance in theaters, dance performance spaces, and concert halls, as well as firsthand interpretation of objects and collections in museums and galleries, enable an innovative exploration of ideas, understandings, and knowledge. These experiences directly support the goals of the Common Core Learning Standards and the capacities for literate individuals—students who are college and career ready in speaking, writing, listening, and language.

On the 2014-15 *Annual Arts Education Survey*, school administrators were asked to report on all cultural arts organization partnerships. The data in **Table 31** present information on the percent of all responding schools that reported working with at least one cultural arts organization. Data for this table are shown for school years 2010-11 through 2014-15. **Table 32** presents these data by borough. The number of cultural arts organizations partnered with responding schools from 2010-11 through 2014-15 is displayed in **Table 33**. **Figure 69** presents data on the percent of responding schools that reported working with at least one cultural arts organization for the 2011-12 through 2014-15 school years. Data for this table are shown by school level.

Table 31. Percent of Responding Schools Partnered with At Least One Cultural Arts Organization

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--|------------|------------|------------|------------|------------|
| At Least One Cultural Arts Organization | 86% | 86% | 82% | 84% | 87% |

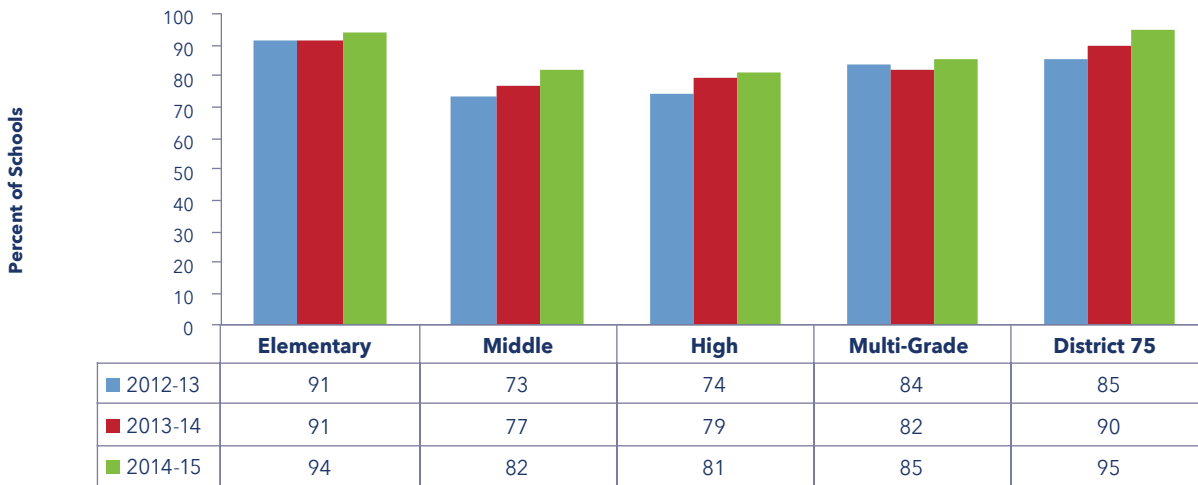
Table 32. Percent of Responding Schools partnered with At Least One Cultural Arts Educational Organization by Borough

| Borough | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------------------|------------|------------|------------|------------|------------|
| Bronx | 85% | 83% | 77% | 83% | 85% |
| Brooklyn | 87% | 84% | 84% | 82% | 87% |
| Manhattan | 89% | 90% | 84% | 89% | 89% |
| Queens | 85% | 86% | 83% | 85% | 89% |
| Staten Island | 84% | 91% | 86% | 85% | 89% |

Table 33. Number of Cultural Arts Organizations Partnered with Responding Schools by Borough

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-------------|-------------|-------------|-------------|-------------|
| 378+ | 497+ | 492+ | 398+ | 359+ |

Figure 69. Percent of Responding Schools Partnered with At Least One Cultural Arts Education Organization by School Level



Tables 34 and 35 show the type of cultural arts organization services provided and respondents' perceptions of the quality of service of their partner cultural arts organizations. Data for these tables are shown for the 2012-13 through 2014-15 school years.

Table 34. Percent of Responding Schools Reporting the Type of Services Provided by Cultural Arts Organizations

| Type of Services | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|
| Arts-Related Field Trips | 33% | 34% | 37% |
| In-School Student Workshops | 16% | 13% | 15% |
| Residency (direct instruction to students) | 46% | 47% | 43% |
| Teacher Professional Development | 5% | 6% | 6% |

Table 35. Percent of Responding Schools Reporting the Quality of Services Provided by Cultural Arts Organizations

| Quality of Services | 2012-13 | 2013-14 | 2014-15 |
|---------------------|---------|---------|---------|
| 1 (Poor) | 0.6% | 0.4% | 0.7% |
| 2 | 0.6% | 0.4% | 0.6% |
| 3 | 4% | 4% | 3% |
| 4 | 18% | 16% | 16% |
| 5 (Excellent) | 77% | 80% | 79% |

ARTS IN SCHOOLS

School administrators also reported whether they would continue to partner with their cultural arts organization(s). If they responded that they would not continue services, they were asked to provide a reason for discontinuing services with the organization. **Table 36** shows schools' responses to whether they planned to continue, discontinue, or had not yet determined whether they would continue services with at least one cultural arts organization. **Table 37** provides the reasons reported for schools' plans to discontinue services with *at least one* cultural arts organization.

Table 36. Responding Schools Expectations Regarding Continuation of Services with Cultural Arts Organization(s)

| Responses | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--|------------|------------|------------|------------|------------|
| School Will Continue Service with At Least One Cultural Arts Organization | 76% | 88% | 86% | 88% | 86% |
| School Will Discontinue Service with At Least One Cultural Arts Organization | 4% | 4% | 4% | 5% | 5% |
| School is Uncertain About Continuation of Services with At Least One Cultural Arts Organization | 25% | 21% | 26% | 22% | 25% |

Table 37. Reasons for Schools Reporting Discontinuation of Service from Cultural Arts Organization(s)

| Responses | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|------------|------------|------------|------------|------------|
| High Cost of Services | 7% | 18% | 7% | 6% | 8% |
| Limited Capacity of Provider | 4% | 4% | 6% | 9% | 10% |
| Reduced School Budget | 25% | 13% | 17% | 4% | 16% |
| Unsatisfactory Quality of Services | 12% | 18% | 17% | 18% | 18% |
| Other Responses²¹ | 53% | 47% | 54% | 63% | 47% |



21 Schools that selected *Other* as a response indicated the following reasons for discontinuing services: school closing, end of funding, or grant ending.

Participation in Performances, Exhibitions, or Productions Outside the School Site

Figure 70 displays the percent of responding schools that reported having students who participated in arts performances, exhibitions, and/or productions outside the school site by school during the 2014-15 school year. Figure 71 displays these data for all schools during the 2010-11 through 2014-15 school years.

