

Realizing a Well-Rounded Education

That Provides an Arts Education and Improves
Student Achievement

April 15, 2015
2:00pm – 3:00pm ET

Welcome!



SCHOOL SUPERINTENDENTS
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Thank you for joining
us for today's
webinar.



Vera Turner
AASA Project Manager
and Webinar Host

Logistics:

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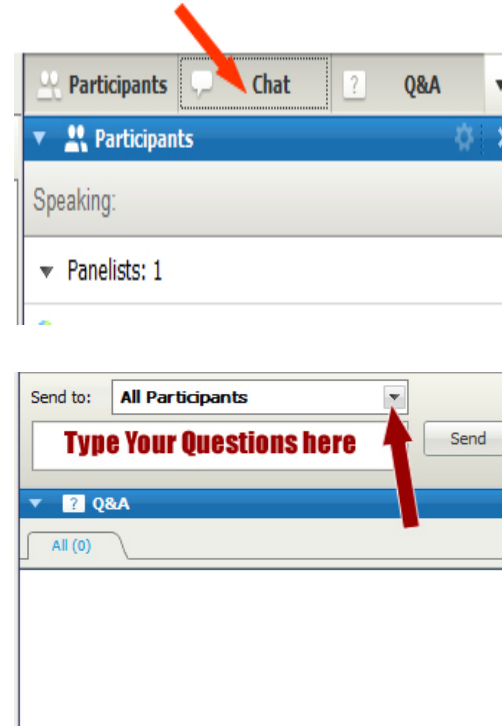
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Webinar Participation:

- 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:



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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

TASC



Jennifer Siaca Curry
Chief of Staff

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:



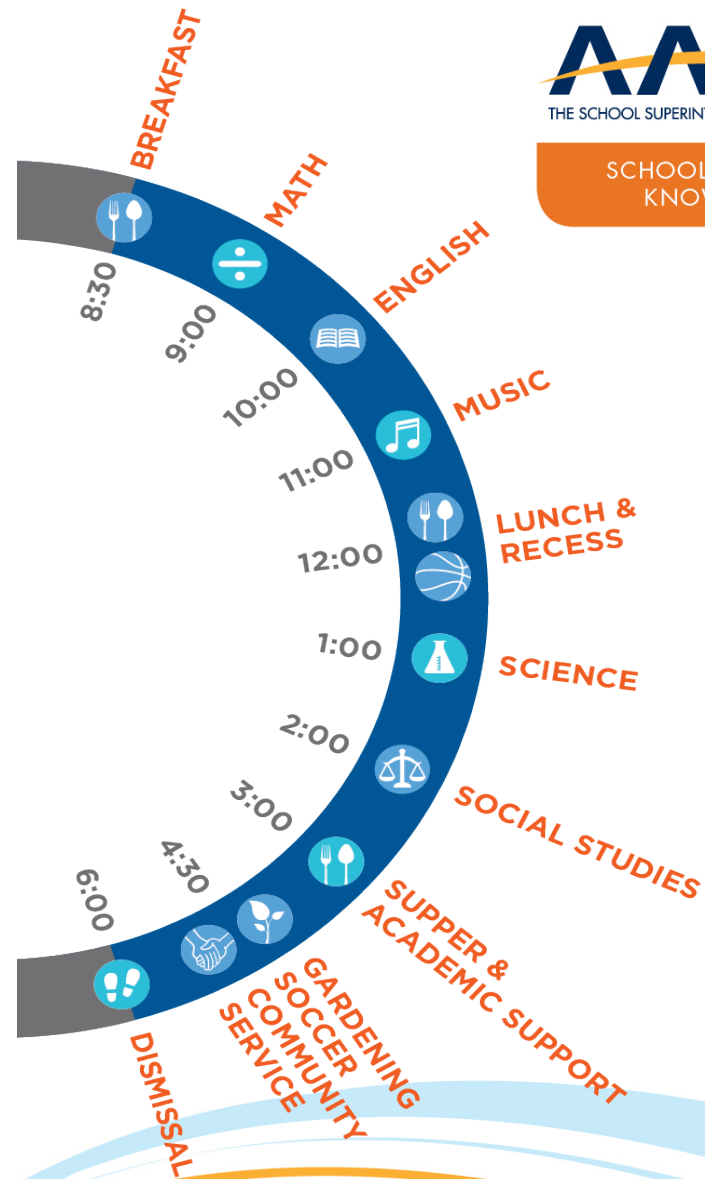
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- Expanded time should be:
 - Significant (2-3 hours)
 - Aligned to school day, but distinct
 - Used for a *balanced curriculum* including academic support as well as sports, art, leadership development, etc.
- School/community partnerships:
 - Are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

Student Experience



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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

Arts Program Overview:

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:

