

A CASE STUDY

THE ARTS ADVANTAGE: THE IMPACT OF ARTS EDUCATION IN BOSTON PUBLIC SCHOOLS



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, with more than 57,000 students. Enrolled students come from more than 100 different countries and speak more than 85 languages, representing a broad array of racial and ethnic diversity. The student population is composed predominantly of minority racial and cultural groups: 40% Hispanic; 36% Black/African-American; 13% White/Caucasian; 9% Asian; and 2% Other/Multiracial.

About EdVestors

EdVestors is a dynamic school change organization focused on accelerating substantive improvement in urban schools through strategic philanthropy, education expertise, and hands-on implementation, working in partnership with donors and frontline education leaders. Since 2002, the entrepreneurial nonprofit has raised and directed over \$16 million in private donations for urban school improvement efforts in Boston through EdVestors’ Urban Education Investment Showcase, the BPS Arts Expansion Initiative, the School on the Move Prize, and our newest Improving Schools Initiative, partnering with a cohort of under-performing schools in Boston to accelerate improvement.

Supporters & Funders

BPS Arts Expansion Initiative funders (2012-2015) include:

- Barr Foundation
- The Boston Foundation
- Katie & Paul Bittenweiser
- Doe Family Foundation
- Hunt Alternatives Fund
- Klarman Family Foundation
- Krupp Family Foundation
- Linde Family Foundation
- Frank Reed & Margaret Jane Peters Memorial Fund
- The Carl and Ruth Shapiro Family Foundation
- The Wallace Foundation



This report is dedicated to Dr. Carol R. Johnson, Superintendent of the Boston Public Schools 2007-2013. Her passion and vision for ensuring the arts are part of an excellent education for every child across this city inspired the creation of the BPS Arts Expansion Initiative.

June 6, 2013

Dear Friends,

We are pleased to share this *Arts Advantage* report with you highlighting case studies of schools that are using the arts as part of their overall school improvement strategy. The schools included in this report were chosen because they each broadened and deepened arts learning in their buildings yet followed diverse paths from which other schools and leaders can learn.

The work highlighted herein, while driven by school-based efforts and decisions, was supported by the broad tenets of the city-wide effort to increase access to high-quality arts opportunities – the BPS Arts Expansion Initiative. Today, over 14,000 additional students have access to arts education during the school day as compared with February 2009 when the Initiative was launched. As we near the end of the fourth full year of the Initiative, it is time to look at the impact of BPS Arts Expansion. Specifically, this report looks at the decisions to ensure access to quality arts education in individual school buildings and its impact to make a case for the continued investment in this effort by the district and individual schools.

Under the leadership of Superintendent Carol R. Johnson and BPS Arts Expansion, Boston has made tremendous strides toward ensuring that high quality arts education is part of every child’s public school experience. Over the past four years, Boston has been connecting the dots between arts expansion, school improvement and district transformation. The arts have been a catalyst for developing the skills and talents of our young people, renewing energy and climate in schools, increasing engagement by students, and improving school choices for families. The school leaders, BPS teachers, arts partners, and students in this case study demonstrate this work at its best.

In the coming years, competing demands, attention to new enterprises, and myriad other activities could lead to a retreat from that commitment in Boston. It is our hope that the stories of the schools highlighted in this *Arts Advantage* report provide the rationale for maintaining the dedication to arts education and the guidebook for schools looking to deepen their arts experiences for students.

The growth in arts education in the Boston Public Schools since 2009 has come as a result of a true public-private partnership among the district, schools, private philanthropy and nonprofit partners. We are grateful to the local collaborating funders that invest in BPS Arts Expansion, especially the funders who have been there from the Initiative’s inception through today: the Barr Foundation, The Boston Foundation, the Klarman Family Foundation, and the Linde Family Foundation. The Initiative would not be possible without their deep partnership, nor would the current work including this report be possible without the support from the Wallace Foundation.

Sincerely,

Michael O’Neill
Chair, Boston School Committee

Laura Perille
Executive Director, EdVestors

BPS Arts Advisory Board

The BPS Arts Expansion Initiative is guided by an Advisory Board that provides cross-sector vision from leaders in business, philanthropy, higher education and cultural institutions.

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Section 1: Introduction and Background

It's 7:50 on a bitterly cold Friday morning in March. Many of the teenagers standing on the gymnasium floor at Dorchester Academy have the unmistakable look of wanting to be someplace else, perhaps in a warm bed. A few cross their arms resolutely while others shift uncomfortably from foot to foot while staring at the floor.

Artist-in-Residence Jean Appolon is not having it. As he turns up the music, the Boston Ballet master teacher lets just a hint of humor creep into his booming voice: "OK, I want to see a big move from each of you – an Alvin Ailey! A Paul Taylor! Don't just mumble okay, no! Just do it! Express yourself!" As the turn to move comes around the circle, the students start slow but begin to warm up. Personalities emerge, hoods are thrown back, hands come out of pockets. Just ten minutes later, now divided into groups, the students are deep in conversation and animated movement as they work on choreographing dances set to spoken word pieces they have authored themselves.

Before the class ends, the students have participated in their first drumming ensemble with another Artist-in-Residence, UMass adjunct professor, percussionist, and composer Jeremy Cohen. He concludes the class: "I saw a lot of people step up and be leaders today, so thank you."

That early morning dancing and drumming session is part of a multidisciplinary arts class called the Creativity Lab. With the support of the Boston Public Schools Arts Expansion Initiative, the course exposes 9th-12th grade students to dance, drumming, sculpture and music, meeting every day for a semester.

Janice, a senior, explained what she has learned in the Creativity Lab: "We are working on key skills we will use in the real world – tools we need to survive, like not being afraid to talk. And compromising, learning to listen. In the dance part, we are mixing up all the ideas in our group and coming out with an idea that's better than all of them. I used to be shy and too scared to say what I think. Now I am not afraid to show my creativity. The class has helped me learn how to speak my mind. Now, when someone tells me about their idea, I can help them make it better."

Tyra, another senior, speaks about how the peer support of the Creativity Lab extends beyond the class and helps build her self-confidence. "As our group builds its own dance, I feel more comfortable telling the others my ideas. And we are all closer outside of class. This helps me feel more confident. Now I can make friends easier outside of school. Now, I can talk to people I don't know."

Appolon, a native of Haiti, smiles as he listens to the young women. Their stories reflect exactly the kind of impact he is hoping to have. "I grew up in a country where everyone counted on each other. These kids don't feel like they can count on anyone. So we focus a lot building the skills they need to be a part of a community."

In art rooms, music spaces, dance studios and gymnasiums across Boston, stories like this one are not hard to find. They have been fostered by the Boston Public Schools (BPS) Arts Expansion Initiative, a multi-year effort to expand arts education within the BPS with an emphasis on access, equity, and quality arts learning experiences for all students. Focused on increasing 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 Arts Expansion Initiative has made significant progress through a collective public-private effort.

At the core of the Initiative is the belief among school leaders and partners that beyond the intrinsic value of teaching and learning artistic skills and techniques, quality arts education can:

1. Develop productive **habits of mind** and important **social competencies** in students;
2. Increase student **motivation and engagement**;
3. Improve **school climate**; and
4. Encourage **family engagement**.

Evidence base for the impact of arts on student and school outcomes

As educators strive to build broad skills and competencies in students, create positive school culture, and improve family engagement, research points to arts education as a key lever. The 2011 *Reinvesting in Arts Education* report of the President's Committee on the Arts and Humanities notes that arts education develops in students:

- motivation and engagement, including improved attendance, persistence, focused attention, heightened educational aspirations, and intellectual risk taking;
- habits of mind including problem solving, critical and creative thinking, dealing with ambiguity and complexity, integration of multiple skill sets, and working with others; and
- social competencies, including collaboration and team work skills, valuing diversity, and voice and self-confidence.

A brief review of educational research coupled with consideration of current education reform policy drivers reinforces the importance of these four components to successful learning outcomes for students.



The **Boston Public Schools Arts Expansion Initiative** is a multi-year effort to expand arts education in schools across the district. Launched in 2009, BPS Arts Expansion is focused on a coherent, sustainable approach to quality arts education for all Boston Public School (BPS) students. A true public-private partnership, BPS Arts Expansion has brought together local foundations, the school district, arts organizations, higher education institutions and the Mayor's Office. This collaboration of local leaders along with students, families, and school staff believe in the power of art to develop creative, engaged learners.

BPS Arts Expansion's focus is to ensure that all BPS students, regardless of where they attend school, have access to high quality arts education. The three part strategy of the Initiative centers on:

- **Expanding direct arts education** to reach 100% of all students in grades pre-K through Grade 8 through once weekly, year-long arts instruction and develop targeted strategies to meet the needs of high school students.
- **Building capacity** at both central office and school levels to support systematic expansion of arts education throughout the district.
- **Strengthening coordination** to build strong and sustainable partnerships between schools and the rich and diverse arts, cultural, and higher education institutions in Boston.

www.bpsarts.org | www.edvestors.org

HABITS OF MIND AND THE COMMON CORE

The Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Capacities of a Literate Individual

1. They demonstrate independence.
2. They build strong content knowledge.
3. They respond to the varying demands of audience, task, purpose and discipline.
4. They comprehend as well as critique.
5. They value evidence.
6. They use technology and digital media strategically and capably.
7. They come to understand other perspectives and cultures.

Habits of Mind/social competencies: Education reformers of all stripes are calling for schools to move beyond the emphasis on core academics shaped by *No Child Left Behind* to also address the development of a broader set of skills, competencies and attitudes necessary for success in the 21st century economy. The major policy driver for the shift is the adoption of the Common Core State Standards in English Language Arts and mathematics that will require students to master “Habits of Mind,” defined as “knowledge, skills, and dispositions that operate in tandem with the academic content in the standards ... and offer a portrait of students who, upon graduation, are prepared for college, career, and citizenship.”¹ The Habits of Mind incorporate problem-solving, critical thinking and argument, independence, and valuing the perspective of others.

In July 2012, the National Research Council released *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. The report identified cognitive, intrapersonal, and interpersonal skills necessary to master rigorous academic content and validated pedagogical approaches and policies designed to foster these competencies in young people. Author Paul Tough’s 2012 book *Why Children Succeed* emphasizes the importance of “noncognitive” skills such as persistence, self-control, curiosity, conscientiousness, grit and self-confidence, and argues that important character development results from the process of overcoming failure.