Figure 70. Percent of Responding Schools with Students Participating in Dance, Music, Theater Performances; Visual Arts Exhibitions; and/or Film Productions *Outside the School Site* in the 2014-15 School Year by School Level

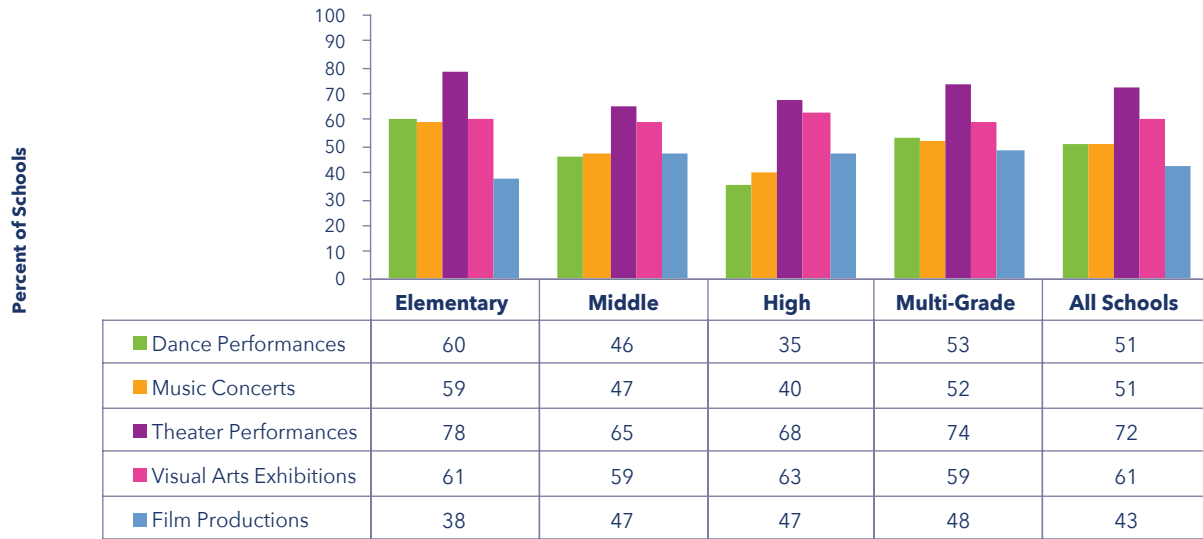
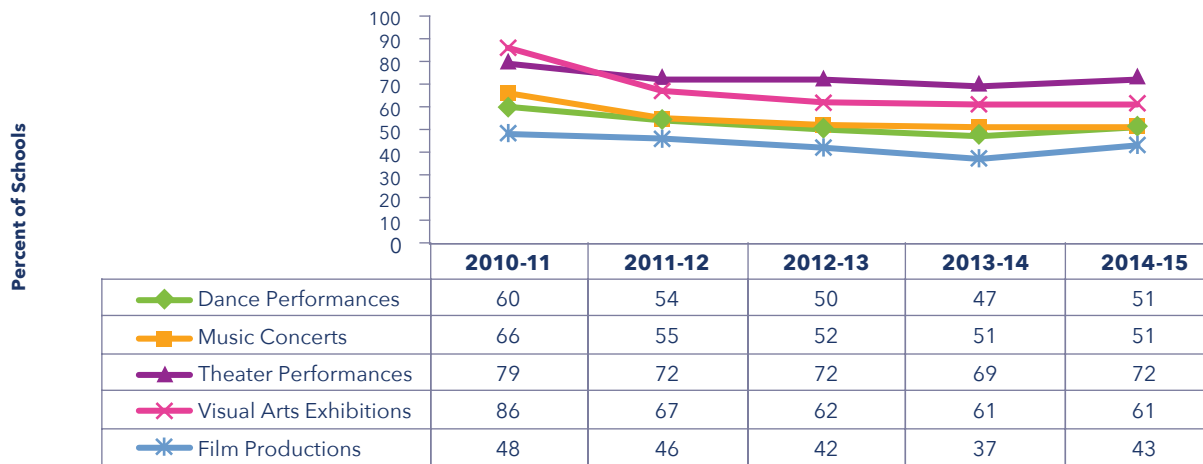


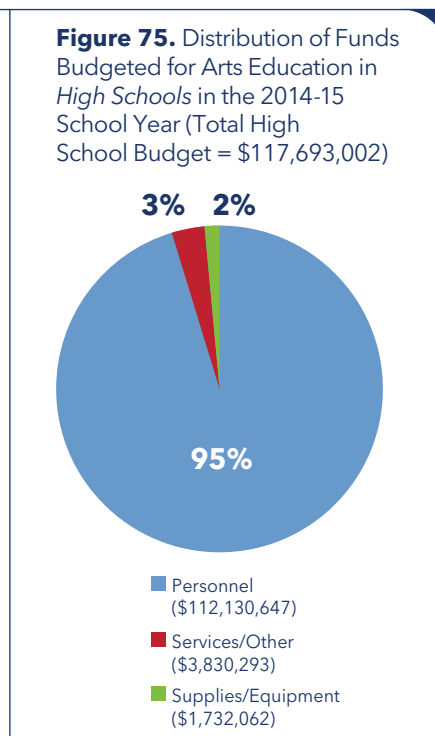
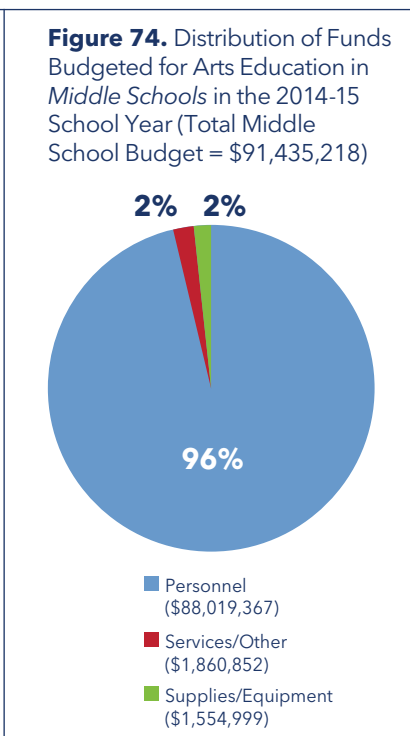
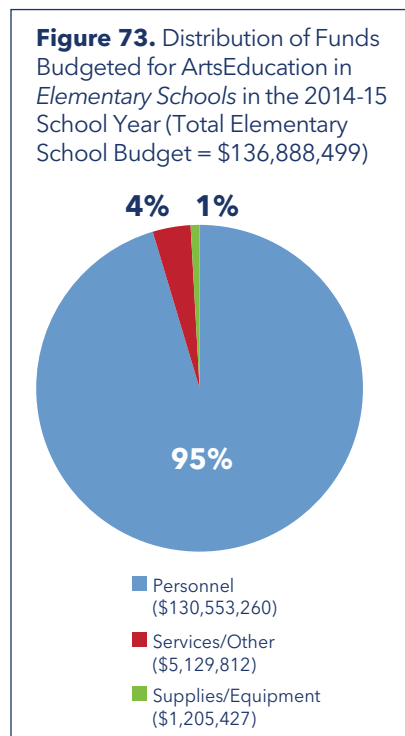
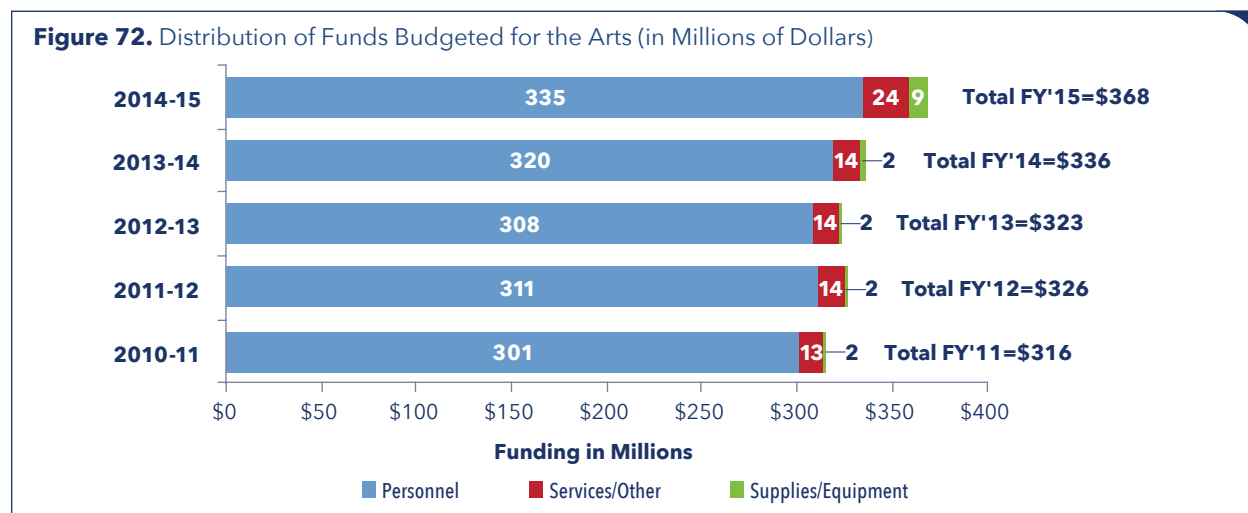
Figure 71. Percent of Responding Schools with Students Participating in Dance, Music, Theater Performances; Visual Arts Exhibitions; and/or Film Productions *Outside the School Site*



