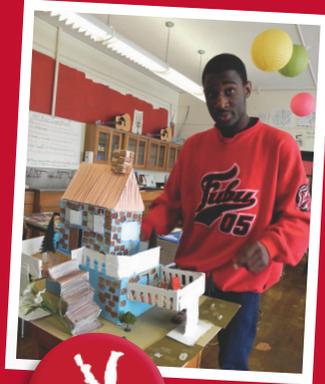


# The Arts Advantage



VIBRANT

RELEVANT



POWERFUL



AFFIRMING



CREATIVE



ENGAGING

A Report to the Community on  
the Creation, Progress, and Phase II Plan for the BPS Arts Expansion Initiative

June 15, 2011



## **About The Boston Public Schools**

As the birthplace of public education in this nation, the Boston Public Schools is committed to transforming the lives of all children through exemplary teaching in a world-class system of innovative, welcoming schools. BPS partners with the community, families, and students to develop in every learner the knowledge, skill, and character to excel in college, career, and life. Boston is one of the 60 largest and most diverse urban school districts in the United States, consisting of 57,000 students. Enrolled students come from 140 different countries and speak more than 73 languages, representing a broad array of racial and ethnic diversity. The student population is composed predominantly of minority racial and cultural groups: 41% Hispanic; 36% Black/African-American; 13% Caucasian; 9% Asian; and 1% Other/Multiracial.

## **About EdVestors**

EdVestors serves as a catalyst for change in urban schools by identifying and shaping the most effective improvement initiatives, partnering with donors to invest in these efforts, and supporting education project leaders with hands-on expertise. Launched in 2002 by philanthropists, educators, and business leaders, EdVestors both stimulates private philanthropic investment in urban schools and serves as the driving force behind multiple reform initiatives in order to level the playing field of opportunity and achievement for Boston's students. In the past ten years, EdVestors has directed more than \$12 million to strategic school improvement efforts in Boston and Lowell, MA.

## **About the Boston Public Schools Arts Expansion Initiative**

The BPS Arts Expansion Initiative is a multi-year effort to expand arts education within the Boston Public Schools with a focus on access, equity, and quality arts learning experiences for all students. This effort is focused on expanding direct arts instruction for students during the school day while building the capacity of the district to strengthen school-based arts instruction and to coordinate partnerships with arts and cultural groups. The Initiative includes both the BPS Arts Expansion Fund and the BPS Arts Expansion Initiative Planning Process. The overall Initiative is guided by the BPS Arts Advisory Board of local philanthropic, civic, and public sector leaders chaired by Boston Superintendent Carol R. Johnson. The Arts Expansion Fund is housed at EdVestors, which serves as lead partner for the Initiative, working in close collaboration with the funding partners and with the district.

## **The BPS Arts Expansion Initiative Planning Process has been generously supported by The Wallace Foundation. The BPS Arts Expansion Fund is comprised of the following collaborating donors:**

Barr Foundation \*

The Boston Foundation \*

Catherine and Paul Bittenweiser Foundation

Josephine & Louise Crane Foundation

Hunt Alternatives Fund \*

Jane's Trust

Klarman Family Foundation \*

Linde Family Foundation \*

Faith & Glenn Parker

The Carl and Ruth Shapiro Family Foundation

Anonymous (3)

\* Denotes collaborating funders since Initiative inception.



# The Arts Advantage

A Report to the Community on  
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**BPS** *Arts*  
**EXPANSION**  
**INITIATIVE**

## **BPS Arts Advisory Board and Working Committee**

The BPS Arts Expansion Initiative is guided by an Advisory Board chaired by Superintendent Johnson, including leaders from business, philanthropy, higher education, and cultural institutions. The Initiative also benefits from the input of a Working Committee composed of participating funders, school and district leaders, and representatives from the Mayor's Office and Massachusetts Cultural Council, many of whom were part of the original 2008 planning team for the launch of the Initiative.

### **BPS Arts Advisory Board**

Chair, Dr. Carol R. Johnson, SUPERINTENDENT, BOSTON PUBLIC SCHOOLS

Roger Brown, PRESIDENT, BERKLEE COLLEGE OF MUSIC

Paul Buttenwieser

Louis B. Casagrande, BOARD CHAIR, BOSTON AFTER SCHOOL & BEYOND

Michele Courton Brown, CHIEF OPERATING OFFICER, THE EFFICACY INSTITUTE, INC.

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Paul Grogan, PRESIDENT & CEO, THE BOSTON FOUNDATION

Barbara Hostetter, TRUSTEE, BARR FOUNDATION

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Swanee Hunt, PRESIDENT, HUNT ALTERNATIVES FUND

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Joyce Linde, TRUSTEE, LINDE FAMILY FOUNDATION

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Marie St. Fleur, CHIEF OF ADVOCACY AND STRATEGIC INVESTMENT, OFFICE OF MAYOR THOMAS M. MENINO

Michael Tooke, PRIVATE INVESTMENT BANKER

Alicia Verity, SENIOR VICE PRESIDENT, BANK OF AMERICA

Dennis Palmer Wolf, PRINCIPAL, WOLFBROWN

Tony Woodcock, PRESIDENT, NEW ENGLAND CONSERVATORY

Janet Zwanziger

### **Working Committee, BPS Arts Expansion Initiative**

CO-CHAIR, WORKING COMMITTEE, Laura Perille, EXECUTIVE DIRECTOR, EDVESTORS

CO-CHAIR, WORKING COMMITTEE, Klare Shaw, SENIOR ADVISOR, BPS ARTS EXPANSION INITIATIVE

Chris Cook, ACTING DIRECTOR, MAYOR'S OFFICE OF ARTS, TOURISM & SPECIAL EVENTS

Diane Daily, EDUCATION PROGRAMS MANAGER, MASSACHUSETTS CULTURAL COUNCIL

Julia Gittleman, PRINCIPAL, MENDELSON, GITTLEMAN & ASSOCIATES

Valerie Gumes, PRINCIPAL, HAYNES EARLY EDUCATION CENTER

Cuong P. Hoang, DIRECTOR OF PROGRAMS, MOTT PHILANTHROPIC

Meredith Eppel Jylkka, PROGRAM OFFICER, MOTT PHILANTHROPIC

Cleopatra Knight-Wilkins, SENIOR PROGRAM DIRECTOR FOR THE ARTS, BOSTON PUBLIC SCHOOLS

Linda Nathan, CO-HEADMASTER, BOSTON ARTS ACADEMY

Marinell Rousmaniere, DIRECTOR, BPS ARTS EXPANSION INITIATIVE

Laura Sherman, PROGRAM OFFICER, KLARMAN FAMILY FOUNDATION

Janna Schwartz, SENIOR PROGRAM OFFICER, HUNT ALTERNATIVES FUND

# BOSTON PUBLIC SCHOOLS



June 7, 2011

Dear Friends,

We are pleased to share this report to the community on Phase I of the BPS Arts Expansion Initiative. Since the launch of the BPS Arts Expansion Initiative in February 2009, tremendous progress has been made to address access and equity of arts learning opportunities in Boston. Over 9,000 additional students have access to arts education during the school day. Yet, important work lies ahead. This report summarizes the progress and activities to date and lays out the blueprint for the work of the Initiative's next phase to further expand arts instruction, build the capacity of the district, and strengthen partnerships among the district, arts organizations, and higher education institutions.

