

ARTS

IN SCHOOLS REPORT

2018-2019





“Our students are incredibly talented, and with a high-quality arts education, we have the opportunity to cultivate a passion or a career. Whether our students are learning a new musical instrument, painting a canvas or rehearsing for a play, arts education has a powerful role in teaching them to think critically and creatively and is linked to improved math and English proficiency. This is deeply personal to me—the arts changed my life—and I am proud of the record investments we’ve made to bring the arts to New York City public schools.”

—Chancellor Richard A. Carranza

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Letter from the Chancellor



Dear Colleagues,

New York City is the world's arts capital and students in our public schools are working to take their place in it. I am proud that New York City public schools offer rigorous arts instruction through school leaders who invest in arts programming, arts teachers who nurture the creative potential of student artists and performers, parents who support their children's artistic endeavors, and young artists and performers who develop their artistry and talents in our classrooms. I applaud and celebrate the talents and creativity of students and their teachers, the critical contributions of our partners in the cultural community, and the focused and dedicated efforts of our wider NYC community to bring quality sequential arts education to each and every one of our students, no matter what their zip code may be.

The palpable and demonstrated power of rigorous arts instruction is a necessity in our school system. It is an essential element in serving our diverse 1.1 million students. The power of dance, music, theater, and visual and media arts continues to engage our students and impacts their schools and communities. We know, and I have witnessed, how arts education offers students rich and creative hands-on learning experiences. The arts embody the characteristics of culturally responsive pedagogy that can lead to the validation and affirmation of all learners and their various cultures. The arts can be a catalyst for nurturing a sense of empowerment and in promoting student voice. This engagement through a high-quality and culturally responsive arts education supports students in expanding their intellectual, physical, and emotional development as they mature into participatory citizens of our city.

That is why Mayor Bill de Blasio and I view a rich foundation in the arts as an integral part of a well-rounded education, and why we are investing in high-quality arts for all students, in every neighborhood and every borough. The DOE's *Arts in Schools Report for 2018–2019* highlights our belief that arts instruction must be rigorous, inclusive, and reflective of the diversity of the communities and students the DOE serves.

I look forward to continuing our work with cultural partners, educators, and parents to ensure that every New York City public school student receives an equitable and excellent education that includes high-quality arts instruction.

In unity,

A handwritten signature in white ink, appearing to read "Richard A. Carranza". The signature is fluid and cursive, with a large initial "R" and "C".

Richard A. Carranza
Chancellor





Introduction

Chancellor Carranza’s goal to “create a school system that reflects the best of this diverse, inspiring, and innovative city—a system in which every child has an equal opportunity to not just thrive but also to succeed beyond their wildest dreams.” The NYCDOE and its Division of Teaching & Learning’s Office of Arts and Special Projects (OASP) are committed to providing equity, universal access, and excellence in sequential arts education for all New York City public school students as an essential part of a complete and well-rounded education and in support of their college and career readiness and civic engagement.

Rigorous, robust, and engaging arts education supports collaboration, develops discipline, deepens critical thinking, and fosters skills that promote respect and empathy—all key elements to transforming the learning experiences for every one of our 1.1 million students. Under the leadership of Mayor Bill de Blasio and Chancellor Richard A. Carranza, all New York City public schools, inclusive of school administrators, teachers, support staff, and families, have been charged to take the Equity and Excellence for All agenda to the next level, and the arts play a key and essential role in this work.

Thanks to the Mayor’s continued commitment to arts education, the NYCDOE has baselined in its budget \$23 million to address arts program needs. These funds from the Mayor continue to support the upgrade of arts facilities and equipment in schools, the deepening of partnerships with cultural organizations to serve Multilingual Learners and students with disabilities, and the expansion of professional learning opportunities. Nearly 5,000 teachers, school leaders, and arts education liaisons have participated in a comprehensive arts professional learning series designed to support Equity and Excellence for All. At the local level, the Borough Arts Directors continue their work with school leaders to provide

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targeted guidance on staffing, arts partnerships, and opportunities for additional arts resources to meet the needs of their dance, music, theater, and visual arts programs. In celebration of the efforts of the arts education, each school year culminates with a series of Borough Arts Festivals showcasing the talents and achievements of student artists and performers with thousands of parents and community members in attendance.

Chancellor Carranza's four priorities that build upon the *Framework for Great Schools* are: accelerate learning and instruction; partner with communities; develop people; and advance equity now. Recognizing that the arts play a pivotal role in that mission, Chancellor Carranza tasked the NYCDOE and arts community to design a multi-year strategic plan that will audaciously tackle the remaining challenges to providing each and every student with an equitable and excellent arts education.