ARTS IN SCHOOLS

Arts Budgeting by Schools

Schools' arts budgets include staff salaries, equipment/supplies, and services such as cultural arts organization partnerships. The data in **Figures 72 through 75** were gathered through the NYCDOE Division of Budget Operations and Review and the Division of Contracts and Purchasing Management databases. **Figure 72** displays the total NYCDOE budget for arts education from the 2010-11 through 2014-15 fiscal years. **Figures 73 through 75** display the arts education budgets for elementary, middle, and high schools in the 2014-15 fiscal year.



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External Funding for Arts Education

School administrators were asked to report on the use of external funding for arts education on the 2014-15 *Annual Arts Education Survey*. Table 38 shows the percent of schools that reported using external funding for arts education in the 2013-14 and 2014-15 school years. Data are shown by sources and school level.

Table 38. Percent of Responding Schools Reporting Use of External Funding for Arts Education by Sources and School Level

| Funding Sources | Elementary | | Middle | | High | | Multi-Grade | | All Schools | |
|---|------------|---------|---------|---------|---------|---------|-------------|---------|-------------|---------|
| | 2013-14 | 2014-15 | 2013-14 | 2014-15 | 2013-14 | 2014-15 | 2013-14 | 2014-15 | 2013-14 | 2014-15 |
| Private Foundation | 17% | 17% | 18% | 23% | 23% | 20% | 21% | 19% | 19% | 19% |
| Local Business or Corporation | 8% | 6% | 5% | 6% | 8% | 7% | 7% | 4% | 8% | 6% |
| PTA/PA | 41% | 39% | 21% | 19% | 15% | 13% | 32% | 31% | 30% | 27% |
| State, County, Local Arts Organizations or Agencies | 14% | 16% | 10% | 14% | 6% | 7% | 15% | 12% | 12% | 13% |
| Federal, State, or City Grants | 33% | 37% | 29% | 45% | 24% | 32% | 31% | 30% | 30% | 36% |
| Cultural Arts Organizations | 41% | 38% | 26% | 35% | 26% | 25% | 36% | 38% | 35% | 34% |

ARTS IN SCHOOLS

Arts Space

Classrooms or other school facilities designed and used solely for arts instruction are essential for teaching each arts discipline. On the 2014-15 *Annual Arts Education Survey*, school administrators reported the number of classrooms or other school facilities designed and used solely for arts instruction. Administrators were also asked to report on the number of classrooms or other school facilities that are multipurposed for the arts. **Table 39** provides data on the percent of responding schools with at least one classroom or other school facility designed and used solely for arts instruction. The data are shown for the 2014-15 school year by classroom type and school level. **Table 40** displays the percent of all responding schools with at least one classroom or other school facility that was used for arts and other purposes in the 2014-15 school year. Data are shown by school level.

Table 39. Percent of Responding Schools with At Least One Classroom or Other School Facility *Designed and Used Solely* for the Arts in the 2014-15 School Year

| Classrooms or Other School Facilities Used for Arts Instruction | Elementary | Middle | High | Multi-Grade | District 75 | All Schools |
|---|------------|--------|------|-------------|-------------|-------------|
| Dance | 32% | 19% | 40% | 42% | 28% | 28% |
| Music | 55% | 58% | 44% | 60% | 41% | 53% |
| Theater | 16% | 26% | 26% | 20% | 22% | 21% |
| Auditorium | 58% | 62% | 46% | 59% | 45% | 56% |
| Visual Arts | 63% | 68% | 65% | 71% | 67% | 66% |
| Film Studio | 4% | 14% | 18% | 8% | 14% | 10% |

Table 40. Percent of Responding Schools with At Least One Classroom or Other School Facility *Multipurposed* for the Arts in the 2014-15 School Year

| Classrooms or Other School Facilities Used for Arts Instruction | Elementary | Middle | High | Multi-Grade | District 75 | All Schools |
|---|------------|--------|------|-------------|-------------|-------------|
| Dance | 42% | 34% | 35% | 38% | 47% | 38% |
| Music | 50% | 38% | 40% | 46% | 52% | 45% |
| Theater | 38% | 32% | 41% | 37% | 28% | 37% |
| Auditorium | 66% | 55% | 52% | 60% | 71% | 60% |
| Visual Arts | 38% | 42% | 40% | 39% | 53% | 40% |
| Film Studio | 12% | 29% | 24% | 17% | 17% | 17% |

Number of Arts Rooms

The NYCDOE School Construction Authority collects data on the number of arts rooms in school buildings. Table 41 shows the number of school buildings that have arts rooms, the number of arts rooms in these buildings, and the average number of arts rooms per building. Data are shown from 2010-11 through 2014-15.