The BPS Arts Expansion Initiative represents a true public-private partnership. The Phase II Plan was developed with deep and expansive input from many sectors, thanks to support provided by the Wallace Foundation through an 18-month planning grant. We are grateful to the collaborating funders that have contributed nearly \$2.5 million to Phase I of the Initiative and are preparing to launch a second phase of the local fund with renewed funding commitments this spring. We recognize in particular the lead funders who have been there from the Initiative's inception including Barr Foundation, Boston Foundation, Hunt Alternatives Fund, Klarman Family Foundation, and Linde Family Foundation. The Initiative would not be possible without their deep partnership.

The Phase II Plan reflects contributions from Arts Specialists, schools leaders, nonprofit arts partners, teaching artists, higher education representatives and students. Over 150 people contributed their time, energy, and ideas to this planning effort, for which we are deeply grateful. These contributions are the Plan's greatest strength and will be the key to sustaining the work of this Initiative.

Boston is uniquely positioned to connect the dots between arts expansion, school improvement, and district transformation. We view arts expansion as a catalyst for renewed energy in schools, increased engagement by students, strategic leverage of partnerships, and improved school choices for families. Momentum, visibility, and engagement levels are at an all-time high as a result of the efforts to date.

As we launch Phase II of the Initiative, we are at a critical juncture to accelerate efforts and institutionalize the early progress of the BPS Arts Expansion Initiative. With continued stakeholder engagement across the city, Boston is poised to take advantage of the moment to launch Phase II of this effort and implement the planned work with depth and fidelity.

Sincerely,

Carol R. Johnson  
Superintendent, Boston Public Schools

Laura Perille  
Executive Director, EdVestors



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## Acknowledgements

This report – and the plan it outlines – would not be possible without the input of many educators, teaching artists, school and district leaders, students, parents, arts education experts, foundation leaders, donors, and representatives from arts, cultural, and higher education institutions. We thank in the particular the more than 60 members of the Working Groups who met over many hours to review data, consider solutions, and propose the recommendations contained in this plan.

**Initiative Lead Researcher:** Julia Gittleman, MENDELSON, GITTLEMAN & ASSOCIATES LLC

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**Report Contributors:** Cleopatra Knight-Wilkins, Michelle Kweder, Myran Parker-Brass, Laura Perille, Klare Shaw



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## The Creation of an Initiative: Background and Introduction

In Spring 2008, in collaboration with a group of local funders convened by EdVestors, Superintendent Carol R. Johnson launched a planning process to develop a coherent framework for District-wide expansion of arts education. The planning process was guided by the BPS Arts planning team including school representation, district leaders, arts and education funders, and was co-chaired by Superintendent Johnson and EdVestors Executive Director Laura Perille.

Planning team members began by pooling their collective knowledge to assess arts education in BPS. Their preliminary conclusions were that the frequency, depth, sequence, and quality of arts experiences available to children varied considerably from school to school throughout the district. Three major factors were responsible for this variation: 1) the entrepreneurial nature of the arts landscape in Boston; 2) the pressures on school schedules and resources in an era of high-stakes testing; and 3) the established system of decentralized, school-based management. These factors led to wide variation in how schools approached arts education within each school building. Throughout the 1990's and early 2000's, a number of schools in Boston managed to build strong arts programs, while others focused on other areas.

An additional unintentional outcome of the decentralized approach was a lack of consistent data available to document successful models, accurately describe the inequities, and quantify the current offerings. The planning team members concluded that a baseline survey would be necessary to better understand the issues, establish ambitious yet achievable goals, and measure progress. In Spring 2008, all school leaders were asked to complete an online survey; a remarkable 93% (134 of 143) responded. All nonprofit arts and cultural organizations working in one or more schools were given a companion survey; 57 nonprofits responded. The result was the first comprehensive inventory of arts instruction provided to students in Boston's schools – by school, by number of students, by frequency, and by art discipline. *The Arts Advantage: Expanding Arts Education in the Boston Public Schools*, a report prepared by EdVestors and its researchers (Mendelsohn, Gittleman & Associates, LLC) and produced by The Boston Foundation in February 2009, reflects the work of the planning team. The report presents key findings, recommendations, and expansion strategies designed to serve as the framework for the BPS Arts Expansion Initiative (2009-2012) related to the goals of increasing access to arts education, raising the quality of arts instruction, and ensuring equity of distribution.



### STRATEGY

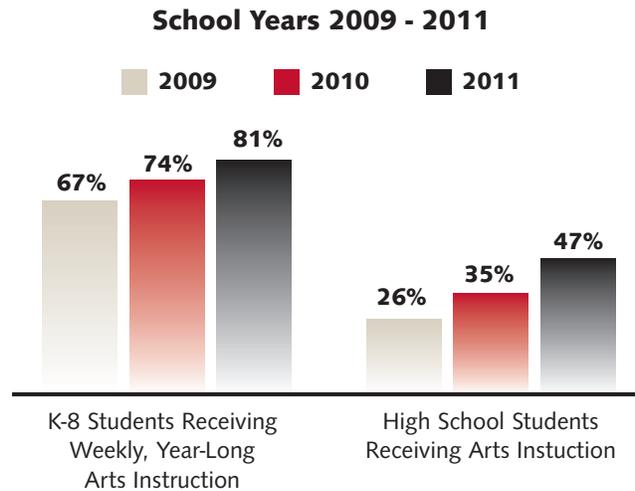
At the outset of the Initiative, a multi-year, three-part strategy was launched focused on the following:

- **Expanding direct arts education:** The team set goals of reaching 100% of all students in grades pre-K through Grade 8 through once weekly, year-long arts instruction and developing targeted strategies to meet the needs of high school students.
- **Building capacity:** The team identified the need to build capacity at both central office and school levels to support systematic expansion of arts education throughout the district.
- **Strengthening coordination:** Recognizing the importance of strong and sustainable partnerships between schools and the rich and diverse arts, cultural, and higher education institutions, the team prioritized coordination among these sectors.

The Initiative has employed three main activities to date in pursuit of the goals outlined above: 1) accelerating expansion of direct arts instruction through grants from the **BPS Arts Expansion Fund**; 2) **annual progress measurement** against the overall goals; and 3) the **planning process** to develop a long-term plan to expand and sustain high-quality arts education. This report provides a brief summary of the impact of the Fund and progress to date, and then focuses on outlining the plan developed with input from a broad array of stakeholders.

## MEASURABLE PROGRESS

By School Year 2010-2011, an additional 9,000 elementary, middle, and high school students experienced the arts during their school day. The initial 2008-2009 arts inventory indicated that 67% of Pre-K-8 students received weekly arts instruction. Only 26% of all high school students were receiving any arts instruction. As of the current School Year 2010-2011, four out of five pre-kindergarten through grade eight students receive arts instruction at least once a week for the whole year. In high schools, the number of students accessing arts instruction during the school day nearly doubled to 47%. Half of all schools now offer weekly arts instruction to 100% of their students and every high school is now providing at least some arts.



## BPS ARTS EXPANSION FUND

This significant progress is the result of the combined efforts of the public and private investments in arts instruction. One of the primary tools of the Initiative has been the creation of the BPS Arts Expansion Fund, which serves as a catalyst and incubator, providing grants to advance key goals and strategies of the Initiative and contributing to the momentum propelling the arts across the BPS and the city. The Fund supports direct arts expansion in schools aligned with the Initiative goals. Lead collaborating funders of the Arts Expansion Fund include the Barr Foundation, Boston Foundation, Hunt Alternatives Fund, Jane's Trust, Klarman Family Foundation, and Linde Family Foundation along with other foundations and individual donors. These donors have played a major role in the design and evolution of the Initiative.