With the 13th annual *Arts in Schools Report*, for 2018–2019, we are demonstrating progress toward equity and excellence in arts education, and also identifying gaps that must be addressed going forward.

The NYCDOE remains committed to collaborating with cultural partners, school leaders, parents, and advocates for arts education. Focusing on the Chancellor's priorities, along with the Chancellor's Strategic Plan for the arts, will serve as a North Star as we work to make our public school system the fairest and strongest in the nation, using the arts as an essential vehicle so that all students are able "to succeed beyond their wildest dreams."



Executive Summary

The New York City Department of Education (NYCDOE) is committed to providing all public school students with universal access to a high-quality arts education. Since the launch of the ArtsCount initiative in 2007, the NYCDOE Office of Arts and Special Projects (OASP) has increased the accountability for and transparency of arts education in all NYCDOE public schools. Each spring, the OASP administers the *Annual Arts Education Survey* to all public schools to collect information on schools' arts programming. In the 2018–19 school year, 97 percent (N=1,546) of all schools responded to the survey. The information gathered from the *Annual Arts Education Survey* and from internal NYCDOE databases is used to track school compliance with the New York State Education Department (NYSED) arts instructional requirements and guidelines.

The data presented in this Executive Summary reflect schools' progress toward meeting the NYSED arts requirements and guidelines (see Appendix on page 173) and provide a snapshot of arts education in schools during the 2018–19 school year. Where applicable, data are provided from previous school years in order to examine progress over time. The data are presented separately by school level (i.e., elementary, middle, high, and multi-grade schools). Students in District 75 schools—schools that exclusively serve students with special needs—are allowed more flexibility with the delivery of arts instruction. Therefore, data on arts education in District 75 schools are presented separately throughout the report.

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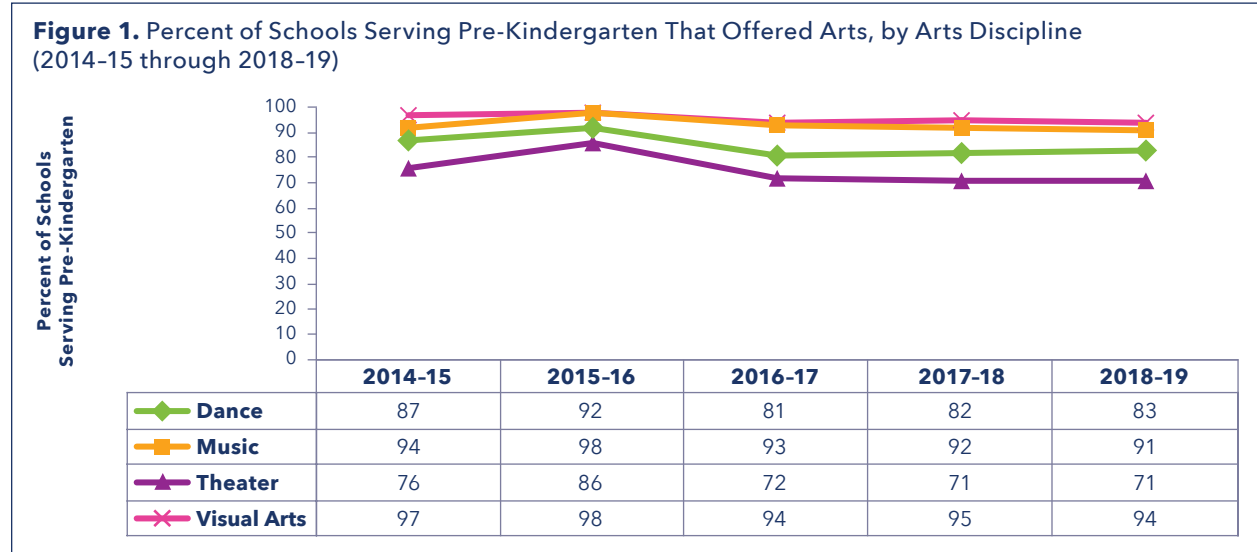
Elementary School Grades

Schools serving elementary school grades include all schools serving pre-kindergarten through fifth-grade students (i.e., elementary, K-8, and K-12 schools), with the exception of District 75 schools. Arts instruction in schools serving elementary school grades can be provided by classroom teachers, school-based arts teachers, and/or cultural arts organizations. Data shown in the Executive Summary refer to arts instruction provided by any instructional provider (i.e., classroom teachers, school-based arts teachers, and/or cultural arts organizations).