Student motivation and engagement: According to a 2003 National Academies report examining student engagement and disengagement in urban high schools, motivation is essential to learning at all ages.² Researchers at the University of Minnesota, home of Check and

Connect, a research-based intervention model to increase student engagement at school and with learning, assert that student engagement should be understood across multiple dimensions, and all are critical to school success:

- *Academic Engagement* refers to students engaging in instruction and academic work. It can be observed through such indicators as credits earned, homework completion with accuracy, time on task, and standards met.
- *Behavioral Engagement* refers to students participating in classroom and extracurricular activities and behaving appropriately. It can be observed through attendance, extracurricular participation, behavior/office referrals, suspensions, effort, and persistence.

- *Cognitive Engagement* refers to students’ belief that schoolwork is relevant to their life and future goals. It is also about setting academic goals, using effective study strategies, and being motivated to learn. Students who are cognitively engaged feel that they can and want to succeed in school.
- *Affective Engagement* refers to students’ sense of belonging and identification with school, their relationships with peers and adults in the school, and their perceived support for learning. Students who are affectively engaged feel that they belong in the school community.³

The authors of the 2012 *Handbook of Research on Student Engagement* point out that the school environment heavily influences the ability of students to engage: “Engagement is not conceptualized as an attribute of the student but rather as an alterable state of being that is highly influenced by the capacity of school, family, and peers to provide consistent expectations and supports for learning. In short, both the individual and context matter.”⁴

School climate and family engagement: Roland S. Barth, a former public school teacher and principal as well as Founding Director of the Principals’ Center at Harvard University, defines a school’s culture – or climate – as “a complex pattern of norms, attitudes, beliefs, behaviors, values, ceremonies, traditions, and myths that are deeply ingrained in the very core of the organization.”⁵ In a 2012 brief summarizing educational research on school climate, the National School Climate Center asserts, “the ever-growing body of research on school climate continuously attests to its importance in a variety of overlapping ways, including social, emotional, intellectual and physical safety; positive youth development, mental health, and healthy relationships; higher graduation rates; school connectedness and engagement; academic achievement; social, emotional and civic learning; teacher retention; and effective school reform.”⁶

A “student-centered learning climate” and parent and community ties are among the five “essential supports” for school improvement identified in a much-heralded 2010 book by Anthony S. Bryk and colleagues synthesizing the results of a major longitudinal study involving more than 100 public elementary schools in Chicago. According to the researchers, “schools that measured strong in all five supports were at least 10 times more likely than schools with just one or two strengths to achieve substantial gains in reading and math. Moreover, a sustained weakness in just one of these areas undermined virtually all attempts at improving student learning.”⁷

An April 2013 briefing released by the Arts Education Partnership compiles decades of research validating the role of arts education in “supporting achievement in school, bolstering skills demanded of a 21st century workforce, and enriching the lives of young people and communities.” A February 2013 *Washington Post* magazine article noted “a new belief – after years of emphasis on standardized testing – in the power of the arts. Today, more and more policy-makers think it is the arts, after all, that can motivate kids, engage them and help them develop 21st-century skills such as teamwork and innovative thinking – in sum, be the key to their salvation.”⁸

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CASE STUDY SCHOOLS

BEETHOVEN/OHRENBERGER K-8 Pathway

Grades preK-8
941 Students
West Roxbury

DEVER/McCORMACK K-8 Pathway

Grades preK-8
1266 Students
Dorchester

DORCHESTER ACADEMY

Grades 9-12
393 Students
Dorchester

EAST BOSTON HIGH SCHOOL

Grades 9-12
1372 Students
East Boston

IRVING MIDDLE SCHOOL

Grades 6-8
480 Students
Roslindale

ORCHARD GARDENS K-8 PILOT SCHOOL

Grades preK-8
833 Students
Roxbury

QUINCY ELEMENTARY SCHOOL

PreK-5
827 students
Chinatown

Please see Appendices for a more detailed description of each school and its arts programming.



Purpose of this study

The BPS Arts Expansion Initiative has made significant progress toward its overarching goal of providing access to quality, equitably distributed, arts education experiences throughout the Boston Public Schools. More than 14,000 additional students have access to arts learning opportunities during the school year, as compared with four years ago. Now, 86 percent of students in grades pre-kindergarten through eight receive weekly, year-long arts instruction, a 19 percent increase since 2009. Access to any arts instruction for high school students during the school day has more than doubled, from 26 percent to 56 percent, during the same period.

These changes have come as a result of a concerted effort on the part of the district and its partners, including EdVestors as the convener and managing partner of the work. The combination of Superintendent Johnson’s leadership and vision, coordinated private philanthropy with a data-driven agenda, and significant investments in building partner capacity and district capacity through increased investments in BPS Arts Specialists and the BPS Arts Department and has catalyzed schools across the district to create time and space for the arts.

As the Initiative’s fourth academic year draws to a close, EdVestors sought to learn more from educators and school leaders about how a sustained commitment to arts education impacts student learning and the school community overall. For this study, EdVestors focused on seven schools/pathways that have made access to quality arts learning a key priority in their overall school improvement effort. We have used these schools as our “exemplars,” with the caveat that although they have made significant progress, they have not achieved all of their goals around arts education. Just as important as sharing their outcomes and successful strategies is an analysis of their continuing challenges. Our hope is that this report will not only illustrate how arts education is undergirding school improvement at these seven schools/pathways, but also contribute to an ongoing discussion about how Boston can ensure a sustained investment in arts education across the district.



Study methodology

In order to look at the impact of the decision to ensure access to quality arts education in individual school buildings, Initiative staff and researchers reviewed data on arts access and academic performance. Schools that demonstrated a notable increase in the percentage and/or dosage of arts instruction for their students over the period of the Arts Expansion Initiative were noted as a starting point. Then, the team looked at academic data (CPI and SGP⁹) to identify schools that were also on a positive trajectory in terms of student growth and performance. Finally, the team highlighted qualitative knowledge of the “arts story” that was present in the schools to determine the final schools identified as “exemplars” to be included in this case study.

To produce this report, a consultant team visited each of the schools, interviewed students, teachers, administrators, and leadership of external partner organizations, observed arts classes, engaged in background research, and conducted follow-up interviews.

The conversations focused on the following questions:

- Why do you prioritize arts education?
- What is the impact of arts education on students and the school community?
- What strategies has your school pursued to increase access to and quality of arts education?
- What challenges are you facing in sustaining/increasing arts education?

We report on the themes that emerged from these conversations in the following three sections. Section 2 focuses on the impact of arts education on student learning and school environments; Section 3 details the strategies schools are implementing in support of arts education; and Section 4 concludes by offering implications for school and district level policies and practice as the BPS Arts Expansion Initiative looks forward.

Section 2: The Impact of Arts Education on Students, Teachers and Communities of Exemplar Schools

Across the exemplar schools, we found examples of the ways that arts education is enhancing student learning by:

- fostering the development of habits of mind and key social competencies in young people;
- increasing student motivation and engagement;
- improving school culture and climate; and
- encouraging family engagement.

We also found arts education helping students to master academic concepts, and providing students with skills that can translate into pursuit of artistic careers and post-secondary education. We discuss these latter impacts at the end of this section.

Habits of Mind and Social Competencies

Collaboration and Teamwork: Collaborative work is a core part of some arts classes, such as chorus, band and dance; and is intentionally woven into others. Jeremy Cohen, Dorchester Academy Artist-in-Residence teaching the drum ensemble, noted, “The key skills are teamwork, listening, and critical analysis. It’s not about playing solo, but learning how you sound with the others.” Julio, an Ohrenberger eighth grader who plays in the school band, said: “We learn more than just our instrument. We learn to work with one another. In the band you have to hear the person next to you. You have to sound as one person together.” His classmate Maria said, “We are learning how to take criticism well. Now, I don’t get defensive. Being in the band has helped me let people help me instead of getting annoyed when they make suggestions, or feeling like they are smarter than me.”

A group of eleventh and twelfth graders at East Boston High School explained how they worked as a team on a project marketing a fictional organization for their Introduction to Communications class. The project involved creating a commercial, logo, print advertisement and an oral presentation using PowerPoint or Prezi. “We assigned roles to each other: project manager, PowerPoint person, equipment manager and other ones. When we had different ideas, we tried to find neutral ground. If we couldn’t, we would throw out all the ideas and figure out a new one. If we had disagreements, we learned how to convince each other. This is what will have to do in real life. In the academic classes, we work with partners sometimes, but we don’t do group project work that’s anything like in our Media classes.”

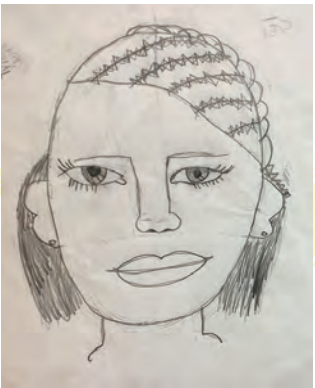
Chris Leone, Media Arts teacher at East Boston High School, described the transformative impact of this class project on one of his ELL students. “Monique joined a team of four students working on a marketing campaign, and took the lead on graphic design. She was the expert on the team, bringing her artistic ideas to the table, unconstrained by lack of language skills. It is really important for us to find opportunities for ELL students to demonstrate their skills and leadership potential as they go through the process of learning English.”

Voice and self-confidence: The Irving Middle School has developed a partnership with the Jamaica Plain based community arts education organization, the Eliot School of Fine and Applied Arts. Teaching artists from the Eliot teach visual arts at the Irving, working closely with the Irving’s full-time visual arts teacher. Ellen Shattuck Pierce, teaching artist with the Eliot, explains how a project

that requires students to create imaginative self-portraits is designed to strengthen voice and self-confidence, a critical developmental task for adolescents. “Creating art helps students to develop their voice and a

different part of their brains. In middle school they’re working on their identity, so when they do this project, they try on a lot of different personas and test boundaries, and this is a safe place to do that. They get to express themselves and there is no wrong answer, which frees them to play, take risks, make mistakes and try again.”

Dorchester Academy Biology teacher Hamida Merchant explained, “We do a lot of drawing in biology. The kids are less afraid of drawing if they have taken art. Before the art program, kids were petrified of even trying to draw a cell. Now they come up with a better diagram than I do, and they don’t hesitate to tell me that mine is not as good! Art class is taking the fear away. They are gaining a general confidence and ability to tackle other problems. They feel better about themselves.”