Table 41. Number of Arts Rooms as Reported by the NYCDOE School Construction Authority

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|--------------|--------------|--------------|--------------|--------------|
| Number of Arts Rooms | 3,515 | 3,608 | 3,669 | 3,743 | 3,785 |
| Number of School Buildings with Arts Rooms | 1,124 | 1,130 | 1,142 | 1,157 | 1,161 |
| Average Number of Arts Rooms per Building | 3.1 | 3.2 | 3.2 | 3.2 | 3.3 |

Parent Involvement

Table 42 shows the percent of all responding schools that reported parental involvement in arts programs at their schools. These data were gathered through the *Annual Arts Education Survey* and are shown for the 2010-11 through 2014-15 school years.²²

Table 42. Percent of Responding Schools That Reported Parent Involvement in Arts Programs

| Parent Involvement | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--|------------|------------|------------|------------|------------|
| Attending School Arts Events | 96% | 90% | 91% | 92% | 92% |
| Volunteering in Arts Programs or Classrooms | 65% | 44% | 42% | 42% | 43% |
| Donating Arts Materials or Supplies | 59% | 41% | 38% | 40% | 40% |



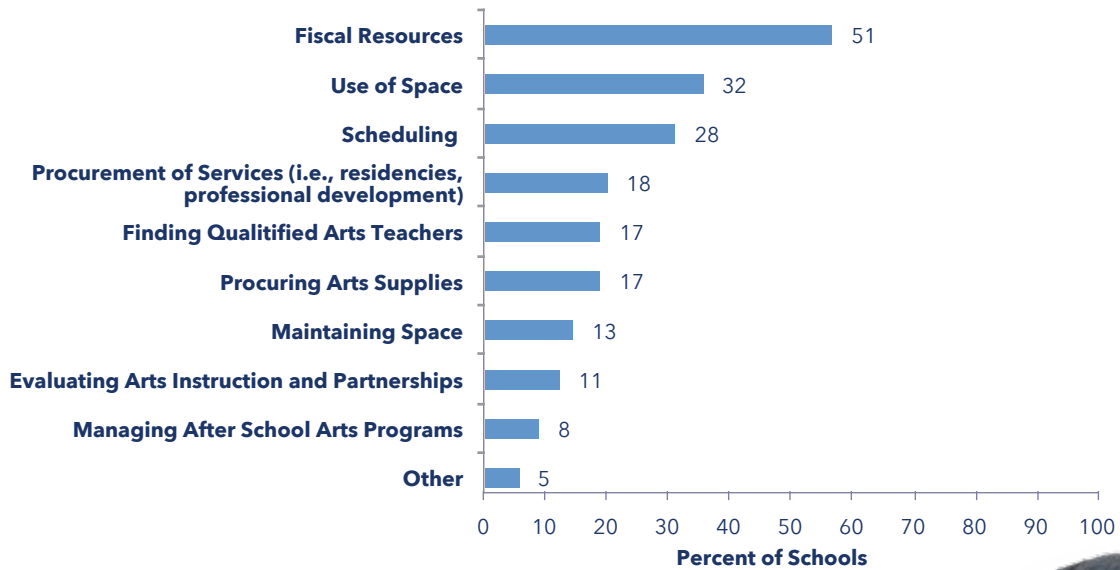
²² In 2010-11, schools were asked to report on the level of parental involvement in their school's arts program. In 2011-12 through 2014-15, schools were asked to report on whether or not parents had participated. This change should be considered when comparisons among school years are made.

ARTS IN SCHOOLS

Challenges

On the 2014-15 NYC *Principal Satisfaction Survey*, school administrators were asked to identify factors that presented significant challenges to the arts program at their schools during the 2014-15 school year. **Figure 76** displays the percent of all responding schools that reported experiencing each of the identified challenges to providing arts programming.

Figure 76. Percent of Responding Schools Reporting the Following Were Significant Challenges to Providing Arts Programming in 2014-15



REPORT 2014-2015





2015 Arts Committee Report to the PEP

Introduction

2015 was a watershed year for arts education in the NYC public schools. Mayor Bill de Blasio and Chancellor Carmen Fariña made the arts a serious priority. The Chancellor promoted the arts' importance at every opportunity. Significantly, Mayor de Blasio allocated \$23 million in new funding toward arts initiatives that would revitalize arts opportunities for children throughout the City. This meaningful reinvestment in arts education brought the City closer to its vision of providing every child with a balanced education that includes the arts.

This catalytic effort touched nearly every school in the system. It increased arts instruction for students; gave arts specialists the professional development and materials they needed to do their jobs effectively; increased partnerships with the NYC arts community; revitalized arts spaces within schools; and brought families into schools for arts programming.

Immediately the arts were relevant again. Principals around the City, suddenly encouraged to do more in the arts, found the resources to do just that. In a profile of the Chancellor, Crain's wrote that she "changed the culture of the nation's largest school system. Tension and competitiveness are out; support and collaboration are in ... higher morale—which observers say is palpable in the city's 1,837 schools—and the sharing of good practices will lift the performance of teacher and administrators, and thus students."

Nowhere was this more evident than in the arts.

What was accomplished?

The following programs and initiatives were all launched or expanded during the 2015 school year:

| Type of Support | Program | Description |
|-----------------------|---|---|
| Direct School Support | <i>Middle and High School Arts Matters</i> <ul style="list-style-type: none"> • 75 participating schools • 1,500 participating students • 56 participating teachers | Shared teacher personnel for low-arts middle and high schools |
| | <i>Facilities Improvement/Resources</i> <ul style="list-style-type: none"> • 341 participating schools | Space improvement and development for arts spaces/ Priority to campus and shared sites Music instrument repair and distribution |
| | Support for Screened Middle and High School Programs in the Arts <ul style="list-style-type: none"> • 29 participating schools • 31,318 participating students | Offset school costs associated with auditions for screened arts programs |
| | <i>Borough Art Fairs</i> <ul style="list-style-type: none"> • 550 participating schools • 3,400 participants | Year-end fairs in each borough in conjunction with Borough Arts Directors and Borough Presidents |

2015 Arts Committee

| Type of Support | Program | Description |
|-------------------------|---|--|
| Arts Teacher Supports | Arts Teacher Studio Funding <ul style="list-style-type: none"> • 1,248 participating schools • 2,873 participating teachers | Funding directly to support teachers of the arts for materials and supplies |
| | Arts Studio/Classroom Libraries | Shared resources by art form in each school |
| Direct Student Programs | Teen Thursday <ul style="list-style-type: none"> • 24 participating schools • 360 participating students • 24 arts partners | Project based learning activities for 7-8 graders in museum and performing arts |
| | Middle School Summer Arts Boot Camp <ul style="list-style-type: none"> • 59 participating schools • 90 participating students • 6 arts partners | Audition preparation for middle school students who want to audition for screened arts high schools |
| | Summer Arts Institute for Advanced Students of the Arts <ul style="list-style-type: none"> • 133 participating schools • 345 participating students • 5 arts partners | Four week intensive challenging students as they move into their next phase of growth as young artists |
| | Broadway Junior-Middle School Theater Program Expansion <ul style="list-style-type: none"> • 44 participating schools • 1,447 participating students • 147 participating teachers • 7 arts partners | Teacher teams and students rehearse and produce full-scale musicals for their school community |
| | Salute to Music and All-City Music Program Expansion <ul style="list-style-type: none"> • 171 participating schools • 781 participating students • 3 arts partners | Serving middle and high school musicians with Saturday program and concert opportunities |
| Partner Programs | Arts Continuum Program <ul style="list-style-type: none"> • 44 participating schools • 15 arts partners • 4,536 students served | Partnering middle schools and feeder elementary schools to bridge the gap and to begin to address articulation of arts learning from elementary to neighborhood middle schools. (RFP process in early October) |
| | Arts for All: ELL/SWD Partner Project <ul style="list-style-type: none"> • 226 applications received • 76 schools (34% of applicants) funded to participate • 31 arts partners • 17,737 participating students | Arts/arts education organization with a strong track record and curriculum to address the particular arts education needs of ELL or Special Needs students partnering with 25 schools in new programs. (RFP process in early November) |
| | Arts and Cultural Services Fair <ul style="list-style-type: none"> • 80 participating schools • 109 school representatives • 82 arts partners | Annual fair to bring together arts partners and school leaders to assure strong and appropriate arts partnerships |
| | Arts Leadership Events <ul style="list-style-type: none"> • 387 participating schools • 616 participating leaders • 4 arts partners | Four events for parent coordinators, assistant principals and school leaders Arts Leadership events for school leaders |