	Students to reach 100% K-8 Benchmark	BPS Arts FTEs	Arts Fund Grant Awards	BPS Investments
<b>SY09</b>	11,368	163.1	\$100,000	\$16M
<b>SY10</b>	8,746	160.1	\$450,000	\$16M
<b>SY11</b>	6,688	175.2	\$700,000	\$17M
<b>SY12 (projected)</b>	3,500	186.3	\$825,000	\$18M

To date, the Initiative has raised \$2.4 million of the initial 3-year goal (2009-2012) of \$2.5 million for the Fund, and made over \$2 million in arts expansion grants aligned with the Initiative. Concurrently, BPS is making a significant yearly investment in arts: over \$18M is anticipated for FY 2012—an increase over previous years despite the economic challenges—which mainly supports school-based Arts Specialists.

## PLANNING PROCESS

Through the support of the Wallace Foundation, the BPS Arts Expansion Initiative has engaged in an 18-month planning process to develop a sustainable arts plan for the district. Through this planning effort, the Initiative has engaged nearly one hundred stakeholders in the development of the plan. School leaders, Arts Specialists, nonprofit partners, teaching artists, students, and arts researchers have contributed to the plan.

The essence of the content recommendations for the resulting plan was provided by four of six stakeholder work groups that focused on key issues related to long-term strategic planning for arts education. These four groups (Curriculum, Instruction and Professional Development; Partnership Coordination; High School Strategies; and Quality Arts Education) were comprised of a variety of constituencies. Two other work groups (Fundraising and Communications and Research and Data) were smaller and informed recommendations in support of their specified key content areas of the work. Additionally, six student focus groups were held and over 40 principals and headmasters voluntarily participated in discussion groups to ensure that the unique and critical perspectives of school leaders relevant to a number of content areas were captured.

Upon completion of the Working Group efforts in February of 2011, the Initiative sought to provide opportunities for understanding and input on the outlines of our plan via a series of meetings and forums with principals and headmasters, Arts Specialists, major cultural institution leaders, nonprofit arts representatives, and City officials. These sessions took place in March and April of 2011.

### Over 100 Arts Specialists, Principals and Headmasters, Nonprofit Partners, and Researchers



*"It has been such a delight, in the past two years, to experience the change that has come for arts in the district through the work of the BPS Arts Expansion Initiative and the current direction led by Superintendent Johnson and the BPS Arts Office. It is so meaningful to me that my opinion, and those of my colleagues, matter in the quest for improvement for arts education in our schools."*

— Emily Culver, BPS ARTS SPECIALIST, EDISON K-8

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## **BPS Arts Expansion Initiative Phase II: Building Sustainable Arts Programming (2011-2015)**

The engagement of stakeholders at multiple levels has resulted in a plan of action to build the infrastructure and support strategies that will increase access to equitably distributed, high-quality, standards-based arts education in Boston.

### **STRATEGY 1: Expand direct arts education.**

Expanding access to equitably distributed arts education has been the central feature of this Initiative since its inception. Over the last two years there has been tremendous progress toward the goal, with an additional 9,000 of the district's 57,000 students now receiving arts instruction. The Initiative is firmly on the road to reaching the goal of all students in grades K-8 receiving weekly arts instruction within the timeframe of Phase II of the Initiative and has set a goal for high school students to be achieved during this coming phase. While work remains to meet the existing goals, the Initiative will also move the goalpost on the ambitious agenda and work to deepen the impact of arts in schools via a plan to provide resident Arts Specialists in two disciplines.

#### **Objective 1A: Launch Phase II of the Arts Expansion Fund.**

The local collaborative grantmaking mechanism that has been created through the Fund has been a critical driver and catalyst for the expansion of arts instruction during the first phase of the Initiative. While BPS' investment has increased during this time of constrained resources, private investment has been and will remain a necessary component for continued success. The Fund provides a vehicle for more strategic and systemic views of the investments by private philanthropy and contributes to a whole that is greater than the sum of its parts. The success in fundraising efforts is evidence of the philanthropic community's commitment to arts education in BPS. The second phase of the Fund will continue to support expanded arts instruction for the school years beginning September 2012 through June 2015 through a three year, \$3M effort.

#### **Objective 1B: Provide multiple pathways for high school students to meet the graduation requirement in the arts.**

The 2008 baseline survey indicated that the level of arts opportunities provided to high school students was very low. The data showed that only 26% of students received any arts instruction including short-term residencies, exposure activities as well as traditional high school course work. Through the efforts of school leaders and staff as well as grants from the Arts Expansion Fund, this number has nearly doubled over the last two years.

Working Group members (particularly high school headmasters) and over 30 high school students who participated in focus groups underscored their desire for rich, quality in-school arts offerings in addition to out-of-school time (OST) opportunities. In-school arts education enables participation from a broader group of students and contributes positively to the culture and level of engagement in high school buildings.

State reported data from Boston Public High Schools in 2010 indicate that approximately 45% of

*"I enjoyed every second of this [visual arts project], even the times when I just wanted to bash my head on the nearest flat surface. Through this project I managed to find a different part of me I hadn't met before, and that is a wonderful thing."*

*—Ermis, STUDENT, DORCHESTER ACADEMY*

graduating seniors did not meet the one arts credit graduation requirement of the new Massachusetts Common Core State Standards (Common Core), which have been adopted and are being integrated to guide teaching and learning within the BPS. To enable all high school students to meet this arts graduation requirement, the Initiative will create an authentic assessment approach that will provide a framework for offering credit for both in-school arts classes and out-of-school experiences to provide maximum flexibility and options for students and schools.

### **Objective 1C: Develop a strategy to provide resident Arts Specialists in at least two disciplines in all district schools.**

In Phase II, the initiative will further address the goal of expanding access and equity by focusing on the breadth and depth of arts learning opportunities for students, as well as the quantity and frequency benchmarks that have guided this effort since its launch. Currently, 40% of schools have Arts Specialists on staff in at least two disciplines. Like arts offerings in general, the landscape is uneven. Many schools employ one Arts Specialist on staff, and at least 25 schools have no school-based arts staff.

Reaching the goal of two Arts Specialists in each school will require a planning effort on the order of our early efforts to launch the Initiative. The resulting plan will include specific benchmarks to reach this target in an accelerated but plausible timetable.

Elements of our strategy to reach the two discipline goal in every school will respond to key elements of Boston's context but may offer lessons for other districts as well. For example, this includes the challenge of a significant number of small schools – 95% of the 100 largest urban public school districts have a larger average school size than Boston (NCES, 2006). The Initiative will engage in a detailed analysis of the landscape including a deeper look at the data on schools with and without two disciplines, interviews with school leaders who have successfully achieved this benchmark and those who experience barriers, and a financial analysis of models to achieve this goal. The resulting plan will be driven by data, information, incentives, and mutual and transparent accountability.

### **STRATEGY 2: Build the district's capacity to support all aspects of an expanded arts education system within the BPS at the school and central office levels.**

Building capacity in the district is a multi-faceted and complicated, yet critical, piece of work for the sustainability of this effort. Capacity building will be supported by increased staff, including the newly-appointed Executive Director for the Arts as of June 2011. Capacity will also be built through investment in the arts teaching force by prioritizing work in the areas of implementation of curriculum and assessment practices aligned with the new Common Core standards; documentation, dissemination, and implementation of rigorous, standards-based, content specific and arts integrated curricula; and support of high-quality professional development opportunities. These efforts will revolve around a focus on quality that will be measured, in part, through the institution of a quality review process.