Critical and creative thinking: Students told us that some arts classes make demands on their intellect in ways that are different from their other classes. Tyler, a sophomore at East Boston High School said, “In the media classes, it’s really our own thing. It’s not like my other classes. Instead it’s like, what is your idea? I love the power, control, and choice we have. We really get something out of that.” Jose, an Ohrenberger eighth grader said, “In painting, I like coming up with an idea, figuring it all out and then putting it into action to see if it works.”

Visual arts classes at Dorchester Academy and Irving Middle School are designed around the “Studio Habits of Mind” developed by Harvard University’s Project Zero in 2004: developing craft, engagement and persistence, envisioning, expression, observation, reflection, stretching and exploration, and understanding the art world.¹⁰ Dorchester Academy

Artist-in-Residence Amanda Schuermann said, “In my visual arts classes, students’ opinions actually matter. This is new for most of them. It’s hard to get them to think creatively, stretch and be open-minded – they often don’t know what to do with that. We want them to feel comfortable in the gray areas, take risks and take the unpopular route.”

East Boston High School’s Chris Leone explains how the goal of his Introduction to Communications class is to “turn kids from passive to active viewers through the development of critical thinking and analysis skills.” Said Chris Plunkett, BPS Visual Arts Specialist at Orchard Gardens, “the problem-solving and self-exploration that happens in visual arts sparks tremendous student growth.”

Persistence: When fourth and fifth graders at the Dever enter BPS Music Specialist Angela Mantie’s room for band practice, they grab their instrument, find their seat, set themselves up to play and then look up to see a block-lettered message on the whiteboard:

*This is important.
You can do it.
I will not give up on you.*

The message, and the pedagogy that accompanies it, illustrate what principal Mike Sabin means when he explains his goals for arts education at the Dever/McCormack: “The most important thing that the kids learn is a sense of efficacy, the understanding that if they try, if they do not give up, they will get better. That is an essential experience students have in arts classes.”

A group of eighth graders at the Ohrenberger are discussing what they have learned from playing in the band. Thomas says, “It is hard to play the saxophone. It is heavy. There are lots of instructions and they can become confusing. But it gets better. I don’t like to quit. I like to see things through.” Alex says, “I practice guitar one hour per day. I time myself. I have the discipline to do it. I know I have to clear my mind and focus on it to get better.”

Regil, an eighth grader at Irving Middle School enrolled in his second year of visual arts, struggles to apply himself in other subjects. Ellen Shattuck Pierce of the Eliot School of Fine and Applied Arts, his visual arts instructor, told Regil’s story in a November 2012 written report to the Arts Expansion Initiative. She wrote: “At the beginning of last year, he was risk-averse, a student who might throw a disappointing piece of art across the room. Now, he cares about his work, finding that he is good at it and gaining a sense of self-esteem from his accomplishments.” For one assignment, Pierce provided students with used skateboards (minus wheels) to use as a surface. Regil patiently sanded down the board and used house paint primer to create a white surface. He then used stencils, permanent markers, and acrylic paint

to design and apply graphic images and collage. Unhappy with his initial design, he decided to sand it down and do it again, and then a third time. Each time the design improved and he was more satisfied with his work. Once satisfied with his third attempt, he turned the board over, stripped away the extra tape, and painted that side as

well. Finally he varnished the final piece, which is on display in the art room. The piece memorialized a person who had been important to him. Through this process, Regil demonstrated habits of learning and work – envisioning, expressing, observing, reflecting, and persistence – that the Eliot School aims to instill in their students with whom they work during the school day.”

Risk taking: Taking intellectual risks and becoming more comfortable with some levels of failure are vital to one’s continued growth as a learner, yet the achievement-oriented, high-stakes environment of many schools develops an aversion to risk-taking in young learners.

Arts classes provide students with a “safe” space within which they are encouraged and expected to take risks, make mistakes, and work through them repeatedly to achieve competence and mastery. Andrew Bott, Principal of Orchard Gardens, explained: “Students who are struggling academically have trouble taking risks in the areas that are most difficult for them. Arts education represents a way for them to explore risk taking and learn to experience mistakes as learning opportunities.” Ron MacGeorge, BPS Visual Arts Specialist at East Boston High School, has noticed that

students are risk averse when they first arrive in arts class. “The students in the Foundations of Visual Arts class are afraid to look bad and make a mistake. This class requires them to do that, and to take risks. They have to think and focus on a whole new level.”

Irving Principal Arthur Unobskey says, “Developmentally, middle school is a balancing act between stability and individual expression. Visual art is a great medium for this process. Mistakes are understood to be a part of the creative process. Students can make a mistake, and the mistakes becomes a creative success. Taking visual art, students have a teacher who can truthfully say there are no right answers, who can truly encourages them to express themselves, and who likes and celebrates their work.”

Student motivation and engagement

Students, teachers and school leaders at all the schools emphasized the role of arts education in increasing student motivation and engagement with school overall. Mike Sabin, principal of the Dever/ McCormack said: “Every student has to have something they connect to enthusiastically within their school day. For many students, participation in the arts motivates them and pushes their personal development. For students that don’t like it, I think it’s important that they push themselves in different ways, for personal growth.” Mike Rubin, headmaster of East Boston High School said simply: “Students need to enjoy school. Not all academics all the time or we will drive them out of here!”

For students with disabilities, arts education often provides the environment within which they experience success, uncovering and fostering previously untapped skills, and leading to greater motivation and engagement in school. Teaching artists from Making Music Matters! (MMM), a nonprofit arts organization partnering with the Beethoven/ Ohrenberger, provide instrumental music lessons to ten third graders in the Learning Adaptive Behavior (LAB) class. Wrote MMM Program Manager Martha Watson in a fall 2012 progress report to the Arts Expansion Initiative: “During the first rotation, eight of the ten students completed the full seven weeks and were invited to perform their mini-concert in front of a very eager kindergarten class. Nearly every student welcomed a family member (or two) to the concert, during which they performed two songs on the clarinet.” Teachers told us that these students, who have significant behavioral challenges throughout the day, listen attentively and cooperate during their music lesson. Said Beethoven Principal Ed Puliafico: “these kids have experienced academic failure but they are successful in music – it is their favorite time of the week.”

As defined, engagement also refers to relevance of and relationships in school. Ana, a senior at Dorchester Academy, has an interest in fashion. Her ability to draw was nurtured and developed through visual arts classes this year, and she created a portfolio and applied to institutions of higher education under the guidance of the arts teachers. As a result, Ana has been accepted to Parsons School of Design and the Fashion Institute of Technology. Dorchester Academy’s college and career counselor John Zinkowski notes that when he assesses students’ career interests, working in the arts is consistently among the top choices. He and Dorchester Academy Art Director Nicole Prefontaine are exploring how the school can capitalize on this broad interest and make it more relevant, perhaps by adapting the existing business pathway to include an arts option.

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Arts classes often mix students across grade levels and across education programs, which results in relationships forming which would not have otherwise. Gina, a senior at Dorchester Academy, noted that the older students will often guide the younger ones during art class – not just about the subject matter, but about how to behave in high school overall. Juan, a senior at East Boston High School who began as an English Language Learner, noted, “art class is a good place to make friends. It’s one of the only times English Language Learners and regular students mix.”

Student performances and displays of their art often open a window to positive interaction between students and teachers that did not exist before. David Foster, Academic Support Specialist at Dorchester Academy said, “Many of the kids here have a hard outer shell you can’t crack. But on stage their defensive, emotional posture breaks down and we glimpse what they’re really like.” Hamida Merchant, Biology Teacher, explains: “The students were so proud as they guided us through their art show. They showed us the amazing sculptures they made. The dance and drumming performance was also spectacular. I noticed most of all that one of my students who is not successful in my class had a lead role in the dance. I know now that she can take directions and listen because she danced with her team. She has a wonderful stage presence. Now I have a positive subject to bring up with her, and I see she has potential to do well in my class too. The opportunity to praise is so important, because when you reprimand students they think you will always say something negative.”

School Culture and Climate

Overall Culture and Climate: Arts education can be a powerful driver of school culture. The role of arts education in the life of the school can be discerned by the way the school looks when a person walks through the door; the rituals and performances that enrich the school community; and how the school’s mission and vision is articulated by its stakeholders. Leaders, staff and students at the exemplar schools explained how arts education is strengthening positive school culture, fostering teacher collaboration, and enhancing relationships among peers and between students and adults in their school communities.

For example, the Dever/McCormack has undergone significant change over the past few years, being identified as a “turnaround school”, merging two schools, extending the school day, and instituting a dual language model. Solidifying and deepening the role of visual and performing arts across all grade levels has been a key component to building the positive school culture during this complex transition. Said Sarah McLaughlin, Director of Operations, “We have dramatically expanded our performance opportunities this year in the school, making student performance a central part of our culture. We have seasonal concerts and we have instituted monthly assemblies where students have a chance to see classmates perform, and hundreds of students have the chance to perform as well. We are training all of our students to be positive audience members, and have created a forum for student performance that did not exist before.”

Principal Mike Sabin recalled that when representatives of the state Department of Elementary and Secondary Education visited to monitor the implementation of the school’s turnaround plan, they asked the students what their school expected of them. “The kids had no idea what we expected of them,” said Sabin. “So we developed a set of expectations that we have integrated into all aspects of the school. The assemblies are a major way we communicate these expectations. We went from having no assemblies to having five different assemblies per month so we can involve all 1300 kids. Each assembly has three parts: kids perform for each other; we reinforce common expectations; and we give out school awards. These performances are very powerful experiences for the students.”

Ensuring that the instructional practices of the arts teachers extend and reinforce the school’s expectations for students is another strategy of Sabin’s. As BPS Music Specialist Angela Mantie worked to resolve a scheduling difficulty for her fourth grade band students, she said, “thank you for having patience and understanding, and showing responsibility and respect today. You are meeting the expectations that we have for you.”

At Dorchester Academy, no arts education existed before the school was created by merging two smaller schools in 2009 and the school was struggling to define its strengths. A group of current seniors noted that, “the arts department is giving life to the whole school. Now we have gallery walks, dance and drumming performances, Spirit Week, the talent show, Multicultural Celebration, and the August Wilson Monologues.” Nicole Prefontaine, Dorchester Academy Art Director said, “Kids take pride when their school is good, and these kids see that their school is getting good at art.” Faculty also spoke of the deep impact. Rusty Young, a longtime English teacher, explained, “When everything else is subpar, as a teacher you hunker down and close the door with the idea that bad quality won’t enter your classroom. Then three years ago, the arts program began. Kids became engaged and started staying after school. The arts department has had a great impact on the school community – now the talent is being tapped – not just creative but academic too. The talent show helps faculty make connections that didn’t exist before and creates a sense of being together.”