Report to the PEP

| Type of Support | Program | Description |
|-----------------------------------|--|--|
| Curriculum Resources | Arts Blueprints @ 10 | Revision of school resource document with appendices for Common Core, ELLs and SWDs, pre-K, assessment, technology, and curriculum mapping for arts teacher |
| | American Voices Units | Theater and social studies resources for high schools |
| | Arts Website Support | Resources and materials online |
| Professional Development | Arts Education Liaison PD Series <ul style="list-style-type: none"> • 610 participating schools • 760 participating liaisons • 7 arts partners | Training and technical support series for school based-arts education liaisons |
| | Classroom Teacher Arts PD | Arts and Common Core borough-based arts professional learning |
| Parent Programs | Parent and Arts Partner Grants <ul style="list-style-type: none"> • 26 schools • 16 arts partners • 3,482 students impacted | Pilot for parent engagement with arts partners in school sites |
| Pre-K Support | Arts and Pre-K Training <ul style="list-style-type: none"> • 245 participating schools • 581 participating teachers • 4 arts partners | Professional learning to assure student-centered and imaginative arts practices in pre-K arts for CBOs |
| Arts Field Support | Direct Field Support for the Arts (to be expanded to seven borough arts directors in 2015-16) | Five Borough Directors of the Arts to provide principal support, school visits, professional learning, and monitoring of arts programs |
| Teacher Certification in the Arts | Lincoln Center Scholars <ul style="list-style-type: none"> • 12 participating schools • 16 participating teachers • 4 arts partners | In conjunction with Lincoln Center and Hunter College, providing additional arts certification for up to 20 veteran teaching artists for mid-year placement (January 2015) |

What role can the arts play in advancing the NYCDOE educational agenda?

The Chancellor has identified two areas of focus for her administration: the expansion of pre-K education for every four-year-old in the city, and the upgrading of middle school education. Over the past year, new and expanded initiatives have proven that the arts can have a major impact on teaching and learning—and school culture—on both the pre-K and the middle school levels.

1. Pre-K Education

- a. **Expansion of professional development in the arts for pre-K teachers:** In 2015, training in the arts was provided for 581 pre-K teachers in 245 schools serving approximately 7,550 students. In 2016, the number of pre-K schools will expand to 800. We know that learning in the arts gives these young children the age appropriate skills they need to succeed. In music, training focused on linking music skills to the pre-K curriculum. In visual arts, teaching artists modeled methods to inspire children’s imaginations

and encourage an experimental approach to investigating the world. In dance, they concentrated on full-body, age-appropriate exploration of movement and connections to young children's real-life experiences. In theater, teachers were introduced to storytelling, puppetry and clowning as techniques for engaging early learners. For nearly all of the participating teachers, this was a first introduction to the arts in the classroom. They not only learned invaluable skills that could be passed on to their students, they also came to realize the benefit of creative play in the life of pre-K children. This training was voluntary and reached capacity, although it provided training for only a small fraction of the teachers and schools engaged in the citywide pre-K program. It needs to be expanded to ensure a balanced curriculum for all students.

- b. **Arts instruction needs to be deeply embedded in pre-K education** in order to create developmentally appropriate and creative settings to nurture student growth and exploration.
- c. **Parent involvement in arts training:** Opportunities must be provided for parents to both see their children engaged in arts learning and to engage in those activities with them. By involving parents of the city's youngest students in the arts process, we are not only spreading the word as to the value of arts instruction, we are also creating a large cadre of arts advocates who will want to see their children continue to have arts instruction at every level of their education.

2. Arts in the Middle School: These are the years that students get "lost." It is imperative that we provide them with middle school programs that both challenge them and make them feel successful, empowered, and engaged. The arts can do that—but first we must ensure that every middle school student has arts instruction in their school.

- a. **Compliance with state requirements:** The state requires that students in the sixth grade should receive 93 hours of instruction annually, equally allocated among dance, music, theater and visual arts. In grades 7 and 8, and by the end of grade 8, students should receive one semester (55 hours of instruction) in dance, music, theater, and/or visual arts and one semester in a second arts discipline taught by a licensed certified arts teacher. These requirements are severely limiting and take away any possibility of sequential arts education in any discipline. They should be revisited.
- b. **The challenge of very small and/or co-located middle schools:** One of the great challenges in the system is providing certified arts instruction in the very small (100-200 students) middle schools or in middle schools that are co-located.
 - i. One solution is to have very small schools specialize in one or two arts areas—providing sequence if not scope. Even this is problematic if the school budget is so small that they can't even accommodate arts instruction at this basic level—and then the students get nothing.
 - ii. There has been success in having co-located or geographically close schools share the services of an arts specialist(s). This can provide some relief to budget-strapped schools and can be a way to provide more than one discipline at a site.
- c. Schools can also be given permission to **hire F-status teachers** (possibly retired arts specialists or teaching artists with teaching licenses) as per diem session teachers—a less expensive way of assuring arts instruction for their students.

Report to the PEP

- d. **Build on successful models:** There are programs in the arts that are improving student outcomes and changing the culture of their schools. We need to build on their success and expand them to greater numbers of students.
- i. **Arts Audition Boot Camp:** There are many middle school students who would like to attend a screened high school arts program but lack the audition or portfolio knowledge and preparation that might make that a reality. In 2014, a summer Middle School Arts Audition Boot Camp was started to give students the skills they would need to successfully apply. It served 90 students from 59 middle schools, and the results were staggering. Eighty-one percent received an offer from a screened high school; 64 percent received an offer from a screened arts-based high school; and 27 percent received an offer from LaGuardia High School. The program was repeated again in 2015 with 149 students from 77 schools—good growth—but it deserves to be built to a scale where every middle school student who wants to attend a screened arts-based high school has access to the tools they will need to have a competitive opportunity for success.
 - ii. **Broadway Jr.:** 2015 marked the tenth anniversary of Broadway Jr., a program that served 44 middle schools, 146 teachers, and 1,447 students. The program’s goal is to have each of the participating schools produce a musical production—but it does so much more. It encourages principals to commit to a major performing arts event in their school; it trains classroom teachers to serve as the production team (director, musical director, choreographer); it involves students with an interest in performing regardless of talent; it brings parents into the school to help with sets and costumes and, most importantly, to share in a positive activity in their child’s school; it has led to the hiring of theater, music, and dance teachers to build on the program’s success. Broadway Jr. creates successful communities within schools and it changes school culture. The annual performance is an event that can be built around—a celebration of everything that can be right in a school—but it needs to be expanded.
 - iii. **Arts Continuum:** Many students find that their arts programs in elementary school are a reason to stay engaged, and are disappointed when those programs are lacking when they get to middle school. This initiative, piloted in 44 schools in 2015, bridges arts learning by creating linking arts programs between feeder elementary and middle schools and partnering teachers and school leaders at each location.
 - iv. **Arts Matter:** An innovative staffing program that allows pairs of middle schools to share arts teachers with partial funding from the NYCDOE, along with substantial supports for the school and new teachers. This initiative creates programs in arts-needy schools and substantially increases access to the arts for underserved students.
 - v. **Turnaround Arts:** A program, run in partnership with the President’s Committee on the Arts and Humanities, that aims to narrow the achievement gap and increase student performance through intensive engagement in the arts. It will be carried out in four central Brooklyn middle schools in 2016. Resources will include a summer training program for school leadership, in-school arts-based professional development for all teachers, partnerships with cultural organizations, and musical instruments and art supplies.