### **Objective 2A: Align and implement district-wide sequential, standards-based arts curriculum and assessment practices with the Massachusetts Common Core standards-based, through curriculum mapping and materials adoption processes that make available a range of high-quality curricular materials, including teacher-developed units of study.**

Between March and June 2010, former BPS principal and national arts consultant Libby Chiu conducted a curriculum review. The most notable findings included that while BPS Arts Specialists were very familiar with the Citywide Learning Standards in the Arts, nearly all designed and used their own Standards-informed lessons and units. However, these units were not available or accessible to teachers in other schools. To address this finding, the Initiative will create a curriculum resource bank for teachers that is a web-based system for sharing high-quality lessons and materials that are peer-reviewed and tied to the standards.

The next frontier of curriculum and standards work for the district involves the implementation of the Massachusetts Common Core. Using their expertise in combining English Language Arts (ELA) and Mathematics literacy with music, dance, theater, media arts, and visual art, BPS Arts Specialists will adapt the new Common Core in English Language Arts and Mathematics for use in arts classrooms. Mapping will align content and methods vertically across grades and horizontally between subjects in order to improve communication across subjects, delivery, and assessment over time. Over three years, the BPS Arts Office, together with a cadre of teachers,

will integrate and vertically align Content Specific Arts Curriculum Maps with MA Common Core Curriculum Maps in ELA, Mathematics, Science, History, and Social Studies. The resulting web-based map tool will be used by schools and teachers as a planning tool for their detailed units and lesson plans.

### **Objective 2B: Enhance sequential learning opportunities for students through a set of baseline learning experiences across the district and opportunities to follow pathways to arts literacy.**

To ensure common experiences, a set of baseline arts experiences (e.g. seeing a live performance, visiting an exhibition, and performing/exhibiting their work) will be designed and adopted. These experiences will be embedded in the Citywide Arts Learning Standards through key questions, learning objectives and arts products.

While access to arts is becoming more widely available, the ability for students to develop skill and craft sequentially is often challenged by the current school assignment process and the uneven implementation of district curriculum and course guides. To address this challenge, the Initiative will map and outline the existing specific arts learning opportunities located in schools. This documentation will make the opportunities at various schools transparent and allow Arts Specialists, classroom teachers, and other school staff to assist students and their families as they make school selections moving from elementary school to middle school or middle/K-8 to high school. This map will also serve as a gap analysis that, when combined with demand data from students and parents, will contribute to future planning around pathways.

### **Objective 2C: Provide high quality, in-depth professional development opportunities in the form of seminars, courses, and study groups that develop collaboration and professional learning communities among Arts Specialists and external teaching artists.**

The district has trended towards school-based professional development and away from a content- and discipline-specific focus across schools. This approach is disadvantageous to Arts Specialists who typically reside alone or within a small department and teach hundreds of students across multiple grades each day working to accommodate many learning styles as well as linguistic and cultural differences.

Recent efforts by the BPS Arts Office have reinvigorated the network of Arts Specialists by reinstating opportunities for them to come together from across the district. The next phase will focus on bolstering this work by strategically aligning the content of the Arts Office efforts with the overall learning foci outlined in this plan. Specifically, the Arts Office will deepen and align the content of the monthly PD sessions as a central node for all professional development for the district. Secondly, the district will make available discipline specific opportunities. Deepening the expertise of arts instructors is a third key task, which will be accomplished by designing for-credit professional development that involves the local teacher- and arts-training institutions.

### **Objective 2D: Create a quality review process focused on quality improvement through a peer-driven model built on the strategies embedded in instructional rounds, peer classroom observations, and educator study groups.**

The conversation regarding the definition and assessment of quality has been an intricate discussion across all stakeholder groups throughout the planning process. Over nine months, the Quality Work Group diligently reviewed research-based definitions of quality arts learning, drafted a framework for defining quality building on research-based models and knowledge of Boston, and developed an initial approach to assessing quality arts learning. This approach focuses on professional development for arts instructors, identification of areas for investment, and creation of a shared learning community working toward quality arts instruction. The Working Group tested the school visit components outlined below in three schools focusing on both BPS Arts Specialists and partner teaching artists.

School Visit Components	Participant Experience Components	Results
<ul style="list-style-type: none"> <li>■ Principal interview assessing their view of the role of arts in their school</li> <li>■ Discussion with instructor to be observed: understand the specific question of practice they wish to have observed</li> <li>■ Low inference observations in two classes</li> <li>■ Brief interviews with 2-3 students from each class</li> <li>■ Observer discussion</li> <li>■ Discussion between observers and observed instructors about implications and feedback on instructor's question of practice</li> </ul>	<ul style="list-style-type: none"> <li>■ Training in quality framework and use of tools</li> <li>■ Classroom observation (multiple) as an observer and an observee where applicable</li> <li>■ Ongoing study group participation</li> <li>■ Self-reflection using study group tools focused on quality</li> </ul>	<ul style="list-style-type: none"> <li>■ A cadre of trained visitors and willing schools and partners</li> <li>■ A shared, evolving definition of and focus on quality</li> <li>■ A map of sites that feature effective practices in different art forms</li> <li>■ A set of priorities in need of focus from the perspective of principals, Arts Specialists, and cultural partners working in schools</li> </ul>

The immediate goal is to build a common understanding of quality through an agreed upon set of dimensions, shared observations, and discussions with an ongoing network of arts instructors and cultural partners working in schools. The model for participants will include classroom observational visits, study group participation, and capturing their own learning and development. The system will be designed to be first employed by a “coalition of the willing” supported with incentives and aiming to reach all schools serving K-8 students and a set of high schools over 3 years.

**Objective 2E: Support school leaders in developing and sustaining quality arts education in individual schools by positioning the BPS Arts Office as tactical support unit for schools.**

Through the planning process, principals, headmasters, and key district staff were engaged in conversations about their role in advancing the arts, the challenges they face and supports needed to realize the goal of increasing arts programming. School leaders identified multiple barriers to providing arts education including the following: 1) limited resources (i.e. money for staff and supplies and the resource of time to manage external partners); 2) a skills and knowledge gap in the area of recruiting, paying, and managing external partners and teaching artists; and 3) the challenge of allocating time during the school day for arts education. Principals and headmasters identified a number of supports needed from the district to address these barriers including assistance scheduling and creatively allocating time during the school day and identifying, hiring, and paying arts partners. School leaders also want to learn strategies and best practices from their peers.

To address these barriers and provide the necessary supports, the Arts Office will transition and communicate its role from a curriculum department to a tactical support entity focused on the needs of schools and school leaders. This includes assisting with partnership coordination as well as deploying a planning, coaching, and teacher assessment strategy to support all schools. Using a School Planning Tool that has been piloted, a coach will work with every school over the course of four years to enable schools to gather data, develop a whole picture of arts education in a school, and facilitate a discussion to better align school goals with arts offerings and address gaps. The findings will inform existing school planning processes, including the development of the Whole School Improvement Plan, to provide a frame for schools to integrate this arts planning work.

Principals and headmasters frequently raised the challenge they face with effective evaluation of arts instruction in their schools. School leaders widely noted that there are many highly skilled Arts Specialists whose teaching is of high quality, but that there is a smaller, but persistent, number of teachers who are not delivering instruction at the standard. With the tenure and seniority process in place, school leaders must hire from the existing pool of Arts Specialists and are often concerned about the quality of teachers available in the “excess” pool. Principals and headmasters acknowledged that they don't feel equipped to adequately evaluate Arts Specialists effectively, given the priority they must place on academic areas that are involved in high stakes testing and their lack of subject and pedagogical knowledge in the arts.