“the arts department is giving life to the whole school. Now we have gallery walks, dance and drumming performances, Spirit Week, the talent show, Multicultural Celebration, and the August Wilson Monologues.”

Prefontaine also explained how she is using the arts to address a challenge in Dorchester Academy’s school culture. “There are few opportunities for students or teachers in our general population to interact with students in the Intellectual Impairment Strand, who make up about twelve percent of students overall. Our students struggle to understand disability and difference; often special education students experience exclusion and discrimination.” In partnership with VSA Massachusetts, Prefontaine is bringing in speakers and performers with disabilities who explain to the students how participation in the arts helps them overcome their disability and reach their goals.

Arts education can also be an effective tool for bridging the gap between the school culture and the students’ home cultures. Many of the schools use art, music and dance to anchor multi-cultural celebrations that attract families to the school. They also ensure that arts classes resonate for students across cultures, by teaching dances native to the home countries of students and their families, and through studying artists and art forms from across the globe. The dance teacher at Beethoven/Ohrenberger said: “We make the dances culturally relevant. They [students in the Sheltered English Immersion class] get up and move because they are in a comfortable space with a connection to their own culture and they don’t always have to understand the language. When they are in here, they feel like they are in a totally different place from the rest of the school day.”

Orchard Gardens teachers Teresa Clarke and Sandra Goldman noted that the success of the school’s arts program has resulted in classroom teachers and art teachers collaborating on projects more frequently and deeply, signifying a cultural change at the school. Teachers recently collaborated on a project that required students to explore social injustice working across social studies and visual art.

Irving Middle School is also using the arts to undergird school culture. Said Arthur Unobskey, principal, “Arts has become part of the overall school ambience. Emphasizing the arts is one of the ways we signify to students that they’re preparing themselves for a life that’s more than just test taking. In sixth grade we’re setting the expectations for eighth grade – that students will give voice to their ideas and take initiative. We are supporting them to develop those skills all the way through. Because they are required to enroll, sixth grade visual arts classes become an important common reference.”

A place for renewal: Many students and teachers emphasized that arts classes provide a break from the traditional environment of academic classes. Said Tomas, an Ohrenberger eighth grader: “If it wasn’t for the band it would have been hard to get through sixth grade. We look forward to Friday afternoons because it is relaxing and calming to end the school week by playing music.” His classmate Amanda adds, “Doing art, we clear out our minds from the daily

routine and express ourselves. It opens up doors in our mind.” East Boston’s Chris Leone said of his Media Arts classes, “This is an oasis and outlet for them from science, math, English, history all day long. It’s a breather. They are completely uninhibited in here and they desperately need that freedom.” Peter Pizzi, Quincy Teaching Artist, said: “I can see how vital it is for them to have that breath of fresh air. When I come into the classroom the kids are more free.”

Increasing Family Engagement

Andrew Bott, principal of Orchard Gardens K-8 explains, “I didn’t come into the job thinking that the arts were going to be a major lever in our work, a key component of our turnaround plan. But in the first year of the turnaround, when I agreed to the arts team hosting an art show, I saw the power of the arts as a tool to transform the school. Parent engagement was so low so we didn’t really think we would fill the space. But people came out in droves. That was the turning point – when families decided that the school was different and they were going to give us a chance. The art show opened the door to a lot of conversations we needed to have with parents and that door has stayed open.”

Parents in many of the schools not only turn out for performances and visual arts shows, but get more deeply involved in the school by volunteering to help organize the arts events. Schools intentionally extend that engagement to academics and other areas.

Some of the schools benefit from the success of their community partners in getting parents involved. Making Music Matters! which began at Beethoven School, taps parents to provide needed supports to the instrumental music lessons during the school day and those parents often become involved parent leaders in the school overall.

A couple of the exemplar arts schools had been challenged with declining enrollment and a low percentage of families marking their school as a first choice. They believe arts programming is driving an uptick in first choice numbers and the school’s overall standing in the community. Arthur Unobskey of the Irving Middle School: “Arts education has been a huge help. We have a challenge with declining enrollment but our first choice numbers have gone up. Now we have the arts K-8 pathway attracting parents to our school.”

Mastery of Academic Concepts and Artistic Skills

Howard Gardner’s multiple intelligences theory asserts that people have nine distinct kinds of intelligence that reflect different ways of interacting with the world, and that each person has a unique combination of intelligences. Traditional academic instruction favors linguistic and logical-mathematical intelligences, but arts education often taps into many of the other intelligences, including spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. Arts education, and incorporating arts into academic subjects through arts-enhanced curricula or arts-integrated curricula, enables students to participate in learning and understand the material in a variety of ways.¹¹

The Orchard Gardens K-8 Pilot School has been nationally recognized for its success in using the arts to anchor a remarkably successful turnaround. The school is one of eight nationwide to receive the President’s Committee on Arts & Humanities Turnaround Arts Award. The school has now embarked on an effort to fully integrate arts across its curricula. Seventh grade teacher Belzie Mon-Louis explains: “Art is an oasis for students who don’t respond as well to traditional academic teaching. We encourage flexibility and creativity in the way students express their understanding of literary concepts. Teresa Clarke and Sandra Goldman, third grade teachers said: “The arts allow kids to explore different possibilities and different strengths. The kids are flourishing because they understand the concepts better.”

Arthur Unobskey, Principal of the Irving Middle School, became committed to increasing arts education as a way to address what achievement data showed his students’ biggest weakness: the inability to explain themselves thoroughly through writing. Students did not know how to write without using a formulaic essay structure. “My hope was to make the connection between art and the ability for students to express themselves. Not about the right or wrong way to write, but increasing their ability to write in powerful ways that impact others. Engaging in art in a disciplined way, the students are making the connections between expressing themselves through art and through writing.”

Claire Vadala-Clark, the BPS Visual Arts Specialist at the Beethoven is focused on connecting academic units to art in multiple ways so students are exposed to multiple dimensions of the material. A science unit focused on birds taught in partnership with the Boston Nature Center integrates art and science by requiring students to choose a particular species and complete a research paper, while during art class they construct bird sculptures out of papier-mâché.

Kristin Steeger, a ninth grade English Language Arts (ELA) teacher at East Boston High School, finds that enhancing literature units with art enables students to achieve greater understanding of character development, strengthening their ability to make inferences and analyze the text overall. After learning about a project in a Visual Art class where students created self-portraits illustrating their own internal/external character traits, she had students create similar portraits for the characters in Shakespeare’s *Othello*. Stephanie Marson Lee, BPS Theatre Specialist at the McCormack, focuses part of her drama teaching on building students’ inference skills and their ability to understand the subtext of the dramatic material, reinforcing key goals of the ELA curricula.

At Quincy Elementary School, Charlotte Martin uses Visual Thinking Strategies (VTS) in her second grade classroom to build her students’ critical thinking, language and literacy skills. VTS is a research-based teaching method that uses student-centered discussions about visual art to cultivate students’ willingness and ability to present their own ideas, while respecting and learning from the perspectives of their peers.¹² Martin learned the techniques through a partnership with United South End Settlements and the Museum of Fine Arts. “We show the students prints, and facilitate the conversation about them without interjecting any of our own opinions, using prompts like *What can you find? What can you see? What makes you think that?* The students are learning through this to formulate ideas and identify evidence to support their ideas. They have learned how to respectfully agree or disagree, and the quieter students have started raising hands and participating.” Many of these skills are included in the second grade standards for Common Core English Language Arts.



Teachers of English Language Learners cite both stand-alone arts education and arts-enhanced classroom activities as effective strategies for their students. Magdalena Gabilondo, Sheltered English Immersion Kindergarten teacher at the Beethoven said, “Arts play a huge role in my classroom. I want more. Dramatic play builds understanding of the stories despite language barriers.”

Students in special education also benefit from participation in arts education. Peter Pizzi, Teaching Artist at Quincy Elementary, described how a classroom of emotionally challenged students respond during visual arts class: “Kids who have these challenges are so engaged. It’s an intense room of eight little people that are just all over the place. But during art, they aren’t as all over the place. They are able to use their different abilities and senses to connect with the work.”

The arts pathways at some of the exemplar schools are fostering mastery of artistic and career skills in students, often with life-changing impact. Middle-school aged students who have honed their skills and gained experience in a specific discipline over several years in an intentionally designed instructional progression are often accepted to Boston Arts Academy. At Irving Middle School, Principal Arthur Unobskey ensures that students are aware of career opportunities in the arts by bringing in artists to talk to the students, “about how art can be a lifelong pursuit and vocation, a fulfilling career.”

East Boston High School offers a Communication and Media Arts Pathway, which provides students with extensive exposure to artistic design and composition, advertising, still and video camera skills, basic audio engineering, and digital editing. Students can become credentialed in Photoshop CS5 and Adobe Premiere, and create digital portfolios of their work that include print advertisements, music videos, and short films. Graduates have majored in TV and media in post-secondary education, while one student has started his own photography business and another was hired by the BPS Office of Instructional Technology to teach Photoshop to teachers.

Section 3: How Exemplar Schools Provide and Sustain Arts Education

Four key strategies emerged across the exemplar schools’ efforts to increase access to and quality of arts education:

- 1. Prioritize the arts from the top: vision, planning and action
- 2. Focus on high-quality teaching by BPS Arts Specialists and partners
- 3. Coordinate and support partnerships to ensure effectiveness
- 4. Maximize the impact of the arts throughout the school community

Prioritize the arts from the top: vision, planning and action

A commitment to arts education requires principals and headmasters to provide consistent leadership and vision and engage in careful planning to ensure that arts education is high quality, equitably accessed, and has maximum impact on the students and school.

Growing up in Hong Kong, Quincy Elementary School principal Simon Ho would have loved to study as a pianist but family circumstances would not allow it. When he came to the US he learned the drums on his own and played in a rock band. Thousands of miles away in the American south, East Boston High School headmaster Mike Rubin had little access to arts education until he entered college and discovered his passion and talent for theatre. As school leaders, their vision is driven by a commitment to providing equal access to opportunity for their urban students. The other school leaders of the exemplar schools share this commitment. Dever/McCormack principal Mike Sabin notes, “If you look at a suburban middle school, they almost always give kids some sort of choice about arts. If your scores are not there, it’s hard to explain spending money on anything that isn’t Math or English. What tips the balance for me is accountability to the kids. This is what well-off kids are getting, and we are going to make sure that our kids get it too.”