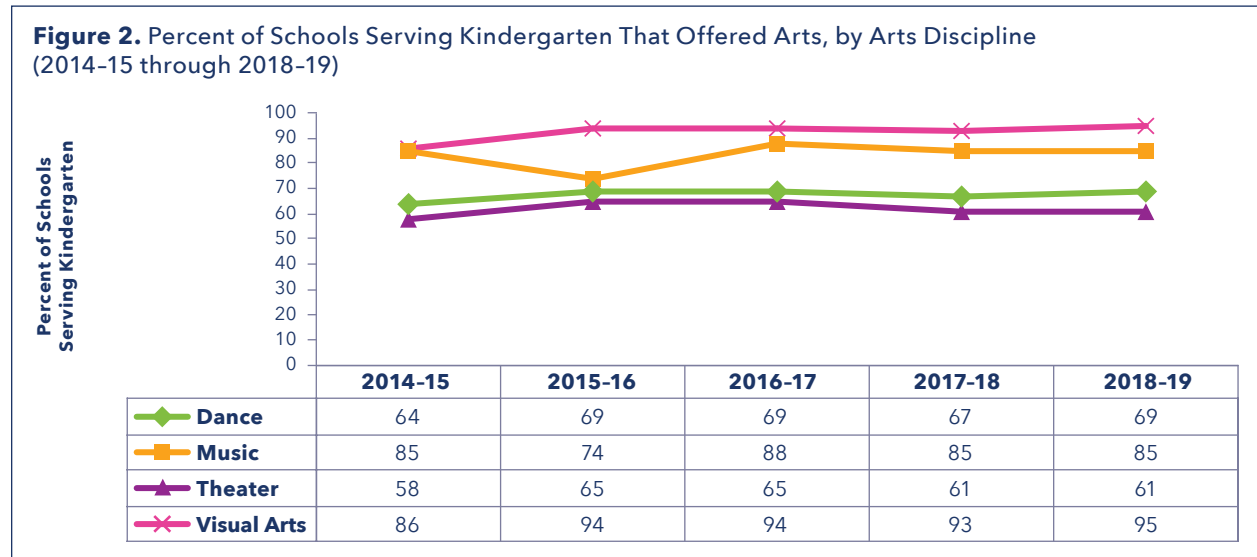
Arts Instruction Provided to Pre-Kindergarten Students

Of the 626 responding schools that served pre-kindergarten students in the 2018-19 school year, 83 percent reported providing dance instruction to pre-kindergarten students; 91 percent reported providing music instruction; 71 percent reported providing theater instruction; and 94 percent reported providing visual arts instruction (see Figure 1).



Arts Instruction Provided to Kindergarten Students

Of the 790 responding schools that served kindergarten students in the 2018-19 school year, 69 percent reported providing dance instruction to kindergarten students; 85 percent provided music instruction; 61 percent provided theater instruction; and 95 percent provided visual arts instruction (see Figure 2).



Arts Instruction Provided to Grades 1-5

Of the 796 responding schools serving grades 1-5 in the 2018-19 school year (including elementary, K-8, and K-12 schools), 99 percent reported providing instruction in at least one arts discipline (i.e., dance, music, theater, or visual arts) to any grade 1-5; 94 percent provided instruction in two or more arts disciplines; 81 percent provided at least three arts disciplines; and 63 percent offered all four arts disciplines to any grade 1-5 (see Table 1). Forty-four percent of responding schools reported providing instruction in all four arts disciplines to all grades 1-5 during the 2018-19 school year (see Table 2). This percent has been largely consistent over the past four years.

Table 1. Percent of Schools Serving Grades 1-5 That Offered One or More Arts Disciplines to *Any Grade 1-5* (2014-15 through 2018-19)