Arts Office staff will expand the assistance they provide to school leaders by offering help with this evaluation work. This work will build from the new teacher evaluation framework being developed by the State of Massachusetts. While responding to school leaders, it will be critical to make a clear distinction between the quality review process focused on continuous improvement and learning for all arts instructors and a wholly separate process that is school driven and focused solely on teacher evaluation from a human resource perspective.

### **STRATEGY 3: Strengthen coordination of partnerships between BPS schools and Boston's rich and diverse arts, cultural, and higher education institutions.**

School and partner survey data gathered over the past two years revealed that over 70 partners provide in-school arts instruction and that nearly a quarter of sequential arts instruction during the school day is delivered by external partners and teaching artists. Given the rich array of partners in Boston, coordination and strategic deployment of the assets they bring are critical.

#### **Objective 3A: Create a district Partnership Coordinator position to support partnerships with arts and cultural organizations and teaching artists in schools.**

A district-level Partnership Coordinator will be responsible for strategically building relationships and assisting schools and partners with matching needs and services. As part of the BPS Arts Team, and working in concert with the BPS Office of Innovation and Development, this new staff person will negotiate opportunities for joint professional development and planning to encourage mutual understanding of school and partner goals, culture, and other key ingredients of successful partnerships as identified in the Partnership Framework developed by the Partnership Work Group. This staff person will also work to proactively leverage resources and look for unique partnership opportunities among schools and partners.

#### **Objective 3B: Create a building-level Arts Liaison role to support partnerships with arts and cultural organizations and teaching artists in particular schools.**

While a district-level staff role is critical to advancing the effort to equitably and strategically deploy partnerships, the coordination effort needs to be carefully managed at the school level to ensure successful implementation of the arts programming for the school, partner, and most importantly, for the students. Currently, this job often falls to the principal/headmaster and given the breadth of issues on their plate, is difficult for them to manage. School-based Arts Liaisons, a stipended role for an existing staff person, will serve as the contact person for school arts partners, be a conduit between the school and the BPS Arts Office, and be responsible for mapping all school-specific arts programs. This approach has been successfully piloted in eleven schools in Spring 2011 with classroom teachers, coaches, and Arts Specialists all playing the role depending on the best fit for each school.

### Objective 3C: Develop a database to support arts partner coordination.

Principals and headmasters identified the lack of available information about partners as a barrier to building partnerships; simultaneously partners identified the challenge of sharing information about the availability of their school-based arts offerings. To address these issues, the Initiative will build directly on the existing Boston Navigator system managed by Boston After School and Beyond to make available a database of arts partners and opportunities. Boston Navigator is tested, gaining traction, and at least half of the BPS arts partners are already listed in that database through their out-of-school time offerings, therefore streamlining input efforts. The goal of the database is to make information available to a wide audience with a particular focus on school leaders and staff.

## **SUPPORTING PHASE II AND SUSTAINING THE WORK: Fundraising, Communications, Outreach & Engagement, Measuring Progress, and Management**

The BPS Arts Expansion Initiative has developed, with broad input, a solid plan for expanding arts instruction, building district capacity, and strengthening partnerships. The successful implementation of this plan and the long-term sustainability of the work is dependent on three competencies: the ability to raise funds; the capacity to engage in meaningful outreach and communication efforts; and the astute use of data.

### Fundraising

The Initiative has done a remarkable job of raising funds, anticipating closing FY11 with \$2.4 million of the \$2.5 million raised—just shy of our goal. The Initiative has prospected and prioritized funding opportunities and drafted a multi-year fundraising plan to assist in meeting the fund development needs of Phase II. Specifically, with leadership from Superintendent Johnson and Laura Perille, the Initiative will raise \$3M for the Arts Expansion Fund in Phase II. EdVestors will take primary responsibility for raising the \$3M for the Arts Expansion Fund, with support from the BPS Office of Innovation and Development.

A need that has consistently been raised by multiple stakeholders is investment in capital and equipment to make high quality arts learning possible. In response, EdVestors and BPS will convene a working group with the City of Boston to look at capital planning and improvements related to the arts at individual district schools. Working with BPS, City agencies, arts partners, and business leaders, the Initiative will review the current needs, identify priorities and develop a plan related to facilities and equipment, including instruments, performance spaces, and classroom equipment.

### Communications, Outreach, & Family and Student Engagement

To date, communications and outreach efforts have included numerous activities done in concert with the BPS including presentations for BPS staff including Arts Specialists, forums and discussion groups with principals and headmasters, attendance at parent events, focus groups with teens, performances by Initiative-supported projects, and nonprofit and other stakeholder convenings.

The next step is to tackle the complex communication challenges of conveying a multifaceted identity and relating audience-specific messages to multiple audiences. Communication and outreach efforts will be aimed at five key constituencies: 1) BPS educators and staff, 2) partners, 3) students and their families, 4) policy makers, and 5) donors and grantmakers. Consistent communications that keep both internal and external stakeholders informed and engaged will be critical to the sustainability of the expansion effort. Through the planning process, a communications audit was conducted and a draft plan developed to reach these five key audiences through print materials, traditional and online media, and direct outreach activities. The outreach work will use existing opportunities to interface with constituencies and galvanize current staff and volunteers throughout the city to engage in this work.

Highlights of the communications work in Phase II include the creation of new and identification of existing content that can be used through multiple channels including print, media, and online. A calendar of outreach activities to multiple audiences will be created along with quality, content-rich collateral materials, and a robust website. Specific strategies include traditional media outreach, the implementation of mandatory branding and communications guidelines for projects supported by the Initiative, and participation in peer-networking activities. Message areas will include the benefits of art to student engagement, school climate, and school culture; the use of arts to build social capital in communities; and the economic importance of the creative economy and its place in creating a globally competitive urban center. Data and research conducted by the Initiative will serve as a key opportunity to generate press and outreach to constituencies throughout the life of the Initiative.

## Data and Ongoing Measurement of Progress

The initial collection of data was a critical success factor in the launch of the Initiative; the ongoing data and measurement effort has contributed significantly to the momentum and progress seen to date. Data collected, shared widely, and used to inform decisions has enabled the Initiative to identify areas of challenge, make strategic funding decisions, and celebrate success.

The inventory of students' access to and equitable distribution of arts education will be a centerpiece of data work for the life of the Initiative. This will include conducting a yearly school-based survey and a biannual partner survey. This data has been and will continue to be analyzed alongside BPS data on the number and distribution of arts FTEs and overall yearly budget investment. Additional student level data will also be collected in concert with the BPS Office of Research, Assessment and Evaluation (RAE). In addition, the production of progress reports, case studies, and research summaries will be critical throughout to advance knowledge, communications, and action.

A new area of data and research that has emerged as a high priority is a demand survey of students and parents. By gathering the authentic voice of young people and their caregivers, the Initiative can further a number of goals including raising visibility of the Initiative to generate broad interest, aligning arts offerings with the interest of students and families, and communicating to policy makers the relative importance of arts to students and families.

## Leadership and Management

A key ingredient of the Initiative's success to date has been the true public/private partnership that has been formed between BPS and EdVestors. This vision partnership has had support at the highest levels with both Mayor Thomas M. Menino and the Boston School Committee seeing arts as a positive driver for district renewal and as a tool for improving schools, engaging students, and improving families' school choices.