Dorchester Academy’s Kwesi Moody uses the arts to increase student engagement and motivation and show students that they are talented and skillful. Said Nicole Prefontaine, “Our students have complex needs and a lot of challenges, but they are already artists when they walk through the door. They have been making music, and composing poetry through music, throughout their lives. So having an arts program here means that we, as their school, can connect with them around something that’s very important to them.” Said Moody, “I see my role as providing the vision and finding the resources. By resources, I mean the money, the staff, and the time in the schedule.”

Orchard Garden’s Andrew Bott said, “We decided that to be the school we wanted to be, offering rigorous, in-depth arts programming is not an option, it is a requirement.”

Leaders of the exemplar arts schools have specific goals for the impact of arts on their students and school, and they plan based on their goals. Many are creating arts pathways and progressions for students to gain expertise over time – not just adding a random assortment of arts classes to increase exposure to the arts in general. A few highlights:

- The Beethoven/Ohrenberger has created a pathway of sequential instruction and mastery in instrumental music for the third to eighth grade. Students who have taken three years of lessons provided by Making Music Matters! continue with more advanced instrumental instruction in grades six, seven and eight with teachers from the Berklee College of Music Faculty Outreach Program. These partners work in close collaboration with the school’s two BPS Music Specialists. Students also join the Ohrenberger Band which practices after school. The Dever/McCormack has built a similar progression with music specialists on its faculty, and partners Berklee and the Community Music Center of Boston.
- At Irving Middle School, all sixth graders are required to take an intensive introductory course that exposes students to visual arts, dance, and theater, and science. At the end of sixth grade, students choose to major in one of these four disciplines for the remainder of their tenure in middle school. They take classes over the course of seventh and eighth grade in their major. Said Unobskey, “We designed the program so that students saw it as a trajectory of building skills. They choose their major and as they go through, they have to achieve benchmarks and outcomes marking substantive skill development.”
- The Irving Middle School is also playing a lead role in planning and implementing the Roslindale Arts Initiative, an effort facilitated by the Eliot School of Fine and Applied Arts to develop a shared K-8 visual arts curriculum framework, strengthen visual arts instruction, and develop strong community support for arts as a core part of schooling for every child in Roslindale. Six elementary schools in the neighborhood are working with the Irving, other community partners and the Eliot School to develop the initiative. BPS teachers and teaching artists are engaged in cross-school observations, peer sharing, collaborative curriculum development and benchmark setting. The partners have developed the Roslindale Arts Initiative Visual Arts Blueprint which aligns with BPS and Massachusetts standards, and takes inspiration from the Studio Thinking model framework.
- The 2012-2013 school year marked the inauguration of Advanced Placement Visual Arts at East Boston High School, which offers students a progression from Introduction to Visual Arts to working toward higher levels of skill and mastery. The class meets every day for one hour and requires at least four hours per week of after school time as students create portfolios for evaluation through the College Board Advanced Placement program. East Boston High is the only BPS high school to offer AP visual arts other than Boston Arts Academy and exam schools Boston Latin Academy and Boston Latin School. BPS Arts Specialist Ron MacGeorge recruited students for the class last spring, meeting with each student and his/her family to explain the intensity of the class requirements. Said Ben, one of the dozen students in the class, “I want to go into business and advertising. In AP Art, Mac-George helps us see the possibilities and pushes us to go after what we want. A lot of talented people would love to have an opportunity like this.”
- A key part of the arts education plan of many schools is ensuring multiple performance opportunities, often integrated across discipline and grade level. For the Dever/McCormack school, seasonal music concerts involve Dever/McCormack arts teachers working alongside their partners from Community Music Center of Boston. Said McLaughlin, “This type of adult collaboration is a critical part of our improvement strategy and is an opportunity for both our teachers and our partners to benefit.”

Achieving their vision for arts education requires these school leaders to make tradeoffs. Money, time and staff resources are devoted to arts education instead of other pressing needs. Andrew Bott said, “Don’t fall into the trap of putting all of your money into English Language Arts and math. We put close to 10 percent of our operating budget into arts and physical education. Over \$200,000 a year was being spent on security when I first got here. We transferred that budget to the arts.” Dorchester Academy’s Kwesi Moody also made efforts to re-distribute budget across academic areas in support of the arts. Mike Rubin notes, “Our priority for external funding is the arts. Much of the time we choose to ask for arts funding over other things. We have also reassigned an English teacher to Media Arts. And whenever we have the opportunity to create a new class, we make it an arts class.”

Focus on high quality teaching and effective partners

School leaders are focused on the quality of teaching above all, and are going to great lengths to find and develop quality BPS arts teachers and partners.

Access to quality professional development was mentioned as an ongoing need for BPS Arts Specialists, external partner staff, and Artists-in-Residence. Some arts teachers pointed out that the school-wide professional development they were required to participate in was often not relevant to them, while at the same time they lacked access to the professional development they really want and need. Artists-in-residence articulated the desire for cross-school, discipline-focused professional development.

The BPS Arts Department, via the Arts Expansion Initiative, is investing significantly in this area with district-wide and discipline-based professional development opportunities. The Roslindale Arts Initiative is filling some of this need for Irving teachers and elementary school teachers who have indicated on surveys that they value having a peer group of teachers to work with and consider the time spent to be meaningful professional development. Some schools reach out to partners with specific expertise to build the skills of their school staff. For example, Dorchester Academy has tapped partner VSA Massachusetts to provide assistance to special education classroom teachers on how to integrate arts into the curriculum.

Art teachers in a few schools expressed concern that classroom teachers did not understand or have sufficient respect for the value of arts education. A music teacher at one school said, “Some teachers do not treat our classes with the same importance as academic ones. We are real teachers and these are real classes. A memo written the other day called participation in chorus a privilege that could be taken away.” Said another music teacher at a different school, “Classroom teachers need professional development to understand the importance of art. Right now, they don’t get

it. They don’t understand how arts can be an important strategy for them also. Music is what motivates many kids to go to school. It takes them to a different level and makes them better learners. There are also many connections between music and math we could make if we had time to collaborate.”

“Music is what motivates many kids to go to school. It takes them to a different level and makes them better learners.”

Arts teachers at most of the exemplar schools have common planning time. They use this time to establish consistency among arts classes and ensure that their classes align with the flow, language and behavior norms and expectations of other classes. Even a short block of time can be used effectively. The Dever arts teachers told us, “We meet 15 minutes a week as a specials team. We check in about arts night, produce a newsletter and the blog, and check in about the progress of different kids. We also coordinate our classroom cultures and routines and transitions to match the rest of the school. Children thrive better on routine – some will not do okay with different structures.”

While the increase in BPS Arts Specialists positions has been a central strategy, the schools all have external partners that deliver a portion of their in-school arts instruction. They are intentional about bringing in partners that can meet their specific requirements, but also can be flexible to the school’s changing schedules, budgets and student needs. Because they are building up their internal capacity to provide arts instruction, the schools’ needs of their partners often change, and the partners must change with them. Over the course of their multi-year partnership, Community Music Center of Boston’s program at the Dever/McCormack has undergone complete revision, a testament to the wide range of expertise offered by Community Music Center and the organization’s flexibility and commitment to the school.

Perhaps most importantly, the role of the partners in some of the schools has expanded beyond simply providing a needed instructional service to becoming full thought partners in meeting the comprehensive needs of students. The Eliot’s Ellen Shattuck Pierce reflected on the partnership between her organization and the Irving and other schools in Roslindale: “There is now a feeling of true, strategic partnership that is much more than just a school contracting for a service. All parties recognize each other as pro-actively working to advance and elevate the role of high quality visual arts instruction for Boston students. The principals begin to see themselves as trailblazers and champions of values that will extend beyond their individual schools.” For many schools and partners, resource and scheduling constraints stop the partners from becoming fully woven into the life of the school. Many schools have no resources to finance the partner’s involvement in the school beyond their instructional time.

“The teaching artists need support around how to engage students, how to meet young people where they are, reach inside and then bring something out.”

Coordinate and support partnerships to ensure effectiveness

Five of the seven schools/pathways we studied have assigned responsibility for the arts program to a member of the school leadership team. At some schools the position is a 1.0 FTE with a mix of teaching and administrative responsibilities, in others these duties are performed by the Vice Principal, Director of Operations, or other leadership team member. One key responsibility is managing external partnerships with arts organizations and teaching artists.

For example, Nicole Prefontaine, Arts Director at Dorchester Academy, co-teaches a Special Education arts class that meets every day for the whole year and also teaches about eight weeks of the Creativity Lab arts survey course. She then spends the rest of her time coordinating the arts program at the school. She recruits, manages and supports the corps of Teaching Artists-in-Residence who provide instruction for the Creativity Lab introductory arts survey course. She explains, “The teaching artists need support around how to engage students, how to meet young people where they are, reach inside and then bring something out.” Prefontaine regularly observes the teaching artists, debriefs after class, models instructional practices, helps with lesson planning and provides tips on classroom management. She considers this one of the most important aspects of her role as Arts Director.

Even longtime arts partners who possess deep instructional skills still need to understand how to integrate school-wide expectations and norms into their classes. East Boston High School partners with ZUMIX, a local youth development/creative performance organization, to deliver a poetry and spoken word unit in all ninth grade English classes. Said ZUMIX educator Cory Depina, “[Chief Academic Officer] Catherine Carney found one of the English teachers who was willing to play the role of helping me create my schedule, meet the new teachers, and understand how I could make the specific curricular connections among my teaching and the goals for the 9th grade ELA team.”



Maximize the impact of the arts throughout the school community

Another role of the arts coordinator is less defined, but can be described as chief advocate for the arts, finding ways to maximize the impact of the arts on the school community. Dorchester Academy's Prefontaine coordinates all the logistical components of several performances and visual arts shows at the school. Recognizing that attending the student performances and student-led "gallery walks" can be deeply powerful experiences for teachers and other school staff, she varies the schedule and invites every teacher to ensure that they feel welcomed at the events. She is jointly designing an arts/business pathway with the business department which will create a more intentional progression through arts skill-building for the students. Prefontaine takes the lead on integrating arts into school events, such as having the students produce visual art pieces for Spirit Week and multi-cultural celebrations that include family participation. The result of this work is that a variety of arts activities and disciplines are seen, heard and felt throughout the school.

