Realizing a Well-Rounded Education
That Provides an Arts Education and Improves Student Achievement

April 15, 2015
2:00pm – 3:00pm ET
Welcome!

Thank you for joining us for today's webinar.

Vera Turner
AASA Project Manager
and Webinar Host
Logistics:

• Access the audio for today’s webinar either via your computer or phone.
Webinar Participation:

- We have allotted time for **Q&A**, but you can submit questions at any time.

- Please use the chat window to submit questions. In the dropdown menu, select “**All Participants**” and then type your question in the chat box.
Agenda:

• Expanded Learning Overview:
  – National Trends
  – Research Findings
  – Best Practices
• Boston Public Schools Case Study
• Panel Discussion and Q & A
• Additional Resources
• Wrap Up
Presenters:

PANELISTS:

BOSTON PUBLIC SCHOOLS
Myran Parker-Brass, Executive Director for the Arts
Diana Wogan, Project Manager, Expanded Learning
Megan Webb, Principal, Orchard Gardens K-8 School

TASC
Jennifer Siaca Curry, Chief of Staff

MODERATOR
Vera Turner, Project Manager
AASA, The School Superintendents Association
By 6th grade, kids born into poverty are likely to suffer a **6,000-HOUR LEARNING GAP** compared with their middle-class peers.
TASC’s approach to closing this gap:

**EXPAND THE SCHOOL DAY**
Adding 2.5 hours each day; closing the learning gap by 450 hours/school year

**ENGAGE THE COMMUNITY**
Bringing additional passion, talent, child development expertise and role models into the classroom

**ENHANCE THE LEARNING**
Balancing curriculum with the arts, movement, and personalized, hands-on experiences
National Trends:

• Expanded learning is central to other education and place-based initiatives
  • Community schools
  • Collective impact
  • School turnaround efforts

• Five states with explicit focus on expanded learning time in partnership with National Center on Time & Learning (CO, CT, MA, NY, TN)

• State and city systems are developing
  • Statewide afterschool networks
  • Every Hour Counts – citywide intermediaries
Expanded learning time is underpinned by three major bodies of research:

1. After-school programs (Durlak & Weissburg, 2010)
   - High-quality programs are associated with improved self-perceptions, positive social behaviors, school attendance, test scores and grades, and decreased negative behavior (e.g. substance use)

2. Time on task and the charter school movement (Dobbie & Fryer, 2011)
   - Increased (engaged) instructional time is a key factor in what makes a charter school effective

3. School/Community partnerships (Blank, 2003; Warren, 2005)
   - Services delivered via community organizations working in schools have a positive impact on students’ academic and social/emotional/physical outcomes
Best Practices:

• Expanded time should be:
  • Significant (2-3 hours)
  • Aligned to school day, but distinct
  • Used for a *balanced curriculum* including academic support as well as sports, art, leadership development, etc.

• School/community partnerships:
  • Are driven by a shared vision between the principal and community organization, for which both partners are held accountable
  • Offer a “second shift” of staff with community educators
  • Provide a structure for teachers to collaborate with artists, coaches, tutors, etc.

• Maximize resources of school districts and youth development systems by:
  • Sharing a budget and funding model
  • Providing joint professional development
Boston Public Schools:

Myran Parker-Brass
Executive Director for the Arts

Diana Wogan
Project Manager, Expanded Learning
District Overview

• There are 128 Schools in the district
• 57,100 students
  – 28,760 pre K-grade 5
  – 11,030 grades 6-8
  – 17,310 grades 9-12
• Student demographics
  – 47% Hispanic
  – 36% Black
  – 13% White
  – 9% Asian
  – 1% Other/multiracial
• 78% of students are low income
District Overview: BPS Strategic Vision

1. Improved student outcomes
2. Improved school quality
3. Strong School & District Leadership/high quality, action oriented teachers & staff
4. Effective resource allocation
5. Greater community engagement
ELT Program Overview

School Year
• Adding significant time to traditional school day
• New agreement between city and union

Vacation Academies
• Using Feb & April breaks to accelerate learning

Summer
• Portfolio of programming to serve diverse student needs

Academics, Enrichment, Teacher Collaboration
Partnerships are critical
BPS Arts Expansion

• Since its launch in 2009, the overall goal of the BPS Arts Expansion Initiative (AEI) has been to increase access to quality, sequential arts education for all students throughout the Boston Public Schools.

• By building the capacity of the district as a whole and of its individual schools – in collaboration with classroom teachers and school leaders, in-school arts educators, community-based arts organizations, cultural and higher education institutions – we have brought arts education to more students, distributed it more equitably, and improved its quality across schools in Boston.
Arts Program Overview:

The three program goals:

• **Expand direct arts education**: To reach 100% of all students in grades pre-K through Grade 8 through at least once weekly, year-long arts instruction and develop targeted strategies to expand arts learning opportunities for high school students.