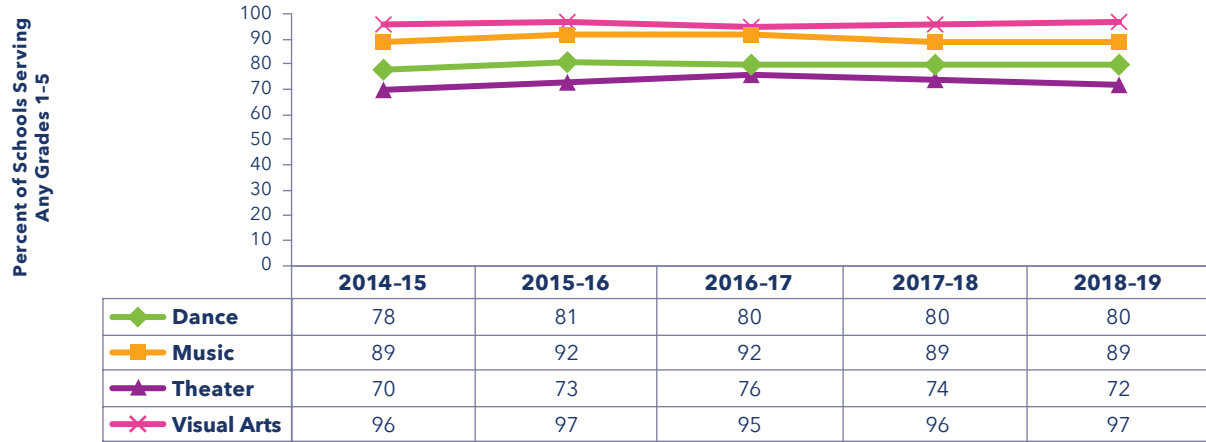
Number of Arts Disciplines	2014-15	2015-16	2016-17	2017-18	2018-19
One or More Arts Disciplines	99%	100%	100%	99%	99%
Two or More Arts Disciplines	94%	97%	96%	95%	94%
Three or More Arts Disciplines	80%	84%	84%	84%	81%
Four Arts Disciplines	58%	63%	64%	62%	63%

Table 2. Percent of Schools Serving Grades 1-5 That Provided All Four Arts Disciplines to *All Grades 1-5* (2014-15 through 2018-19)

	2014-15	2015-16	2016-17	2017-18	2018-19
Four Arts Disciplines	38%	44%	45%	44%	44%

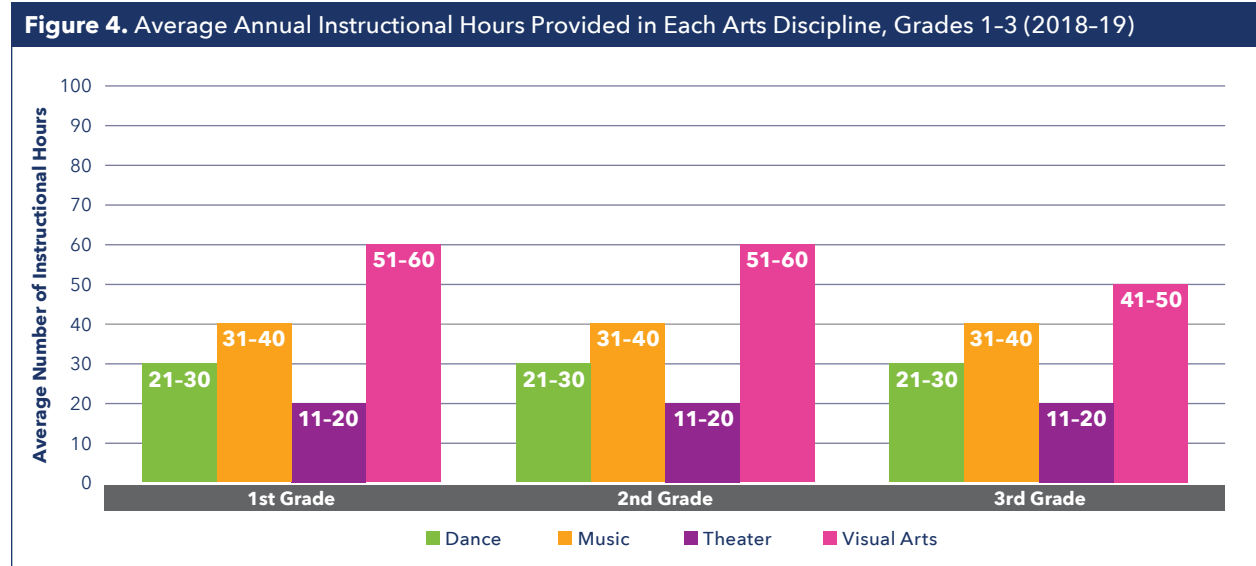
In the 2018-19 school year, 80 percent of responding schools reported providing dance; 89 percent reported providing music; 72 percent reported providing theater; and 97 percent reported providing visual arts to any grade 1-5 (see Figure 3).