Moreover, a jointly owned vision, goals, and tactics have been created and are executed by in-district staff and EdVestors staff. Transparency is a hallmark—including regular report-outs and opportunities for feedback through the Arts Expansion Fund, the Arts Advisory Board, the Arts Working Committee, and the broader community.



To launch the BPS Arts Expansion Initiative in February 2009, Superintendent Carol R. Johnson announced the formation of an **Arts Advisory Board** of 25 civic leaders from arts, philanthropy, business, and the City

of Boston. The Advisory Board provides high level, cross-sector leadership, meets at least twice a year, and is chaired by Superintendent Johnson. The Board has been and continues to be a source of support and direction for the work.

The **Arts Working Committee** is the continuation of the original BPS Arts planning team that helped to design the Initiative and consists of a number of program officers from local foundations and BPS staff. This group meets quarterly and is co-chaired by Klare Shaw, a long-time leader in Boston's arts and education philanthropic community, and EdVestors Executive Director Laura Perille. At the implementation level, the Arts Coordination Team composed of the BPS Arts Office staff and Initiative staff from EdVestors, meets regularly to ensure progress on the goals of the Initiative by addressing day-to-day challenges and moving forward with relative speed and efficiency. Finally, the **Arts Executive Leadership Team**—the Superintendent, Chief Academic Officer, and Co-Chairs of the Working Committee—makes key and time sensitive strategic decisions for the Initiative as needed.

As Phase II of the Initiative is launched, this partnership structure will be maintained and reinforced by additional staff and further clarity of roles. BPS and EdVestors will maintain ownership of their

respective key competencies and core functions. The overall management will continue to be a collaborative effort, with quality, partnership, fundraising, communications, and mutual accountability as shared responsibilities. BPS maintains a focus on curriculum, instruction, and professional development. EdVestors' core work remains in the areas of grantmaking, data measurement, and research. This coordinated effort works to guarantee effective decision-making and accountability throughout activities.

*“Boston is a city rich with non-profit partners. What distinguishes EdVestors is that they partner so authentically: asking critical questions, conducting rigorous analysis and then collaborating deeply with the Boston Public Schools in the actual implementation work to address possibilities and challenges for public education.”*

— SUPERINTENDENT Carol R. Johnson, BOSTON PUBLIC SCHOOLS

# BPS ARTS EXPANSION INITIATIVE PHASE II: BUILDING SUSTAINABLE ARTS PROGRAMMING (2011-2015)

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## Strategy 1: Expand direct arts education.

### TACTICS: STRATEGY 1 EXPANDING DIRECT ARTS EDUCATION



- 1.** Launch Phase II of the Arts Expansion Fund
- 2.** Raise \$3M to support direct arts instruction over three years
- 3.** Utilize grantmaking strategies to achieve measurable goals
- 4.** Design authentic assessment high school approach to credit-bearing arts experiences relevant to both in- and out-of-school arts learning
- 5.** Pilot and implement high school authentic assessment in schools and arts organizations making them widely available for high school students
- 6.** Expand Arts Office content areas to include Media Arts to assure quality implementation of Citywide Media Arts Learning Standards and expand Media Arts offerings in schools
- 7.** Collect data on opportunities, challenges, and models for supporting two Arts Specialists in every school
- 8.** Develop a plan with benchmarks and goals for supporting Arts Specialists in two disciplines in each school



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**Strategy 2: Build the district's capacity to support all aspects of an expanded arts education system within the BPS at the school and central office levels.**

## **TACTICS: STRATEGY 2**

### **BUILDING DISTRICT CAPACITY**



- 1.** Design and launch curriculum resource bank
- 2.** Train Arts Specialists, arts partners, and teaching artists to utilize curriculum bank
- 3.** Map Citywide Standards in the Arts with the Massachusetts Common Core Standards in ELA and Math
- 4.** Convene workgroup to draft and propose a set of baseline arts experiences for students across the district
- 5.** Map existing and potential pathways to mastery in arts learning for students
- 6.** Introduce Common Core map to Arts Standards and baseline experiences approach across the district via web-based system
- 7.** Distribute pathway opportunity map throughout district
- 8.** Develop multi-year professional development plan inclusive of curriculum efforts and quality review process
- 9.** Bolster district PD offerings for monthly sessions and discipline-specific offerings
- 10.** Establish programs with higher education institutions to offer credit-bearing professional development for arts instructors
- 11.** Roll out quality review process in subsets of schools and partners, increasing scope and size of participant groups over three years
- 12.** Design and develop messaging and offerings for schools and school leaders to deploy Arts Office as tactical support unit at the school building level
- 13.** Hire coach and implement School Planning Tool and process across the district

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**Strategy 3: Strengthen coordination of partnerships between BPS schools and Boston's rich and diverse arts, cultural, and higher education institutions.**

## **TACTICS: STRATEGY 3**

### **STRENGTHENING PARTNERSHIPS**

- 1.** Create job description, post and hire district-level Partnership Coordinator
- 2.** Establish school-level Arts Liaison positions in an increasing number of schools over Phase II of the Initiative
- 3.** Create and launch arts opportunity database module through Boston Navigator; outreach to arts partners to populate database; enlist funders in reinforcing message



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## **Supporting Phase II and Sustaining the Work: Fundraising, Communications, Outreach & Engagement, and Measuring Progress**

# **SUPPORTING & SUSTAINING TACTICS**

### **Fundraising**

- 1.** Create fundraising infrastructure, building on existing Working Committee of committed funders
- 2.** Refine and implement fundraising plan with quarterly benchmarks in the areas of new prospects identified, new prospect meetings, and funding committed
- 3.** Convene a working group to review capital and equipment needs resulting in a plan and funding strategy

### **Communications, Outreach and Family & Student Engagement**

- 1.** Develop cross-functional communications/outreach team consisting of staff representing BPS Arts Office, Communications Office, Office of Family & Student Engagement (OFSE), the Mayor's Office, and EdVestors
- 2.** Refine messaging and identify any additional market research needs
- 3.** Create and launch website with developed social network strategy
- 4.** Create multi-lingual collateral material
- 5.** Develop calendar of outreach activities to all constituencies
- 6.** Assure content-rich messaging at all levels of BPS communications regarding the Initiative and the arts
- 7.** Capitalize on data and research products as opportunity to communicate with audiences
- 8.** Work with OFSE to develop and convene a BPS Arts Council as a vehicle for information dissemination, advocacy, and outreach
- 9.** Create media plan leveraging stakeholders (BPS, funders, partners) to assist with regular outreach to and placement in print and digital media regarding the Initiative
- 10.** Retain the services of a project consultant for Communications, Outreach, and Engagement to facilitate tactics

### **Data and Measuring Progress**

- 1.** Implement yearly inventory of student level arts experiences
- 2.** Collect BPS data related to arts investments by the district yearly
- 3.** Implement biannual survey of school arts partners
- 4.** Collect and analyze student and school data (HS credit and graduation, attendance) in concert with BPS RAE
- 5.** Utilize data from other Initiative mechanisms including Navigator database and Arts Fund grantmaking processes
- 6.** Implement student demand survey
- 7.** Implement parent demand survey

# BPS Arts Expansion Initiative

## Planning Process Working Group Members

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### Curriculum, Instruction, and Professional Development