Looking Forward: A vision statement for arts education in NYC public schools

The great challenge for arts education in the NYC public schools is providing access and equity to every student in the system. The current system narrows options for students because it does not provide arts instruction in every school, for every student at every grade. This system limits a student's option to be college and career ready.

Much as the Mayor talks of "a tale of two cities," arts opportunities for public school children is a tale of two constituencies—children in arts-rich schools and children in arts-poor schools. This is often not about rich and poor communities—there are arts-rich schools in challenged communities and arts-poor schools in middle class communities. This is about leadership and will. We must create a system in which every child, in every school, in every year has access to a sequential, quality arts education.

We recommend that:

- Arts instruction should begin in pre-K and continue through high school. This instruction should be sequential and it should be based on the *Blueprints*, which grade by grade, discipline by discipline, build on prior knowledge.
- Principals include the arts as they make annual budget decisions. The arts should be built into every comprehensive educational plan in every school.
- Quality arts programs need to survive the vicissitudes of the budget or the circumstance of a new principal replacing a principal who was an arts advocate. There needs to be a policy in place to protect what is working.
- There should be ongoing and frequent conversations and advocacy with NYS Education Department to create reasonable and rigorous arts instructional requirements.
- The NYCDOE works more closely with higher education to assure that pipeline issues for teachers of the arts are addressed and that general classroom teachers receive arts education training.
- In addressing the needs of all learners, there should be a commitment to ensuring services to students with disabilities and English language learners.
- The excellent programs begun under this year's \$23-million dollar arts investment must be continued and expanded. The current four-year commitment will just get these initiatives off the ground. They need to be protected and expanded long-term and direct allocations of funding for the arts should be considered for every school.
- Acknowledge the important role the arts play in career development in NYC. Make students aware of existing opportunities and give them the skills they need to compete for these jobs. Recognize the value of the arts in the new creative industries. Media companies say that the ability to draw is their first requisite for new employees. Without strong visual arts programs, our students are left out—and this is true in every arts discipline.
- Let's finally get the facts! **Commission an independent study** to determine where we are based on information we have in the *Annual Arts Report* as to where there are and where there are not arts services. We need financial numbers: how much would it cost to finally meet state requirements in the arts? Let's continue this argument from an informed and accurate position and as a first step in devising a five-year plan to meet those requirements.

Report to the PEP

Conclusion

In today's city, with issues of inequality all around us, the question of providing equal opportunity for a quality arts education transcends education. It is an issue of justice. The arts, and the qualities and skills the arts build, offer young people a path to literacy, the ability to qualify for good jobs in the new economy, a sense of empathy for other views and other people, and the hope of becoming involved and productive citizens. An education without the arts is an education that handicaps rather than enables.

We can do this! We are finally on the right path. Led by a Mayor and a Chancellor who understand the stakes and with growing advocacy for this work by the City Council, other City agencies, school leaders, teachers, and parents and caregivers, now is the time to make the arts an educational priority.

It will take will. It will take more money. It will mean changing minds—but it will not change the goal of giving every student a quality education.

And a quality education must include the arts!

Arts Education Advisory Committee Members

Anthony Armstrong, Principal/The Nathaniel Hawthorne School

Jody Arnhold, Arnhold Foundation/Founder Dance Education Laboratory (DEL) 92Y

Sarah Calderon, Executive Director/Casita Maria Center for Arts & Education

Betsy Dubovsky, Executive Director/The Staten Island Foundation

Jason Duchin, Co-Founder and Co-Executive Director/The DreamYard Project

Sharon Dunn, Vice President for Education/New-York Historical Society

Anita Gomez-Palacio, Retired Executive Director of Operations/Council of School Supervisors and Administrators

Carl Goodman, Executive Director/Museum of the Moving Image

Lane Harwell, Executive Director/Dance NYC

Debra Jackson, Administrator, Robert Lehman Collection/The Metropolitan Museum of Art

Valerie Louzonis, Visual Arts Teacher/Mark Twain School

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Jerrold Ross, Committee Chair and Dean Emeritus of the School of Education and Academic Vice-President/St. John's University

Steven Tennen, Executive Director/ArtsConnection

George Young, Assistant Director/Council of School Supervisors and Administrators

Ex Officio:

Tom Finkelpearl, Commissioner, New York City Department of Cultural Affairs

Paul L. King, Executive Director, Office of Arts & Special Projects/NYCDOE

Maria Palma, Deputy Director, Office of Arts & Special Projects/NYCDOE



Next Steps

With an increased focus on arts education across the NYCDOE and the Chancellor’s consistent and supportive statements about the value of the arts for all students, the Office of Arts and Special Projects (OASP) has significantly refined and expanded its work for the 2015-16 school year. The catalyst and key lever that makes this robust work feasible is the commitment of the Mayor to arts education as demonstrated by the renewal of the \$23-million allocation for the current fiscal year.

With this essential and meaningful support, the OASP, in consultation with Chancellor and the Mayor’s office, have devised new, expanded, and pivotal programs to address the issues of equity, access, and meaningful excellence in the arts in New York City schools. Additionally, these supports and initiatives are importantly and strategically aligned with the *Framework for Great Schools*.

Alignment to the Framework for Great Schools

The Framework for Great Schools encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaboration focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Office of Arts and Special Projects has refined and devised key supports for 2015-16 to strategically align with the Framework.



Student Achievement

- Broadway Junior-Middle School Theater Program support
- Middle School Summer Arts Boot Camp
- Salute to Music and All-City Music Programs Expansion
- Summer Arts Institute

Supportive Environment

- Arts Continuum Program
- Arts Education Liaison Professional Learning Series
- Arts Teacher Studio Funding
- Arts Website Support
- Audition Off-Set for Screened Arts Programs
- Facilities Improvement/Resources

Effective School Leadership

- Arts and Cultural Services Fair
- Arts Leadership Events
- Arts Education Leadership Manual Revision
- Direct Field Support for the Arts
- Middle and High School Arts Matter

Rigorous Instruction

- American Voices Units
- Arts and Pre-K Training
- Arts *Blueprints* @ 10 distribution
- Arts for ELLs/SWDs Partner Project
- Arts Studio/Classroom Libraries for D75 schools
- Classroom Teacher Arts and CCLS professional learning
- Online Learning Modules
- Visual Arts/Social Studies Collaborative Professional Learning Series

Strong Family-Community Ties

- Arts and Cultural Services Fair
- Borough Arts Festivals
- Chancellor’s Arts Endorsed Event
- Parent and Arts Partner Grants
- Sing!
- Teen Thursday

Collaborative Teachers

- Borough-Based Professional Learning Communities
- Teacher Effectiveness in the Arts/StarTchr
- Arthur Miller Theater Fellows Program



QUALITY TOOLS
TEACHER COMMITTEE
COMEDY
THEATER
REQUIREMENTS
ARTS
DANCE
CURRICULUM
DRAMA PROGRAM
GUIDELINES
SUPPORT
FINE ARTS
GALLERY
EXPRESSION
BAND
EXHIBITION
AESTHETICS
GRADES
EXHIBITION
STUDENTS
CERTIFICATION
SCHOOL
ANNUAL
VISUAL ARTS
MUSIC
EDUCATIONAL
CAST SCULPTURE RESOURCES
REPER
CLAY
ORGANIZATION
PHOTOGRAPHY
COMEDY
FUNDING
SURVEY
BUDGET
ORCHESTRA
MODERN
TROUPE
POTTERY
DESIGN
CONCERT
DRAWING
PARTICIPATION



Methodology

The *Annual Arts in Schools Report* uses a combination of data sources that includes the *Annual Arts Education Survey*, NYCDOE databases, and the *NYC Principal Satisfaction Survey*. These sources provide information on student participation in the arts and arts education resources, such as budgeting and human resources information, as described below.