Figure 3. Percent of Schools Serving Grades 1-5 That Offered Arts to Any Grade 1-5, by Arts Discipline (2014-15 through 2018-19)



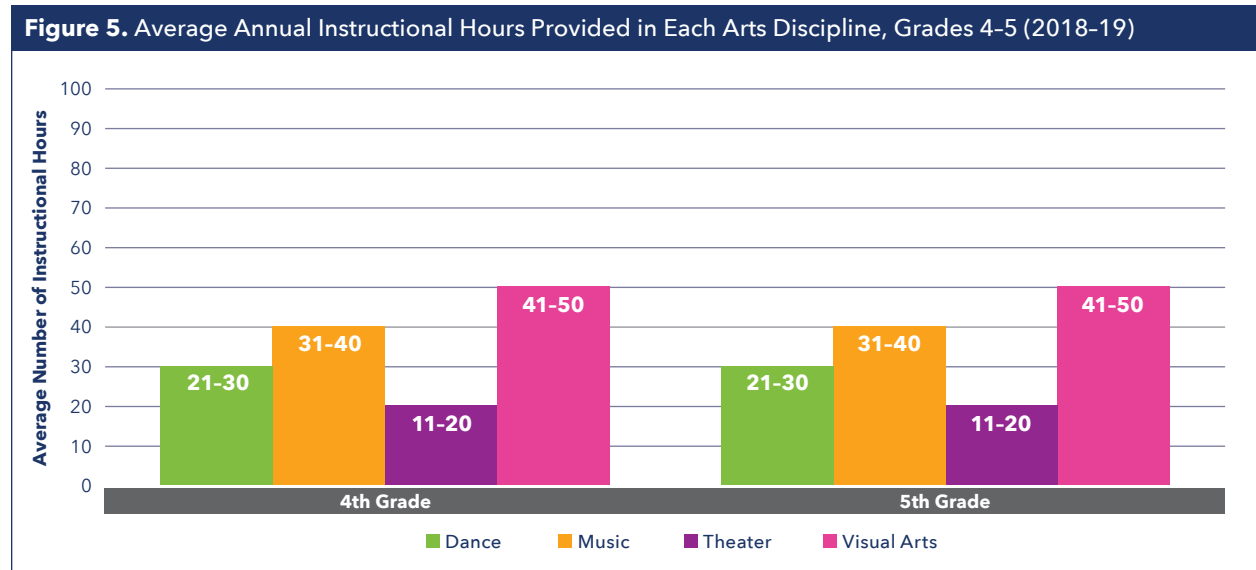
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Responding schools serving grades 1-3¹ reported that during the 2018-19 school year, students received an average of 21-30 hours of dance instruction; 31-40 hours of music instruction; 11-20 hours of theater instruction; and 41-60 hours of visual arts instruction (see Figure 4). These ranges were consistent across grades and similar to the ranges reported in the 2017-18 school year.



1 First grade N=788; second grade N=783; third grade N=755

Responding schools serving grades 4-5² reported providing an average of 21-30 hours of dance instruction; 31-40 hours of music instruction; 11-20 hours of theater instruction; and 41-50 hours of visual arts instruction (see Figure 5). These ranges were all consistent across each of the grades 4 and 5, as well as with the ranges reported in 2017-18.



2 Fourth grade N=765; fifth grade N=759

Middle School Grades

Schools serving middle school grades (N=470) include all schools serving grades 6 through 8 (i.e., middle, secondary, K-8, and K-12 schools), with the exception of District 75 schools.