Kati Blair, VSA MASSACHUSETTS  
Patty Bode, TUFTS UNIVERSITY  
Emily Culver, EDISON K-8 SCHOOL  
Lisa Donovan, LESLEY UNIVERSITY  
Meredith Eppel Jylkka, MOTT PHILANTHROPIC  
Sharon Hamel, ROOSEVELT K-8 SCHOOL  
Colin O'Dwyer, OTIS ELEMENTARY SCHOOL  
Jonathan Rappaport, ARTSLEARNING  
Yvonne Troxell, MCKAY K-8 SCHOOL  
Maudlin Wright, E. GREENWOOD ACADEMY

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### High School Strategies

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Monica Garza, INSTITUTE OF CONTEMPORARY ART  
Claudia Gutierrez, COMMUNITY ACADEMY OF SCIENCE AND HEALTH  
Peggy Kemp, FENWAY HIGH SCHOOL  
Alan Michel, HOME, INC.  
Alex Oliver-Davila, SOCIEDAD LATINA  
Nicole Prefontaine, BPS ARTS OFFICE  
Liz Rudnick, MASSACHUSETTS COLLEGE OF ART  
Eileen Shakespear, FENWAY HIGH SCHOOL  
Adam Shyevitch, BOSTON AFTER SCHOOL AND BEYOND  
Mark Smith, MASSACHUSETTS CULTURAL COUNCIL  
Mark Vanderzee, COMPANY ONE

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### Partnership Coordination

Krystal Banfield, BERKLEE COLLEGE OF MUSIC  
Kati Blair, VSA MASSACHUSETTS  
Peggy Burchenal, ISABELLA STEWART GARDNER MUSEUM  
Larry Coen, CITY STAGE  
Diane Daily, MASSACHUSETTS CULTURAL COUNCIL  
Suzanne Federspiel, KENNY ELEMENTARY SCHOOL  
Janelle Gilchrist, BALLET ROX  
Ruth Mercado-Zizzo, CITI PERFORMING ARTS CENTER  
Myran Parker-Brass, BOSTON SYMPHONY ORCHESTRA  
Betsy Smentek, METROPOLITAN OPERA GUILD URBAN VOICES  
Chris Smith, BOSTON AFTER SCHOOL AND BEYOND  
Lucy Joan Sollogub, COMMUNITY MUSIC CENTER OF BOSTON

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### Research

Kamalkant Chavda, BOSTON PUBLIC SCHOOLS OFFICE OF RESEARCH, ASSESSMENT, AND EVALUATION  
Julia Gittleman, MENDELSON, GITTLEMAN & ASSOCIATES  
Dennie Palmer Wolf, WOLF BROWN  
Steve Siedel, HARVARD GRADUATE SCHOOL OF EDUCATION; PROJECT ZERO

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### Quality

Greg Allen, IRVING MIDDLE SCHOOL  
Jessica Bolt, KING K-8 SCHOOL  
Fern Chan, BOSTON ARTS ACADEMY  
Laura Davila-Lynch, BTU/CLAP ELEMENTARY SCHOOLS  
Erica Drew, IRVING MIDDLE SCHOOL  
Ena Fox, VSA MASSACHUSETTS  
Donna Glick, HUNTINGTON THEATER  
Lois Hetland, MASSACHUSETTS COLLEGE OF ART  
Jennifer Keller, COMMUNITY MUSIC CENTER OF BOSTON  
Alexandra Montes McNeil, UMANA MIDDLE SCHOOL ACADEMY  
Chandra Ortiz, DORCHESTER ACADEMY  
Brenda Rodriguez-Andujar, HYDE SQUARE TASK FORCE  
Lori Taylor, ACTORS' SHAKESPEARE PROJECT  
Martha Watson, MAKING MUSIC MATTERS!

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### Communications & Fundraising

Nicole Prefontaine, BPS ARTS OFFICE  
Christopher Cook, MAYOR'S OFFICE OF ARTS, TOURISM, AND SPECIAL EVENTS  
Zena Lum, BOSTON PUBLIC SCHOOLS INSTITUTIONAL ADVANCEMENT  
Bryan Spence, EDVESTORS  
Matthew Wilder, BOSTON PUBLIC SCHOOLS COMMUNICATIONS OFFICE



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### Arts Coordination Team

(also participated on multiple work groups)

Julia Gittleman, MENDELSON, GITTLEMAN & ASSOCIATES  
Cleopatra-Knight Wilkins, BOSTON PUBLIC SCHOOLS ARTS OFFICE  
Laura Perille, EDVESTORS  
Marinell Rousmaniere, BPS ARTS EXPANSION INITIATIVE  
Klare Shaw, BPS ARTS EXPANSION INITIATIVE

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### Facilitation Support to Working Groups

Dennie Palmer Wolf, WOLFBROWN  
Lisa Jackson, INTENTIO CONSULTING

## **Arts Partners Supported Through The Arts Expansion Fund 2009-2012**



**Actors' Shakespeare Project**  
**Art of Black Dance**  
**Artists for Humanity**  
**Ballet Rox**  
**Boston Arts Academy Summer Institute**  
**Boston Ballet**  
**Boston Children's Chorus**  
**Boston Dance Alliance**  
**Boston Urban Music Program**  
**Citi Performing Arts Center**  
**City Stage**  
**Community Music Center of Boston**  
**Company One**  
**Cornell Coley – teaching artist**  
**Cooperative Artists Institute**  
**Jenny Dubuisson – teaching artist**  
**Eliot School of Fine Arts**  
**Ezra Flam – teaching artist**  
**Home, Inc.**  
**Huntington Theatre Company**  
**Hyde Square Task Force**  
**Making Music Matters**  
**Metropolitan Opera Guild – Urban Voices**  
**Opera Boston**  
**OriginNation**  
**Janice Rogovin – teaching artist**  
**Sociedad Latina**  
**Underground Railway Theater**  
**Up You Mighty Race**  
**Very Special Arts Massachusetts**  
**Visual Understanding in Education**  
**Youth & Family Enrichment Services**  
**Zumix**



## Boston Public Schools: School Reported Arts Inventory Data 2009-2011



The following charts summarize school-reported results from the May 2009, May 2010, and October 2010 arts inventory distributed to all BPS schools. This data covers three school years (2008-2009; 2009-2010; 2010-2011) with over 95% of schools responding to each school year inventory.

Because the data varied considerably according to the grade levels served, the information is presented in three separate charts: Chart 1 includes all responding early education centers, elementary (K-5), and K-8 schools. Chart 2 includes all middle (Grades 6 to 8) schools that for the 2008-2009 school year reported any arts instruction, and for subsequent years middle schools reported weekly arts instruction data. The third chart includes information about high schools. These charts provide a snapshot of arts access for students over three years across all schools in the Boston Public Schools, including arts instruction provided by BPS Arts Specialists in schools, individual teaching artists hired by schools, as well as nonprofits and arts organizations working in partnership with schools to provide arts instruction during the school day.

The chart also captures the number of schools, 65 in total, that have been impacted by grant funds from the Arts Expansion Fund. An \* next to a school's name indicates the school was closed and/or merged over the past three years. If a school did not respond to a question and no reliable data was available, that is noted by NR indicating no response. We acknowledge there may be and apologize for any data interpretation errors.