East Boston's Mike Rubin has a similar outcome in mind when he explains, "We are always thinking of ways to increase our capacity to offer arts. Whenever we hire anyone, we ask, what else do you bring to the table? Then we figure out a way to support them in teaching their passion – whether that's an after-school club at first, or any other way." This approach has resulted in after-school chorus, drama club, Latino dance through the UMASS TAG Alerta after-school, and art, design, poetry and fashion through the 21st century afterschool program PULSE, an ROTC drum line, and a monthly Spoken Word poetry program coordinated by the school librarian. Quincy Elementary has created a before school orchestra which involves 75 students (out of 850 total), with four teaching artists. The other schools as well often have robust after-school arts offerings, which represent more points of access for students.

Work is underway by the Arts Expansion Initiative to knit these disparate after-school opportunities together at the high school level. There is a pilot underway of a new initiative to enable high school students to receive in-school credit toward fulfilling the BPS high school arts graduation requirement for participating in an after school arts program. A pilot with four high schools, including East Boston High School, and 24 students is currently in place.

Section 4: Implications for BPS and the Arts Expansion Initiative

The previous sections have detailed how access to arts education is impacting students, teachers and school communities as well as the strategies schools are pursuing to support and expand arts education. Our final section discusses the implications of our findings for the work of the BPS Arts Expansion Initiative as it looks to further embed and sustain the efforts of the district and these exemplar schools.

Supported by the Initiative, BPS has made significant progress in building its district-level capacity to increase, improve and sustain art in schools. The BPS Visual and Performing Arts Department now has an Executive Director, Program Directors for Visual Arts and Performing Arts, and a Partnership Manager. There are also now 30 Arts Liaisons, school-based staff-people appointed by their principal/headmaster who receive a stipend to organize, network and coordinate arts education in their schools. In addition, six art teachers from different disciplines serve as Collaborating Arts Teachers (CATs), creating a conduit between the community of BPS Arts Specialists and the BPS Visual and Performing Arts Department.

We hope that by identifying the strategies of the exemplar schools – strong leadership and planning, high quality teaching and partnerships, effective coordination, and attention to integrating the arts throughout the school community – this report will help inform the district and the BPS Arts Expansion Initiative as they guide schools toward creating high quality arts education opportunities for all students. Further implications of our findings for all stakeholders include:

Time and scheduling are major barriers to arts education

There is never enough time: for students to take art classes; for arts teachers to collaborate; for art teachers and classroom teachers to plan and implement arts integration. Scheduling complexities further bedevil efforts to solve these problems.

For example, it is a monumental task to assemble the schedule at East Boston High School, with 1372 students, 90 faculty members and several distinct educational programs with specific academic requirements such as three separate levels of English Language Learners. Making a change, such as adding an arts class or finding time for art teachers to plan and collaborate with teachers of academic disciplines, has a domino effect that is difficult to manage.

In elementary schools, where the scheduling is simpler because children stay with the same classroom teacher for the majority of the day, pressure to achieve high levels of academic performance weighs on the desire to schedule more time for the arts. Said Ho of Quincy Elementary School: "We'd love to offer more but we can't. We have to make sure



the students are prepared for academic assessments. There is a lot of pressure on the whole school.” Graciela Briceno, Quincy Music Program Manager, said, “We’re trying to bring in as much as possible to cover these 850 kids but a lot of it is ending up covering the same set of kids.” At Orchard Gardens, BPS Music Specialist Kelly DiGrazia is working on filling the gaps to ensure that all children can participate in arts equally across the disciplines. The complexity of this task is in the schedule.

Scheduling also prevents arts teachers from participating in instructional leadership teams, academic evaluations of individual students, and student support teams, as these meetings frequently take place when the students are taking art classes. The art teachers at the McCormack said, “The scheduling makes it hard for us to be connected to our students’ overall success in school. We have a lot of information and strategies to offer about the students. But we can’t participate in the conversations.”

Some of the schools use external partners to fill in the teaching gaps created by scheduling challenges. Others tap partners to help improve how arts classes are implemented within the fixed constraint of the schedule. The 57-minute block and class size of 27 at Dorchester Academy isn’t optimal for quality arts instruction, so Nicole Prefontaine has partnered with the Boston Art Academy’s Alumni Creative Corps (ACC) to provide a teaching assistant in a visual arts class. The teaching assistants enable the teacher to divide the classes into smaller groups with additional support. Ron MacGeorge

specifically asked if AP Art could be scheduled last period in the day, which allows students to more easily extend their work afterschool, enabling them to meet the additional four hour work requirement.

Three schools in our study have schedules that are longer than the typical BPS

school day: Orchard Gardens, Dever/McCormack, and Irving. Orchard Gardens, as a pilot school, has had a longer school day since its inception. The Dever/McCormack and Irving had prioritized arts instruction for many years before becoming expanded learning time schools; and their school leaders emphasized that the expanded time has opened up opportunities for them to ensure more students access more art classes, and that teachers have more planning time.

Said Mike Sabin: “Since we began the extended day we have fewer tradeoffs. We have a specials block at the end of the day where kids often take art. Because we have other time to do the academic intervention throughout the day, kids who are struggling still get to participate in all of these enrichments.”

There is no doubt that even with expanded time, school leaders must be willing to make tradeoffs so students can fully participate in arts education. However, the district and the BPS Arts Expansion Initiative could help school-based staff build skills in creating schedules that maximize opportunities and learning time for students. Strategies could include convening school leaders to share expertise and compare challenges and sponsoring external consultants with expertise in school scheduling to provide technical assistance to schools.

Long-term planning for arts education at the school level is essential

One of the commonalities among the exemplar schools was a significant effort planning their arts program. They have articulated goals and steps needed to get to the goals, and are building arts progressions for students that enable them to gain mastery over time. Providing assistance with this type of planning to a broad set of schools could ensure that arts education efforts are aligned with school goals, have the buy-in of school leadership and are sustainable over time. The School Planning Tool developed by the Arts Expansion Initiative and the Curriculum Maps for each art discipline developed by the BPS arts teachers and the Visual and Performing Arts Department should contribute significantly to efforts to create a consistent arts pathway for students as they progress through different grades and different schools in the district.

Even though most of the exemplar schools have assigned staff to manage partnerships, they spoke of the need for sharing effective practices in recruiting, supporting, and maximizing value of arts partnerships.

Schools and partners need help finding each other and working effectively together

If the citywide goal is to strengthen partnerships to better leverage the rich assets of Boston’s arts, cultural, and higher education communities in support of arts education, then ensuring that schools and external organizations are better partners and better partnership managers is important. Even though most of the exemplar schools have assigned staff to manage partnerships, they spoke of the need for sharing effective practices in recruiting, supporting, and maximizing value of arts partnerships.

The recent creation of an arts partner database, the addition of a district level Partnership Manager in the Arts Department, the development of a Guide to Effective Partnerships, and formalized arts coordinators in the form of Arts Liaisons are all instrumental to this effort.

Enhancing and integrating core academics with arts are key next steps

Most of the exemplar schools are primarily focused on expanding and improving arts courses. We also found instances in nearly all the schools where classroom teachers are enhancing their classroom activities through using art, whether on their own or with support from school-based art teachers or partners. The collaboration between Dorchester Academy and VSA Massachusetts provides an example of arts-enhanced curricula. VSA teaching artists work with Dorchester Academy special education teachers and paraprofessionals to offer arts learning to 48 students with moderate to severe cognitive disabilities. The students participate in visual arts and drama in their academic blocks, while teachers and paraprofessionals participate in professional development facilitated by VSA to explore art processes, techniques and skills that can help students learn the academic content.

We found very little true “arts-integrated curricula,” defined by the Kennedy Center as “an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both.”¹³

Arts-integrated curricula would provide access to arts education to all children in a school in a way that enhances learning of both the art form and the academic discipline. Arts integration, because of its student-centered pedagogy, can better align the way teachers teach with the way students learn, and offer teachers opportunities to collaborate and continuously improve their practice. Said Magdalena Gabilondo, SEI K2 teacher at Beethoven: “Student learning would be enriched and more creative by integrating the arts. For example, we can make a connection between teaching children to read complex texts and engaging in the study of portraits. In both, we are trying to teach children to see beyond the surface to understand the meaning beneath. We should use the Common Core State Standards to integrate more arts into the instructional core.”

Orchard Gardens K-8 School is farthest along in developing arts-integrated curricula. Their expanded time and flexibility on curricula scope/sequence because of their pilot school status helps them make this work possible. In addition, regard and understanding of the arts among the faculty at Orchard Gardens is more developed than in most schools. Andrew Bott remarked, “We value and treat the arts as core. For example, you don’t take participating in art class away from a student as a form of punishment.”

Efforts among classroom teachers, arts teachers and partners to enhance curricula through arts are percolating throughout the exemplar schools, and likely throughout the district as well. Orchard Gardens has created an arts integration team, comprised of classroom teachers and art teachers. They recently led an all-faculty professional development session on arts integration. However, in general, these innovations are mostly unsupported, unconnected and unevaluated. These efforts could benefit from support, dissemination of effective practices, and professional development for all of the stakeholders. Students will benefit if these efforts are girded in a solid understanding of how leadership in the field of arts education is approaching these challenges, what are the appropriate goals for their efforts, and what strategies will be most effective in reaching their goals.

All stakeholders must recognize that arts education takes time to achieve results

School leaders know that the strategies they are putting in place will take time to achieve lasting results on school culture and student learning. Newly hired arts teachers and newly created arts departments need time to grow and develop their own traditions that impact the life of the school. Partnerships need time to gel. Said Mike Sabin: “Investing in FTEs isn’t the only thing; investing in expert teachers who build their practice over time takes years.”

The Eliot School’s Ellen Shattuck Pierce said of their involvement at Irving Middle School, “When I first came in, I had one class where students threw pencils around, they were totally unproductive. They had not had art since probably pre-school. It was a lot to ask them to be active participants in their learning. It was scary for them. Now, many years later, students are a lot more open-minded about art. We’ve created a school culture where art is a safe and cool thing to do.”

Orchard Gardens has built its family engagement slowly and deliberately over the past three years, with arts events as the anchor. Said Mina Kim, math teacher, “At first families did not know how to react to the art show. They were walking around, talking on their cellphones, not engaged. After three years, we have created a premiere event in the life of the school. The audience is focused and it’s deeply meaningful for them and for us.”