2014-15 Annual Arts Education Survey

Each spring, all public schools are asked to complete the *Annual Arts Education Survey*. The survey includes questions about student participation in arts courses, arts sequences, students' activities in the arts, the use of the arts to achieve IEP goals within District 75 schools, the number of part-time certified school-based arts teachers, staff participation in arts-focused professional development, parental involvement with the arts, arts spaces in schools, cultural arts organization partnerships, and the principal's vision for his/her school's arts program. As in previous years, the OASP staff conducted technical assistance seminars, including webcasts, to prepare school administrators and arts education liaisons to complete the survey.

The OASP contracted Metis Associates, an independent national research and evaluation firm headquartered in New York City, to administer the *Annual Arts Education Survey* and to assist with the analysis of the survey data for the aggregate report. Frequency tables were constructed to examine levels of arts implementation within and across schools, as well as across school years, where applicable.

Response Rate

Table 43 shows the overall response rates for the survey for school years 2010-11 through 2014-15. Out of a total of 1,639 schools, 95 percent (N=1,564) completed the *Annual Arts Education Survey* in spring 2015. Table 44 provides the response rate by school level.

Table 43. *Annual Arts Education Survey Response Rates by School Year*

| School Year | Responding Schools | Total Schools | Response Rate |
|-------------|--------------------|---------------|---------------|
| 2010-11 | 1,527 | 1,556 | 98% |
| 2011-12 | 1,528 | 1,556 | 98% |
| 2012-13 | 1,545 | 1,590 | 97% |
| 2013-14 | 1,415 | 1,635 | 87% |
| 2014-15 | 1,564 | 1,639 | 95% |



Table 44. 2014-15 Annual Arts Education Survey Response Rates by School Level

| School Year | Responding Schools | Total Schools | Response Rate |
|-------------|--------------------|---------------|---------------|
| Elementary | 621 | 635 | 98% |
| Middle | 275 | 284 | 97% |
| High | 376 | 412 | 91% |
| Multi-Grade | 234 | 248 | 94% |
| District 75 | 58 | 60 | 97% |
| All Schools | 1,564 | 1,639 | 95% |

Calculation of Mean Arts Instructional Hours

Arts instruction provided to students in first through fifth grade were reported through two sources: the NYCDOE STARS database and the *Annual Arts Education Survey*. In the STARS database, school administrators reported the number of minutes of arts instruction per week provided by classroom teachers and/or school-based arts teacher to students in each first-through fifth-grade class. On the *Annual Arts Education Survey*, school administrators were asked to indicate the number of arts instructional hours provided by a cultural arts organization to each first- through fifth-grade class over the course of the school year. The survey was structured so that administrators could indicate the number of instructional hours provided to each class in intervals of 10 hours (i.e., 0 hours, 1-10 hours, 11-20 hours, 21-30 hours, through 200 hours or more). To calculate the mean number of hours per grade across classroom teachers, school-based arts teachers, and cultural arts organizations, a multi-step procedure was followed. First, the minutes per week reported in STARS were converted to annual hours. Assuming that there are 36 weeks in the school year, the minutes per week were divided by 60 and then multiplied by 36. The total annual hours were then converted to the same interval scale as used on the survey. Next, the interval data were converted to a continuous scale from 0 to 21 by dividing the upper limit of each interval by 10 (e.g., 0 hours = 0; 1-10 hours = 1; 11-20 hours = 2). These values were then summed across all classes within each grade level and then divided by the total number of classes within that grade level. Finally, the mean was converted into the hours intervals as used on the survey by rounding to the closest whole number and then multiplying by 10 (e.g., a mean of 3.0 = 21-30 hours, a mean of 1.8 = 11-20 hours).

Calculation of Mean Arts Professional Development Hours

School administrators were asked to indicate the average number of arts professional development hours attended by school-based arts and non-arts teachers over the course of the school year. Administrators could indicate the number of professional development hours attended in intervals of six (i.e., 1-6 hours, 7-12 hours, 13-18 hours, through 31 hours or more). To calculate the mean number of hours provided across arts discipline or school level a three-step procedure was followed. First, the interval responses were converted to a continuous scale from 1 to 6 (e.g., 1-6 hours = 1; 7-12 hours = 2, etc.). Next, these values were summed across all responding schools and then divided by the total number of responding schools. Finally, this mean was converted back into the hours intervals as used on the survey by rounding to the closest whole number and multiplying by six (e.g., a mean of 3.0 = 13-18 hours, a mean of 4.6 = 24-30 hours).

Changes to the 2014-2015 Annual Arts Education Survey

Each year, the OASP modifies the *Annual Arts Education Survey* to further align the data collection with NYSED arts requirements and to improve the accuracy of the survey responses. In addition, changes focus on reducing the number of survey questions where data are available in other NYCDOE databases. For 2014-2015, data about arts instruction provided to students in kindergarten through fifth grade by a school-based arts teacher and/or classroom teacher were drawn through the NYCDOE STARS database. Therefore, these were no longer asked on the survey.

NYCDOE Databases

The data presented in this report are based on a combination of data sources including NYCDOE databases. This section lists these data sources and the data collected in the 2014-15 school year.

Student Participation and Graduation Data

The NYCDOE STARS (Scheduling, Transcripts, and Academic Reporting System) database is a student scheduling and grade reporting application. This database provided the amount of arts instruction offered to students in each first- through fifth-grade class. Arts enrollment data for students in grades 6 through 12 were also retrieved from STARS. Furthermore, the STARS database provided data on the total number of middle and high school graduates, as well as the number of middle school students who graduated with one credit in two art forms and the number of high school students who graduated with two or more credits in the arts.

High School Screened Arts Programs

The NYCDOE Enrollment Office tracks high schools that screen students before admission into the school and provided a list of screened schools.

Human Resources Data

The Division of Human Resources of the NYCDOE, which tracks full-time licensed school-based arts teachers' annual school placements, provided data on dance, music, theater, and visual arts teachers for this report.

Budget Data

The Division of Budget Operations and Review of the NYCDOE collects information from schools on all budgeted dollars through the Galaxy data system. Schools input budgeted expenditures, including arts staffing, services, and supplies. Galaxy inputs do not capture actual spending and cannot be considered definitive expenditures. Moreover, the accuracy of aggregate and individual budget reporting within the Galaxy system depends upon the specificity of wording used by schools while entering items. Arts expenditures entered under general categories are not captured as budgeted arts expenses. Similarly, many school-level expenses do not have art-specific titles, but may contribute to arts programs.