## ELC, Elementary and K-8 Schools

School	2008-2009 Weekly %	2009-2010 Weekly %	2010-2011 Weekly %	Arts Expansion Fund Support
Adams Elementary	0%	0%	45%	√
Agassiz Elementary	51%	47%	100%	√
Alighieri Elementary	100%	100%	100%	
Baldwin Early Learning Center	NR	NR	100%	
Bates Elementary	NR	100%	100%	√
Beethoven Elementary	100%	100%	100%	√
Blackstone Elementary	86%	100%	100%	
Boston Teachers Union K-8	NA	100%	100%	+
Bradley Elementary	0%	0%	0%	√
Channing Elementary	100%	100%	100%	
Chittick Elementary	100%	100%	100%	
Clap Elementary	0%	0%	100%	
Condon Elementary	76%	40%	72%	√
Conley Elementary	95%	100%	100%	
Curley K-8	100%	7800%	9000%	√
Dever/McCormack*	Dever 86%	Dever 86%	100%	√
East Boston Early Education Center	89%	100%	100%	
East Zone Early Learning Center	100%	10000%	10000%	
Edison K-8*	As Middle School was 100% Any Arts	92%	100%	√
Eliot K-8	90%	93%	97%	
Ellis Elementary	NR	0%	55%	√
Ellison/Parks Early Education School	100%	100%	100%	
Emerson Elementary	NR	100%	100%	√
Everett Elementary	100%	100%	100%	
Farragut Elementary	20%	60%	100%	
Gardner Pilot Academy	100%	71%	100%	+
E. Greenwood Leadership Academy	15%	100%	100%	
S. Greenwood K-8	100%	100%	78%	
Grew Elementary	100%	100%	50%	
Guild Elementary	57%	96%	100%	√
Hale Elementary	80%	92%	58%	√
Haley Elementary	100%	100%	100%	
Harvard/Kent Elementary	80%	80%	80%	
Haynes Early Education Center	100%	100%	100%	
Henderson Elementary (formerly O'Hearn)	100%	100%	100%	
Hennigan Elementary	100%	100%	100%	
Hernandez K-8	100%	100%	100%	+
Higginson/Lewis K-8*	51% (Higginson)	2%	100%	√
Holland Elementary	100%	100%	100%	
Holmes Elementary	100%	100%	100%	
Hurley K-8	NR	95%	95%	

NR – No Response NA – Not Applicable \*Closed/Merged School

√ School supported by Arts Expansion Fund grant funds +School received Promising Practices Award in 2011

## ELC, Elementary and K-8 Schools *(continued)*

School	2008-2009 Weekly %	2009-2010 Weekly %	2010-2011 Weekly %	Arts Expansion Fund Support
Jackson/Mann K-8	25%	60%	62%	√
J. F. Kennedy Elementary	95%	100%	50%	√
P. J. Kennedy Elementary	NR	100%	100%	
Kenny Elementary	100%	100%	100%	√ +
Kilmer K-8	90%	100%	100%	
King K-8*	As Middle School was 5% Any Arts	100%	100%	
Lee Elementary	100%	100%	100%	
Lyndon K-8 Pilot	100%	100%	100%	
Manning Elementary	100%	100%	100%	
Marshall Elementary	43%	66%	95%	√
Mason Elementary	100%	85%	85%	
Mather Elementary	100%	100%	100%	
Mattahunt Elementary	0%	0%	22%	√
McKay K-8	100%	100%	100%	
McKinley Elementary	100%	100%	100%	
Mendell Elementary	100%	100%	100%	
Mildred Ave. 2-8*	As Middle School was 25% Any Arts	49%	74%	√
Mission Hill K-8	100%	100%	100%	
Mozart Elementary	100%	100%	100%	
Murphy K-8	100%	85%	100%	
O'Donnell Elementary	0%	0%	76%	√
Ohrenberger	100%	100%	100%	√
Orchard Gardens K-8	100%	80%	100%	
Otis Elementary	100%	100%	100%	
Perkins Elementary	100%	100%	100%	
Perry K-8	51%	100%	80%	√
Philbrick Elementary	100%	100%	100%	
Quincy Elementary	35%	30%	82%	√
Roosevelt K-8	60%	100%	100%	+
Russell Elementary	100%	100%	100%	+
Sumner Elementary	50%	60%	100%	
Taylor Elementary	NR	20%	15%	√
Tobin K-8	90%	94%	100%	√
Trotter Elementary	NR	100%	100%	
Tynan Elementary	0%	100%	60%	√
Warren/Prescott K-8	100%	100%	100%	
West Zone Early Learning Center	100%	100%	100%	
Winship Elementary	100%	100%	81%	√
Winthrop Elementary	100%	100%	100%	
Young Achievers Science & Math K-8*	100%	100%	100%	√

NR – No Response NA – Not Applicable \*Closed/Merged School

√ School supported by Arts Expansion Fund grant funds +School received Promising Practices Award in 2011

## Middle Schools

School	2008-2009 Any Arts (Weekly was not compiled)	2009-2010 Weekly %	2010-2011 Weekly %	Arts Expansion Fund Support
Dearborn Middle	100%	54%	56%	√
Edwards Middle	100%	100%	100%	
Frederick Pilot Middle	50%	All students received 5/week for a term	100%	√
Harbor School	100%	100%	N/A for weekly but 20% for ANY	√
Irving Middle	6%	5%	44%	√
McCormack Middle*	50%	28%	N/A	
McKinley Middle	N/A	100%	100%	
Middle School Academy	100%	100% (data was incomplete)	6%	√
Rogers Middle	20%	44%	89%	√
Timilty Middle	50%	7%	42%	
Umana Middle School Academy	100%	9%	9%	√

Weekly data was not reported in 08-09 school year for middle schools, middle school arts data for that year calculated "any" arts instruction.

NR – No Response NA – Not Applicable \*Closed/Merged School

√ School supported by Arts Expansion Fund grant funds +School received Promising Practices Award in 2011

## High Schools

School	2008-2009 Any Arts	2009-2010 Any Arts	2010-2011 Any Arts	Arts Expansion Fund Support
Another Course to College	39%	27%	35%	√
Boston Community Leadership Academy	NR	20%	20%	
Boston Adult Technical Academy	0%	4%	5%	√
Boston Arts Academy	100%	100%	100%	√ +
Boston Day and Evening Academy	25%	30%	30%	√
Boston International High/ Newcomers Academy*	10%	30%	20%	√
Boston Latin Academy	25%	25%	50%	
Boston Latin School	50%	53%	50%	
Brighton High	20%	20%	20%	√
Brook Farm Academy	0%	0%	100%	
Burke High	38%	27%	65%	√
Charlestown High	NR	14%	15%	√
Community Academy	100%	0%	5%	
Community Academy of Science & Health	0%	23%	30%	√
Dorchester Academy	NA	0%	20%	√
East Boston High	21%	29%	50%	√
The Engineering School	0%	100%	100%	√
The English High	20%	50%	50%	√
Excel High	5%	42%	45%	
Fenway High	20%	30%	60%	√
Greater Egleston High	75%	75%	90%	
Kennedy Academy for Health Careers	NR	9%	20%	√
Madison Park Technical Vocational High	3%	10%	15%	√
McKinley Preparatory High School	75%	100%	100%	
McKinley South End Academy	100%	100%	100%	
Media Communications Technology High	100%	100%	100%	
Monument High	0%	0%	10%	
New Mission High	45%	62%	20%	√
O'Bryant School of Math & Science	14%	33%	40%	√
Odyssey High	0%	25%	35%	√
Parkway Academy of Technology & Health	0%	NR	NR	√
Quincy Upper	75%	67%	100%	
Snowden International School at Copley	30%	39%	80%	√
Social Justice Academy	50%	NR	40%	√
TechBoston Academy*	100%	100%	100%	√
Urban Science Academy	25%	16%	25%	√

NR – No Response NA – Not Applicable \*Closed/Merged School

√ School supported by Arts Expansion Fund grant funds +School received Promising Practices Award in 2011





**CONTACT**

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