Conclusion

When we asked Ed Puliafico, principal of the Beethoven School, why he prioritized arts education, he couldn’t hold back a grin and an ‘are you kidding me’ look. “After all,” he said. “We are the *Beethoven School*.” In fact, the school’s motto is *Learn with Joy*. And as we learned on visits to the exemplar schools, arts education provides joyful learning opportunities for students, teachers and school leaders. That in itself is important, but is only the beginning of the story. Arts education engages and inspires students, provides important skill-building opportunities, opens up new ways for students to master academic concepts and discover lifelong passions. Arts education transforms school cultures, impacts the way adults in schools interact with each other and with students, and draws families in to the school community to share incomparable feelings of pride and wonder at their children’s accomplishments. The power of the stories related here, as well as countless others across Boston, make a strong case for ensuring that Boston remains truly committed to arts education and that Ed Puliafico, his colleagues throughout the district, our students and our teachers will continue to learn with joy every day.

Under the leadership of Superintendent Carol R. Johnson and the Arts Expansion Initiative, Boston has made tremendous strides toward ensuring that high quality arts education is part of every child’s public school experience. It is our hope that the stories of the schools highlighted in this Arts Advantage report provide the rationale for maintaining the dedication to arts education and the guidebook for schools looking to deepen their arts experience for students.

Endnotes

1 Council of Chief State School Officers. (2011). *Connecting High-Quality Expanded Learning Opportunities and the Common Core State Standards to Advance Student Success*. Washington, DC.

2 Student Engagement and Disengagement in Urban High Schools. (2003). *Engaging Schools: Fostering High School Students’ Motivation to Learn*. Washington, DC: The National Academies Press.

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4 Christenson, S., Reschly, A., & Wylie, C. (Eds.) (2012). *Handbook of Research on Student Engagement*, preface v-vi.

5 Barth. R. (2002). *The Culture Builder, Beyond Instructional Leadership*, Volume 59, Number 8, Pages 6-11.

6 Thapa, A., Cohen, J., Higgins- D’Alessandro, A., & Guffey, S. (2012). School Climate Research Summary: August 2012. *School Climate Brief*, No. 3. National School Climate Center, New York, NY. Retrieved April 2013. [www. schoolclimate.org/climate/research.php](http://www.schoolclimate.org/climate/research.php).

7 The University of Chicago Consortium on Chicago Schools Research. (2010). The Essential Supports Flier. Retrieved April 2013. <http://ccsr.uchicago.edu/publications/organizing-schools-improvement-lessons-chicago>. The other supports are: school leadership, the professional capacity of the faculty, and instructional guidance.

8 Midgette, A. (2013). WP Magazine, the Education Issue: *After years of crouching, arts ed is raising its hand again*. Retrieved April 2013. <http://www.washingtonpost.com/blogs/liveblog/wp/2013/02/21/magazine-the-education-issue-after-years-of-crouching-arts-ed-is-raising-its-hand-again/>

9 CPI: Composite Performance Index, measures a school’s performance on a 100-point scale on the MCAS. SGP: Student Growth Percentile, a measure of each student’s rate of change as compared to other students with a similar test score history (“academic peers”). The rate of change is expressed as a percentile.

10 Winner, E., Hetland, L., Veenema, S., Sheridan, K., Palmer, P., Locher, I., et al. (2006). Studio thinking: How visual arts teaching can promote disciplined habits of mind. *New directions in aesthetics, creativity, and the arts*, 189-205.

11 The Kennedy Center defines three variations of arts in schools: “Arts as Curriculum: [classes in which] students develop knowledge and skills in a particular art form; Arts-Enhanced Curriculum: when the arts are used as a device or strategy to support other curriculum areas, but no objectives in the art form are explicit, and Arts-Integrated Curriculum, when the arts become the approach to teaching and the vehicle for learning. In Arts-Integrated Curriculum, students meet dual learning objectives when they engage in the creative process to explore connections between an art form and another subject area to gain greater understanding in both.” Retrieved April 2013. <http://artsedge.kennedy-center.org/educators/how-to/arts-integration-beta/what-is-arts-integration-beta.aspx>

12 Visual Thinking Strategies website, <http://www.vtshome.org/what-is-vts> Retrieved May 2013.

13 The Kennedy Center, Retrieved April 2013. <http://artsedge.kennedy-center.org/educators/how-to/arts-integration-beta/what-is-arts-integration-beta.aspx>

SCHOOL PROFILES

BEETHOVEN/OHRENBERGER K-8 PATHWAY

Boston Neighborhood: **West Roxbury**
Schools Enrollment: **941**

ARTS DATA

Arts FTEs: **3**
% of Students Receiving Weekly, Year Long Arts Instruction: **100%**
Arts Partners: **Berklee College of Music, Making Music Matters!**

SCHOOL HIGHLIGHTS

Beethoven (grades K1-2) partners with Ohrenberger (grades 3-8) to form a K-8 pathway

DEVER/MCCORMACK K-8 PATHWAY

Boston Neighborhood: **Dorchester**
School Enrollment: **1266**

ARTS DATA

Arts FTEs: **7.6**
% of Students Receiving Weekly, Year Long Arts Instruction: **85% – growth from 28% at the McCormack and 86% at the Dever in SY09-10**
Arts Partners: **BAA Strings, Berklee College of Music, Boston Philharmonic Orchestra, Citizen Schools, Community Music Center of Boston**

SCHOOL HIGHLIGHTS

- Dever (grades K1-5) enrollment guarantees enrollment in McCormack (grades 6-8) to create a K-8 pathway
- Extended learning time schedule (9:20 am-4:20 pm Monday through Friday for grades K1-5; 7:20 am- 4:15 pm Monday-Thursday and 7:20-11:45 am on Fridays for grades 6-8)
- Dual language (Spanish-English) program for grades K-4
- Dever is a state-designated Level 4 “Turnaround” school

DORCHESTER ACADEMY

Boston Neighborhood: **Dorchester**
School Enrollment: **393**

ARTS DATA

Arts FTEs: **1**
% of Students Receiving Any Arts Instruction: **100% – growth from 0% in SY09-10**
Arts Partners: **Adobe Youth Voices/TechBoston, Boston Arts Academy ACC Program, Huntington Theatre Company, Institute of Contemporary Art, Massachusetts College of Art & Design, ThisWorldMusic, VSA Massachusetts**

SCHOOL HIGHLIGHTS

- Became Dorchester Academy in 2009 with the merging of Noonan Business Academy and the Academy of Public Service (small schools located in the Dorchester Education Complex)
- Moved from Dorchester Education Complex building to previous Wilson Middle School building in Dorchester in 2011

EAST BOSTON HIGH SCHOOL

Boston Neighborhood: East Boston
School Enrollment: 1372

ARTS DATA

Arts FTEs: 2.7
% of Students Receiving Any Arts Instruction: 55% – growth from 21% in SY08-09
Arts Partners: Adobe Youth Voices/TechBoston, Artists for Humanity, Huntington Theatre Company, Institute of Contemporary Art, Isabella Stewart Gardner Museum, Museum of Fine Arts, YouthDesign, ZUMIX

SCHOOL HIGHLIGHTS

- Divides students into four smaller learning communities (houses)
- Advanced Placement Course in visual arts

WASHINGTON IRVING MIDDLE SCHOOL

Boston Neighborhood: Roslindale
School Enrollment: 480

ARTS DATA

Arts FTEs: 3
% of Students Receiving Weekly, Year Long Arts Instruction: 100% – growth from 5% in SY09-10
Arts Partners: Drama Program of Roslindale, Eliot School of Fine & Applied Arts, Making Music Matters!

SCHOOL HIGHLIGHTS

- Extended learning time schedule (7:20 am - 4:15 pm Monday-Thursday and 7:20 - 11:45 am on Fridays)
- Part of Roslindale K-8 Pathway (Roslindale schools’ elementary students receive priority admission)

ORCHARD GARDENS K-8 PILOT SCHOOL

Boston Neighborhood: Roxbury
School Enrollment: 833

ARTS DATA

Arts FTEs: 6.2
% of Students Receiving Weekly, Year Long Arts Instruction: 100%
Arts Partners: Community Music Center of Boston, Dancing Classroom

SCHOOL HIGHLIGHTS

- Pilot school with extended learning time since its inception (7:25 am - 2:30 pm for grades K1-5; 7:25 am - 5:15 pm Monday-Thursday and until 2:30 pm on Fridays for grades 6-8).
- State designated Level 4 “Turnaround” school
- One of eight schools nationwide chosen to participate in the President’s Committee on the Arts and the Humanities Turnaround Arts Initiative

JOSIAH QUINCY ELEMENTARY SCHOOL

Boston Neighborhood: Chinatown
School Enrollment: 827

ARTS DATA

Arts FTEs: 2
% of Students Receiving Weekly, Year Long Arts Instruction: 74% – growth from 50% in SY 09-10
Arts Partners: Boston City Singers, Boston University Making Music, Citi Performing Arts Center, Community Music Center of Boston, JQS Orchestra, United South End Settlements

SCHOOL HIGHLIGHTS

- Mandarin language instruction for all students
- Has before school orchestra program

ARTS OFFERINGS (by school, by year) ELC, ELEMENTARY AND K-8 SCHOOLS						
School	2008-2009 Weekly %	2009-2010 Weekly %	2010-2011 Weekly %	2011-2012 Weekly %	2012-2013 Weekly %	Arts Expansion Fund Support
Adams Elementary	0%	0%	45%	100%	100%	✓
Agassiz Elementary*	51%	47%	100%	NA	NA	✓
Alighieri Elementary*	100%	100%	100%	NA	NA	
Baldwin Early Learning Center	NR	NR	100%	100%	100%	
Bates Elementary	NR	100%	100%	100%	100%	✓
Beethoven Elementary	100%	100%	100%	100%	100%	✓
Blackstone Elementary	86%	100%	100%	100%	0%	
Boston Teachers Union K-8	NA	NA	100%	100%	91%	✓
Bradley Elementary	0%	0%	0%	0%	100%	✓
Channing Elementary	100%	100%	100%	100%	100%	
Chittick Elementary	100%	100%	100%	100%	100%	
Clap Elementary/ Clap Innovation School	0%	0%	100%	100%	100%	✓
Condon Elementary	76%	40%	72%	72%	67%	✓
Conley Elementary	95%	100%	100%	100%	100%	✓
Curley K-8	100%	78%	90%	79%	62%	✓
Dever/McCormack*	Dever 86%	Dever 86%	100%	100%	85%	✓
Dudley St. Neighborhood Charter	NA	NA	NA	NA	100%	
Early Childhood at Fifield	NA	NA	NA	NA	100%	
East Boston Early Education Center	89%	100%	100%	100%	100%	
East Zone Early Learning Center*	100%	100%	100%	NA	NA	
Edison K-8*	As Middle School was 100% Any Arts	92%	100%	100%	100%	✓
Eliot K-8	90%	93%	97%	98%	92%	
Ellis Elementary	NR	0%	55%	90%	70%	✓
Ellison/Parks Early Education School	100%	100%	100%	100%	100%	
Emerson Elementary*	NR	100%	100%	NA	NA	✓
Everett Elementary	100%	100%	100%	100%	100%	
Farragut Elementary*	20%	60%	100%	NA	NA	
Gardner Pilot Academy	100%	71%	100%	100%	100%	✓
E. Greenwood Leadership Academy	15%	100%	100%	90%	100%	
S. Greenwood K-8	100%	100%	78%	78%	100%	
Grew Elementary	100%	100%	50%	25%	100%	
Guild Elementary	57%	96%	100%	100%	100%	✓
Hale Elementary	80%	92%	58%	58%	98%	✓
Haley Elementary	100%	100%	100%	100%	100%	