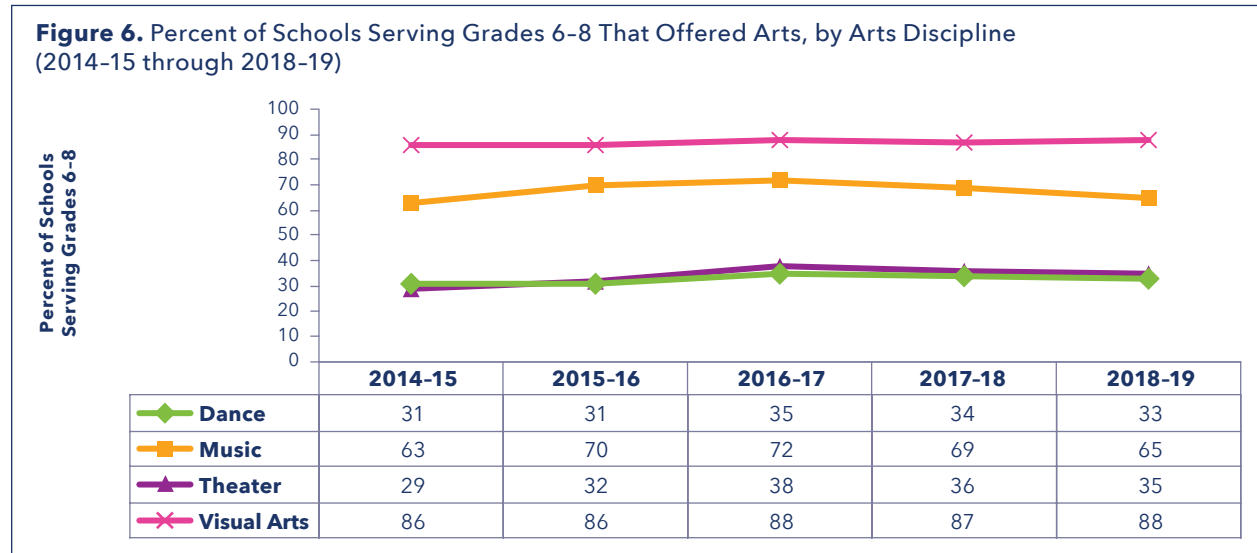
Arts Instruction Provided to Grades 6-8

In the 2018-19 school year, 97 percent of responding schools serving middle school grades offered at least one of the four arts disciplines to students in any grade 6-8; 75 percent provided at least two arts disciplines; 36 percent provided at least three arts disciplines; and 12 percent provided all four arts disciplines (see Table 3).

Table 3. Percent of Schools Serving Grades 6-8 That Offered Arts to Any Grade 6-8 (2014-15 through 2018-19)

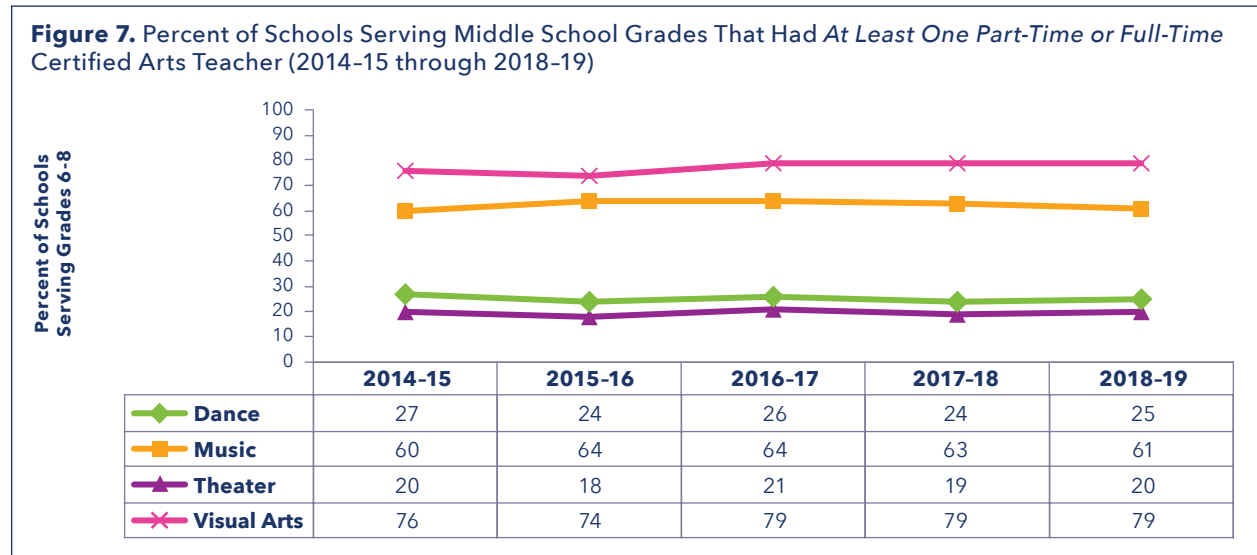
Number of Arts Disciplines	2014-15	2015-16	2016-17	2017-18	2018-19
At Least One Arts Discipline	96%	97%	99%	98%	97%
At Least Two Arts Disciplines	71%	77%	80%	77%	75%
At Least Three Arts Disciplines	30%	35%	41%	38%	36%
Four Arts Disciplines	9%	11%	13%	13%	12%

Of the responding schools serving grades 6-8 during the 2018-19 school year, 33 percent reported providing dance instruction; 65 percent reported providing music; 35 percent reported providing theater; and 88 percent reported providing visual arts instruction (see Figure 6).



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Of responding schools serving middle school grades in 2018-19, 25 percent reported having at least one certified dance teacher (part-time or full-time); 61 percent reported having at least one certified music teacher; 20 percent reported having at least one certified theater teacher; and 79 percent reported having at least one certified visual arts teacher (see Figure 7).



The New York State Education Department (NYSED) arts requirements and guidelines recommend that schools serving grades 7 and 8 provide students with at least two different arts disciplines (i.e., dance, music, theater, or visual arts) that are taught by certified arts teachers over the course of seventh and eighth grades. In 2017-18, 34 percent of eighth-grade students met this requirement by the end of their eighth-grade year (see Table 4). As shown in Table 5, 87 percent of students had completed two or more arts courses (half-units) in any arts discipline by the end of their eighth-grade year.