Arts Education Vendor Data

The Division of Contracts and Purchasing Management of the NYCDOE provides data for spending on arts education service providers. Spending is tracked for vendors with approved arts contracts through the Request for Proposal (RFP) and listing application process for direct services to students and professional development. Spending on non-contracted vendors is not captured.

ARTS IN SCHOOLS

Arts Room Data

Data on the number of art rooms, as reported by the School Construction Authority, is compiled from the annual *Building Condition and Assessment Survey* and the *Building Capacity and Utilization Report*. The School Construction Authority (SCA) builds new public schools and manages the upgrades and renovations of large capital construction projects.

NYC Principal Satisfaction Survey

The *NYC Principal Satisfaction Survey* was designed as a performance management tool to hold networks and the Central DOE offices accountable for the quality of support they provide schools and to inform networks' and Central's efforts to continuously improve their performance. In addition, the survey enables tracking of longitudinal progress, while at the same time allowing for adjustments to the survey to support alignment with new structures and priorities. For the 2014-15 school year, 69 percent (1,125) of principals responded to the *NYC Principal Satisfaction Survey*. These response rates include principals of District 75 schools. The *NYC Principal Satisfaction Survey* provided data for useful arts professional opportunities for school-based arts teachers and non-arts teachers, as well as challenges to providing arts instruction in the 2014-15 school year.



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Appendix: City and State Requirements and Guidelines¹

The *Annual Arts Education Survey* tracks compliance with student participation in arts education according to New York State Instructional Requirements in the Arts. In support of these standards and arts requirements, ArtsCount was established in 2007.

Pre-Kindergarten-Kindergarten

City and State Requirements and Guidelines

Each school operating a pre-kindergarten or kindergarten program shall establish and provide an educational program based on and adapted to the ages, interests, and needs of the children. Learning experiences in such programs shall include dance, music, theater, and visual arts.

Grades 1-3

NYSED Requirements Grades 1-3²

During grades 1 through 3, all students shall receive instruction that is designed to facilitate their attainment of the New York State elementary learning standards in the arts, including dance, music, theater, and visual arts.

NYSED Guidelines Grades 1-3

In grades 1 through 3, 20 percent of the weekly time spent in school should be allocated to dance, music, theater, and visual arts. In New York City, this is the equivalent of approximately 186 hours throughout the entire school year equally allocated among dance, music, theater, and visual arts.

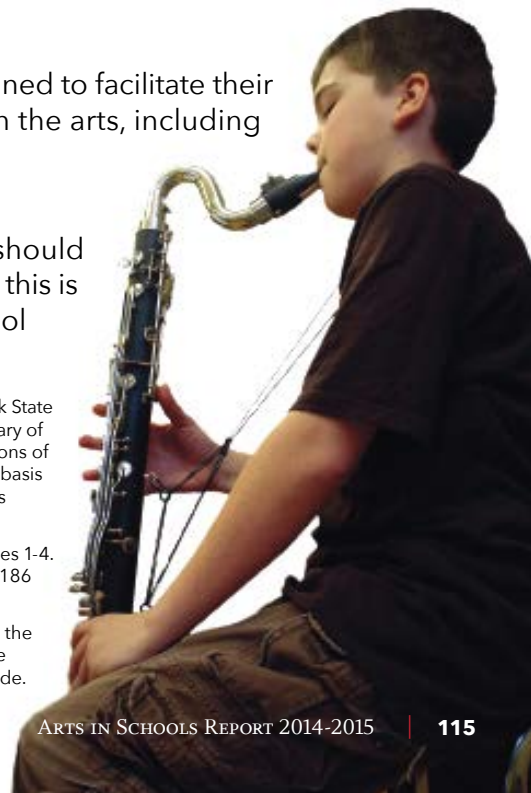
Grades 4-6

NYSED Requirements Grades 4-6³

In grades 4, 5, and 6, all students shall receive instruction that is designed to facilitate their attainment of the New York State intermediate learning standards in the arts, including dance, music, theater, and visual arts.

NYSED Guidelines Grades 4-6⁴

In grades 4, 5, and 6, 10 percent of the weekly time spent in school should be allocated to dance, music, theater, and visual arts. In New York City, this is the equivalent of approximately 93 hours throughout the entire school year equally allocated among dance, music, theater, and visual arts.



- ¹ The State Requirements & Guidelines listed are derived from the Summary of the Arts Provisions and New York State Standards, Provisions in the Part 100 of the Regulations of the Commissioner of Education (C.R. 100.3). Summary of the Arts Provisions are derived from the New York State Standards, Provisions in the Part 100 of the Regulations of the Commissioner of Education. Requirements have the force and effect of law. Policy statements indicate the basis from which the Education Department carries out the intent of the requirements. Guidelines are provided as recommendations and should not be interpreted as requirements.
- ^{2, 3} Grades 1-6: 186 instructional days/year; five instructional hours/day = 93 total instructional hours/year in grades 1-4. State guidelines recommend 20 percent of total instructional time to be equivalent of 93 hours per year; 186 instructional days/year; five instructional hours/day = 93 total instructional hours/year.
- ⁴ In 2011-12 and 2012-13, schools serving high school grades were asked about arts sequences provided on the *Annual Arts Education Survey*. In 2013-14 and 2014-15, data on arts sequences were provided through the NYCDOE STARS database. This change should be considered when comparisons among school years are made.

ARTS IN SCHOOLS

Grades 7-8

NYSED Requirements Grades 7-8⁵

Except as otherwise provided herein, all students shall be provided instruction designed to enable them to achieve by the end of grade 8 New York State intermediate learning standards in the arts, including one half-unit of study in the visual arts and one half-unit of study in music. In New York City, one half-unit is the equivalent of approximately 55 hours of instruction by a certified arts teacher. In ongoing collaboration with the New York State Education Department, a variance for middle schools was approved, allowing New York City public schools to meet the arts instructional requirement through any two of the four art forms by certified arts teachers in grades 7 and 8. In addition to music and visual arts, middle school students may now fulfill the arts instructional requirements in any two of the four art forms.

Grades 9-12

NYSED Requirements Grades 9-12⁶

New York State graduation requirements for the arts include one unit in the arts (dance, theater, visual arts, and/or music). One unit is defined as 180 minutes per week throughout the school year, or the equivalent. In New York City, two credits are the equivalent of one unit.


Availability of Arts Sequences

A public school district shall offer students the opportunity to complete a three- or five-unit sequence in the arts (dance, music, theater, or visual arts).



5 Grades 7-8: 186 instructional days/year; one unit of study equals 180 minutes/week; one unit of study = 36 minutes/day for 93 days (year or semester), which equals 55.8 hours of instructional time/year or the equivalent.

6 Grades 9-12: One unit of instruction is the equivalent of 180 minutes of instruction per week; one half-unit is the equivalent of 90 minutes/week throughout the year, which equals 18 minutes/day for 180 days, which equals 54 hours



“We’re investing in the arts like never before because we know what a difference it makes in our kids’ education. Every child benefits from arts programming. We are awakening a passion for music, dance, drama and visual arts, and teaching students about self-expression and understanding. The investments that we’re making in the arts are going to have an extraordinary impact—already, students at over 100 more middle and high schools have access to art teachers, and I look forward to seeing the work to come.”

—Bill de Blasio, Mayor