NR – No Response NA – Not Applicable *Closed/Merged School ✓ School supported by Arts Expansion Fund grant funds

ARTS OFFERINGS (by school, by year) continued
ELC, ELEMENTARY AND K-8 SCHOOLS

School	2008-2009 Weekly %	2009-2010 Weekly %	2010-2011 Weekly %	2011-2012 Weekly %	2012-2013 Weekly %	Arts Expansion Fund Support
Harvard/Kent Elementary	80%	80%	80%	82%	100%	
Haynes Early Education Center	100%	100%	100%	100%	100%	✓
Henderson Elementary (formerly O'Hearn)	100%	100%	100%	100%	84%	
Hennigan Elementary	100%	100%	100%	100%	92%	
Hernandez K-8	100%	100%	100%	100%	100%	✓
Higginson/Lewis K-8*	51% (Higginson)	2%	100%	100%	93%	✓
Holland Elementary	100%	100%	100%	100%	100%	
Holmes Elementary	100%	100%	100%	100%	100%	
Hurley K-8	NR	95%	95%	100%	100%	✓
Jackson/Mann K-8	25%	60%	62%	77%	83%	✓
J.F. Kennedy Elementary	95%	100%	50%	85%	30%	✓
P. J. Kennedy Elementary	NR	100%	100%	75%	58%	✓
Kenny Elementary	100%	100%	100%	100%	100%	✓
Kilmer K-8	90%	100%	100%	100%	100%	
King K-8	As Middle School was 5% Any Arts	100%	100%	100%	100%	
Lee Academy	100%	100%	100%	100%	100%	
Lee Elementary	100%	100%	100%	100%	100%	
Lyndon K-8 Pilot	100%	100%	100%	100%	100%	
Manning Elementary	100%	100%	100%	100%	100%	
Marshall Elementary	43%	66%	95%	90%	77%	✓
Mason Elementary	100%	85%	85%	100%	85%	
Mather Elementary	100%	100%	100%	100%	100%	✓
Mattahunt Elementary	0%	0%	22%	50%	59%	✓
McKay K-8	100%	100%	100%	100%	100%	
Mendell Elementary	100%	100%	100%	100%	100%	
Mildred Ave. K-8*	As Middle School was 25% Any Arts	49%	74%	100%	100%	✓
Mission Hill K-8	100%	100%	100%	100%	100%	
Mozart Elementary	100%	100%	100%	100%	100%	✓
Murphy K-8	100%	85%	100%	100%	100%	
O'Donnell Elementary	0%	0%	76%	100%	N/A	✓
Ohrenberger	100%	100%	100%	100%	100%	✓
Orchard Gardens K-8	100%	80%	100%	100%	100%	
Otis Elementary	100%	100%	100%	90%	100%	
Perkins Elementary	100%	100%	100%	100%	100%	
Perry K-8	51%	100%	80%	88%	0%	✓
Philbrick Elementary	100%	100%	100%	100%	100%	✓

NR – No Response NA – Not Applicable *Closed/Merged School ✓ School supported by Arts Expansion Fund grant funds

ARTS OFFERINGS (by school, by year) continued
ELC, ELEMENTARY AND K-8 SCHOOLS

School	2008-2009 Weekly %	2009-2010 Weekly %	2010-2011 Weekly %	2011-2012 Weekly %	2012-2013 Weekly %	Arts Expansion Fund Support
Quincy Elementary	35%	30%	82%	100%	74%	✓
Roosevelt K-8	60%	100%	100%	100%	64%	✓
Russell Elementary	100%	100%	100%	100%	100%	✓
Sumner Elementary	50%	60%	100%	100%	100%	
Taylor Elementary	NR	20%	15%	62%	85%	✓
Tobin K-8	90%	94%	100%	100%	100%	✓
Trotter Elementary	NR	100%	100%	100%	100%	
Tynan Elementary	0%	100%	60%	95%	100%	✓
Umana Middle School Academy/ Mario Umana Academy	100%	9%	9%	100%	100%	✓
Warren/Prescott K-8	100%	100%	100%	100%	100%	✓
West Zone Early Learning Center	100%	100%	100%	100%	100%	✓
Winship Elementary	100%	100%	81%	66%	100%	✓
Winthrop Elementary	100%	100%	100%	100%	100%	
Young Achievers Science & Math K-8	100%	100%	100%	100%	100%	✓



NR – No Response NA – Not Applicable *Closed/Merged School ✓ School supported by Arts Expansion Fund grant funds

ARTS OFFERINGS (by school, by year) MIDDLE SCHOOLS						
School	2008-2009 ANY Arts (Weekly N/A)	2009-2010 Weekly %	2010-2011 Weekly %	2011-2012 Weekly %	2012-2013 Weekly %	Arts Expansion Fund Support
Dearborn Middle	100%	54%	56%	94%	82%	✓
Edwards Middle	100%	100%	100%	100%	88%	
Frederick Pilot Middle	50%	All students received 5/ week for a term	100%	96%	96%	✓
Harbor School	100%	100%	N/A for week- ly but 20% for ANY	50%	8%	✓
Irving Middle	6%	5%	44%	47%	100%	✓
McCormack Middle*	50%	28%	NA	NA	NA	
Middle School Academy	100%	100% (data incomplete)	6%	0%	0%	✓
Rogers Middle	20%	44%	89%	50%	30%	✓
Timilty Middle	50%	7%	42%	22%	27%	
UP Academy/ formerly Gavin Middle	0%	NR	NR	100%	100%	

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

ARTS OFFERINGS (by school, by year) SPECIAL SCHOOLS						
School	2008-2009 ANY Arts (Weekly N/A)	2009-2010 Weekly %	2010-2011 Weekly %	2011-2012 Weekly %	2012-2013 Weekly %	Arts Expansion Fund Support
Carter Development Center	NR	NR	NR	100%	100%	
Horace Mann School for the Deaf & Hard of Hearing K-8	NR	100%	100%	81%	90%	
Lyon K-8	100%	66%	66%	87%	100%	
McKinley Elementary	100%	100%	100%	100%	100%	✓
McKinley Middle	NA	100%	100%	100%	100%	
School	2008-2009 Any %	2009-2010 Any%	2010-2011 Any %	2011-2012 Any %	2012-2013 Any %	Arts Expansion Fund Support
Horace Mann School for the Deaf & Hard of Hearing 9-12	60%	100%	100%	85%	100%	
Lyon HS	NA	NA	NA	NA	70%	
McKinley Preparatory High School	75%	100%	100%	100%	100%	
McKinley South End Academy	100%	100%	100%	100%	100%	

NR – No Response NA – Not Applicable *Closed/Merged School ✓ School supported by Arts Expansion Fund grant funds

ARTS OFFERINGS (by school, by year) HIGH SCHOOLS						
School	2008-2009 Any %	2009-2010 Any%	2010-2011 Any %	2011-2012 Any %	2012-2013 Any %	Arts Expansion Fund Support
Another Course to College	39%	27%	35%	15%	25%	✓
Boston Community Leadership Academy	NR	20%	20%	17%	25%	
Boston Adult Technical Academy	0%	4%	5%	15%	55%	✓
Boston Arts Academy	100%	100%	100%	100%	100%	✓
Boston Day and Evening Academy	25%	30%	30%	30%	20%	✓
Boston Green Academy	NA	NA	NA	25%	20%	✓
Boston International High/ Newcomers Academy*	10%	30%	20%	25%	25%	✓
Boston Latin Academy	25%	25%	50%	75%	50%	
Boston Latin School	50%	53%	50%	65%	70%	
Brighton High	20%	20%	20%	20%	44%	✓
Brook Farm Academy	0%	0%	100%	95%	NA	
Burke High	38%	27%	65%	45%	50%	✓
Charlestown High	NR	14%	15%	20%	16%	✓
Community Academy	100%	0%	5%	0%	0%	
Community Academy of Science & Health	0%	23%	30%	35%	50%	✓
Dorchester Academy	NA	0%	20%	65%	100%	✓
East Boston High	21%	29%	50%	55%	55%	✓
The Engineering School*	0%	100%	100%	NA	NA	✓
English High	20%	50%	50%	70%	50%	✓
Excel High	5%	42%	45%	50%	45%	✓
Fenway High	20%	30%	60%	65%	75%	✓
Greater Egleston High	75%	75%	90%	100%	100%	
Kennedy Academy for Health Careers	NR	9%	20%	0%	100%	✓
Madison Park Technical Vocational High	3%	10%	15%	15%	5%	✓
Margarita Muniz Academy	NA	NA	NA	NA	100%	✓
Media Communications Technology High *	100%	100%	100%	NA	NA	
Monument High*	0%	0%	10%	NA	NA	
New Mission High	45%	62%	20%	20%	23%	✓
O’Bryant School of Math & Science	14%	33%	40%	70%	90%	✓
Odyssey High*	0%	25%	35%	NA	NA	✓
Parkway Academy of Technology & Health*	0%	NR	NR	NA	NA	✓

NR – No Response NA – Not Applicable *Closed/Merged School ✓ School supported by Arts Expansion Fund grant funds

ARTS OFFERINGS (by school, by year) continued
HIGH SCHOOLS

School	2008-2009 Any %	2009-2010 Any%	2010-2011 Any %	2011-2012 Any %	2012-2013 Any %	Arts Expansion Fund Support
Quincy Upper	75%	67%	100%	100%	100%	
Snowden International School at Copley	30%	39%	80%	30%	50%	✓
Social Justice Academy*	50%	NR	40%	NA	NA	✓
TechBoston Academy*	100%	100%	100%	85%	70%	✓
Urban Science Academy	25%	16%	25%	90%	25%	✓
West Roxbury Academy*	NA	NA	NA	NA	85%	



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