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Table 4. Percent of 8th-Grade Students Who Met the NYSED Arts Requirement (2014-15 through 2018-19)

8th Grade NYSED Requirement	2014-15	2015-16	2016-17	2017-18	2018-19
Completed Two Arts Courses in Two Different Arts Disciplines by a Certified Arts Teacher	28%	34%	33%	36%	34%

Table 5. Percent of 8th-Grade Students Who Completed Two or More Arts Courses by the End of 8th Grade (2014-15 through 2018-19)

Number of Arts Courses	2014-15	2015-16	2016-17	2017-18	2018-19
Two or More Half-Units of Arts Instruction in Any Arts Discipline	87%	88%	87%	89%	87%

High School Grades

Schools serving high school grades (N=439) include all schools serving grades 9 through 12 (i.e., high schools, secondary schools, and K-12 schools), with the exception of District 75 schools.

Arts Instruction Provided to Grades 9-12

All responding schools serving grades 9-12 provided at least one arts discipline (100 percent), and 10 percent provided all four arts disciplines to any grade 9-12 during the 2018-19 school year (see Table 6).

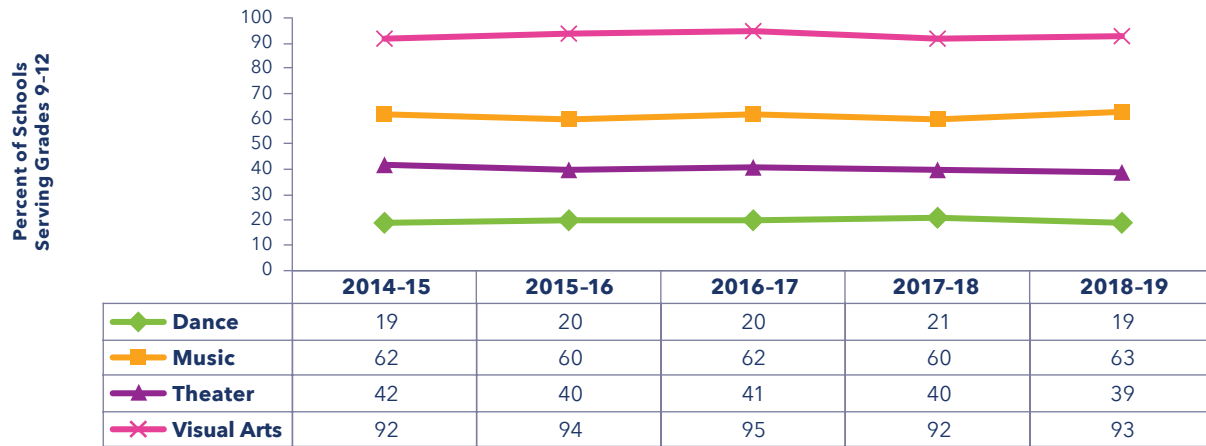
Table 6. Percent of Schools Serving Grades 9-12 That Offered Arts to Any Grade 9-12 (2014-15 through 2018-19)

Number of Arts Disciplines	2014-15	2015-16	2016-17	2017-18	2018-19
At Least One Arts Discipline	98%	99%	100%	99%	100%
At Least Two Arts Disciplines	71%	71%	71%	70%	71%
At Least Three Arts Disciplines	36%	34%	34%	34%	34%
Four Arts Disciplines	11%	11%	12%	10%	10%