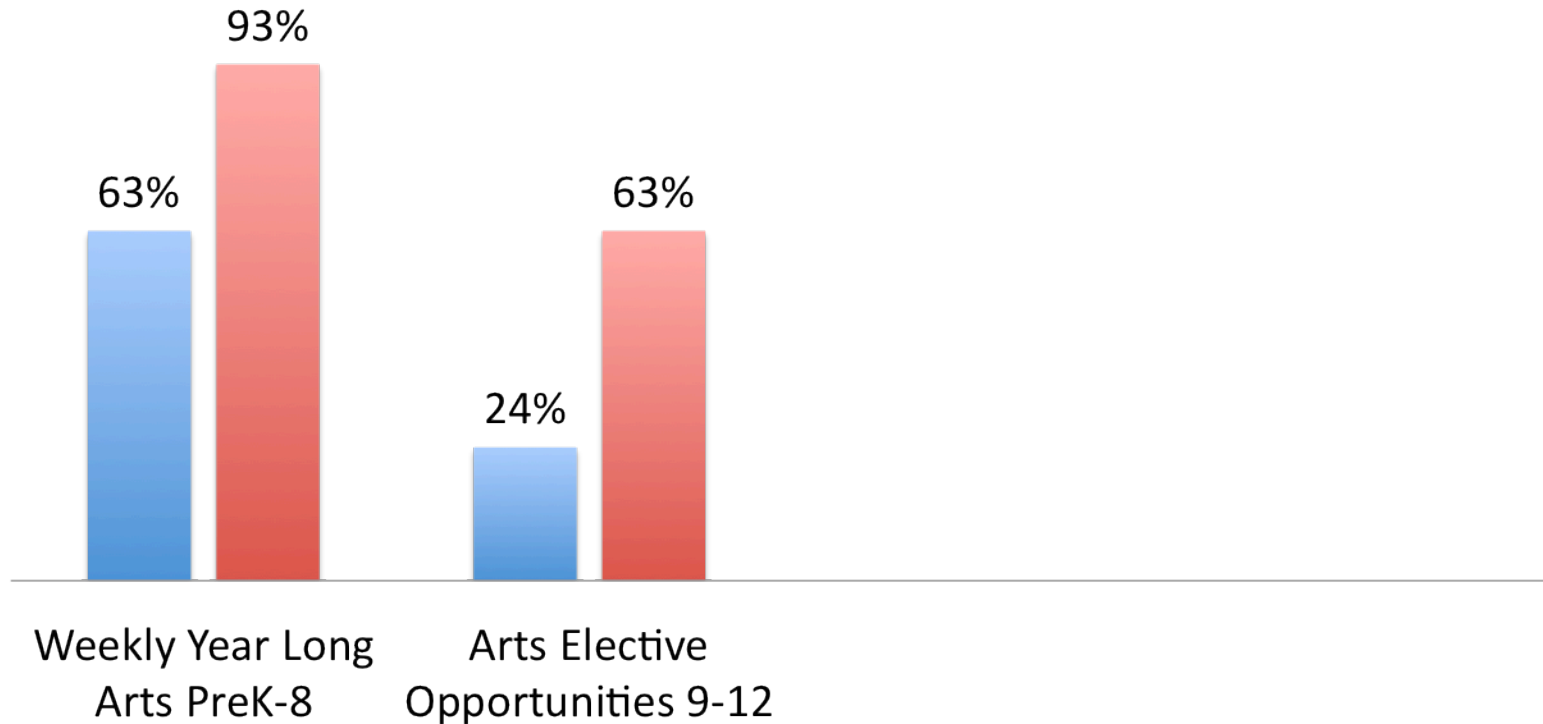
The three program goals:

- 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

■ 2009 ■ 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

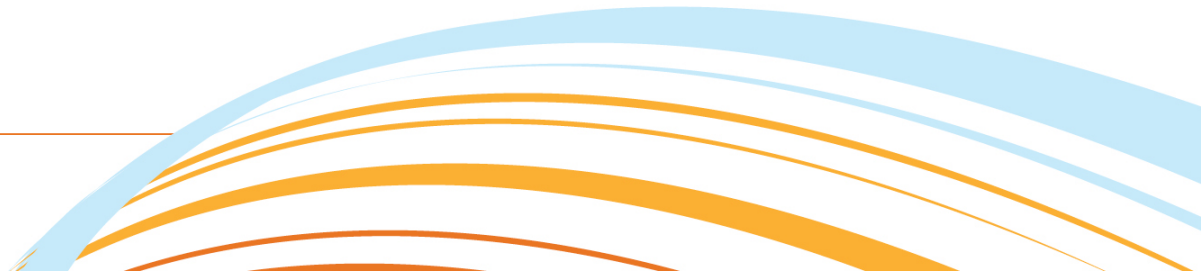
- Our strategy has focused on the goal of building broad ownership of the vision that quality arts education is the expectation for all students in the city of Boston as a valued part of their overall education.

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

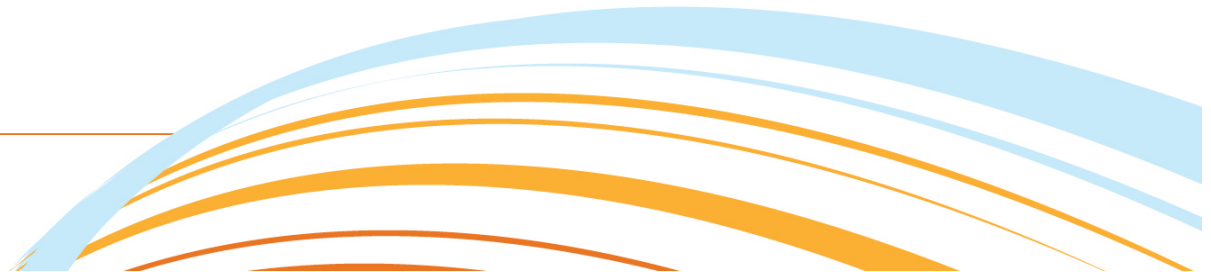
Lessons Learned:

- 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



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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



Q & A:

Panel Discussion

Join in the conversation.

Submit your questions using the chat feature.

Resources:



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Jennifer Siaca Curry, jcurry@expandedschools.org

Vera Turner, vturner@aasa.org

Resources:



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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!***