• **Build district and school capacity**: At both central office and school levels to support systematic expansion of arts education throughout the district.

• **Strengthen partnership coordination**: To build strong and sustainable partnerships between schools and the rich and diverse arts, cultural and higher education institutions in Boston.
Arts Program Overview:

Increase in Arts Education PreK-12

- Weekly Year Long Arts PreK-8: 63% (2009) vs. 93% (2015)
- Arts Elective Opportunities 9-12: 63% (2009) vs. 24% (2015)
Challenges:

Sustainability
a) Changing district leadership
b) In a site-based managed district continued advocacy for the arts against many district “priorities”

Assessment/Data
a) Developing and implementing quality arts assessment tools
b) Maintaining yearly all school data collection

Funding – Public and Private
Strategies:

Sustainability
• Our strategy has focused on the goal of building broad ownership of the vision that quality arts education is the expectation for all students in the city of Boston as a valued part of their overall education.

Assessment/Data
• Providing assessment and student learning data that connects the arts to overall student academic achievement success

Funding
• City/district commitment through the Mayor’s office
Strategies:

• Continued increase in public/district dollars to support hiring and retention of certified arts teachers
• Private funding to continue to competitive grant funding for partner arts organizations
• Identifying cost effective strategies to expand the day

Quality partner collaborations

Creative Scheduling
• Sharing arts teachers

Schedule A
• Opportunities for more schools to offer arts
Results:

- Increased arts education for PreK-8 students from 63% to 93%
- Increased arts opportunities for 9-12 students from 24% to 63%
- Increased # of certified arts teachers from 120-300, with an increase $8 Million in Public/District funds
- Philanthropic community has given $10 Million in funding to support increased partnership opportunities
- Increased Central Office capacity to serve schools
- Annual data collection of all schools to continue to inform work
Lessons Learned:

• Need strong leadership from the superintendent and school/administrator commitment
• Schools/teachers need continued strong district and partner support
• When adding time, it can’t just be for ELA and Math
• Be patient – results aren’t immediate
Boston Public Schools:

Megan Webb, Principal
Orchard Gardens K-8 School
Overview: Orchard Gardens

Orchard Gardens Pilot School (OGPS) is an urban K-8 school in Roxbury, MA serving more than 840 students, nearly all of whom live below the Federal poverty line and more than 55% of whom are English language learners.

Over the past 5 years, the school has undergone a dramatic turnaround, transforming from one of the lowest performing schools in the Commonwealth to a dynamic and energized learning community recognized by the Governor of Massachusetts Deval Patrick and First Lady Michelle Obama for its rapid improvement, strong instructional focus, and commitment to arts integration.
Challenges:

- Making the case for Arts-Focused ELT in lean budget times (post-turnaround)
- Prioritizing Arts and ELT as core initiatives
- Telling our arts story with data
- Incorporating partners
Strategies:

• Finding and cultivating the right partners
• Scheduling ELT to prioritize arts and teacher collaboration
• Betting on the Arts for Student Engagement
Results:

- Attendance: over 95%
- Suspension rates decreased by 85%
- Student achievement:
  - In the top 10% of all schools in Massachusetts in MCAS growth
  - Among large elementary and middle schools (>800), our 4-year growth rate ranks in the top 5 schools in Massachusetts.
  - Percentage of students reading at grade level increased 250%.
  - Much work to be done: still in the 30th percentile overall
Lessons Learned:

• Arts promote the building of skills for success (non-cognitive skills) in students
• Arts increase authentic family engagement
• Arts as a tool for reaching ELLs
• District support is needed to sustain arts and ELT
Panel Discussion

Join in the conversation.
Submit your questions using the chat feature.
Resources:

Contact Information:

Myran Parker-Brass, mparkerbrass@bostonpublicschools.org
Diana Wogan, dwogan@bostonpublicschools.org
Megan Webb, mwebb2@bostonpublicschools.org
Jennifer Siaca Curry jcurry@expandedschools.org
Vera Turner vturner@aasa.org
Resources:

Additional Resources:
BPS Arts Expansion Initiative
www.bpsarts.org

Orchard Gardens K-8 Pilot School
www.orchardgardensk8.org

AASA, The School Superintendents Association
www.aasa.org/content.aspx?id=10536

The Wallace Foundation Knowledge Center
www.wallacefoundation.org/knowledge-center/arts-education/Pages/default.aspx
Thank you for your participation!