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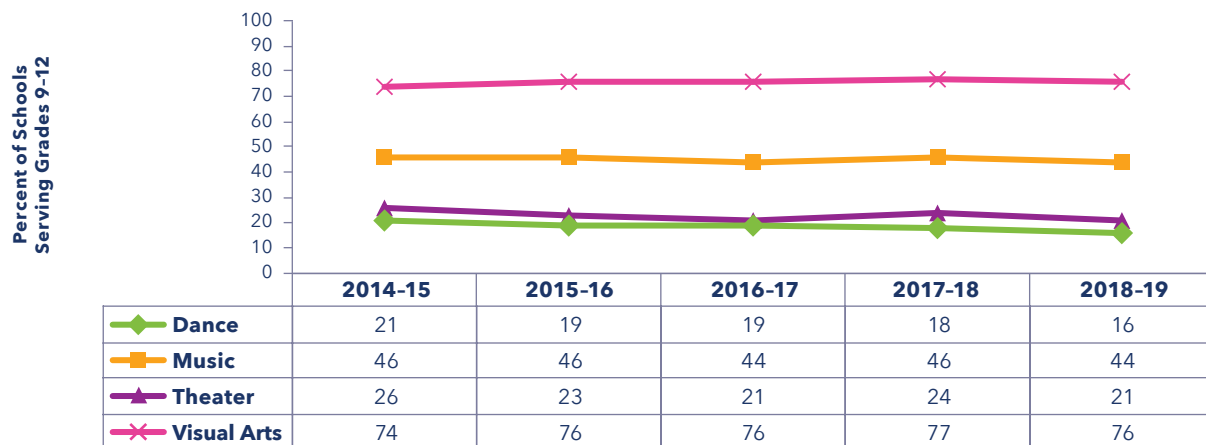
In the 2018-19 school year, 19 percent of responding schools serving grades 9-12 provided dance instruction; 63 percent provided music; 39 percent provided theater; and 93 percent provided visual arts instruction to any grade 9-12 (see Figure 8).

Figure 8. Percent of Schools Serving Grades 9-12 That Offered Arts to Any Grade 9-12, by Arts Discipline (2014-15 through 2018-19)



Of responding schools serving high school grades in 2018-19, 16 percent reported having at least one certified dance teacher (part-time or full-time); 44 percent reported having at least one certified music teacher; 21 percent reported having at least one certified theater teacher; and 76 percent reported having at least one certified visual arts teacher (see Figure 9).

Figure 9. Percent of Schools Serving Grades 9-12 with At Least One Part-Time or Full-Time Certified Arts Teacher (2014-15 through 2018-19)



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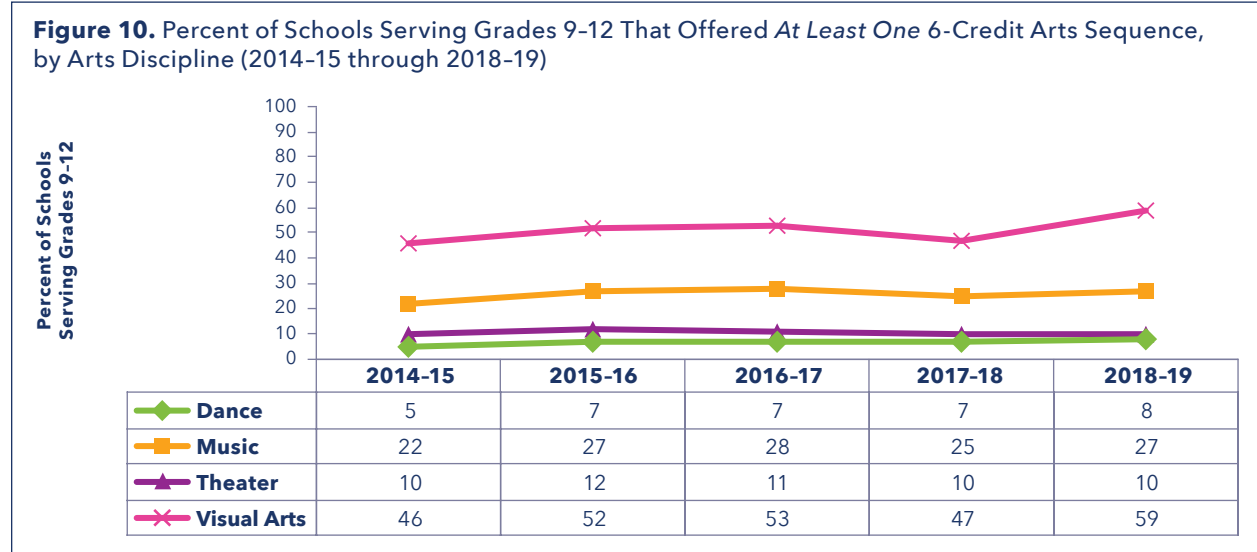
The NYSED arts requirements and guidelines recommend that schools serving high school grades provide students with a minimum of two credits in the arts prior to graduation. In the 2018-19 school year, all (100 percent) high school graduates from responding schools graduated with two or more credits in the arts (see Table 7).

Table 7. Percent of High School Graduates Who Met the NYSED Arts Requirement (2014-15 through 2018-19)

	2014-15	2015-16	2016-17	2017-18	2018-19
Graduated with Two or More Credits in the Arts	100%	100%	100%	100%	100%



The proportions of schools with high school grades that reported offering at least one arts sequence of six or more credits ranged from 8 percent in dance to 59 percent in visual arts during 2018-19 (see Figure 10).



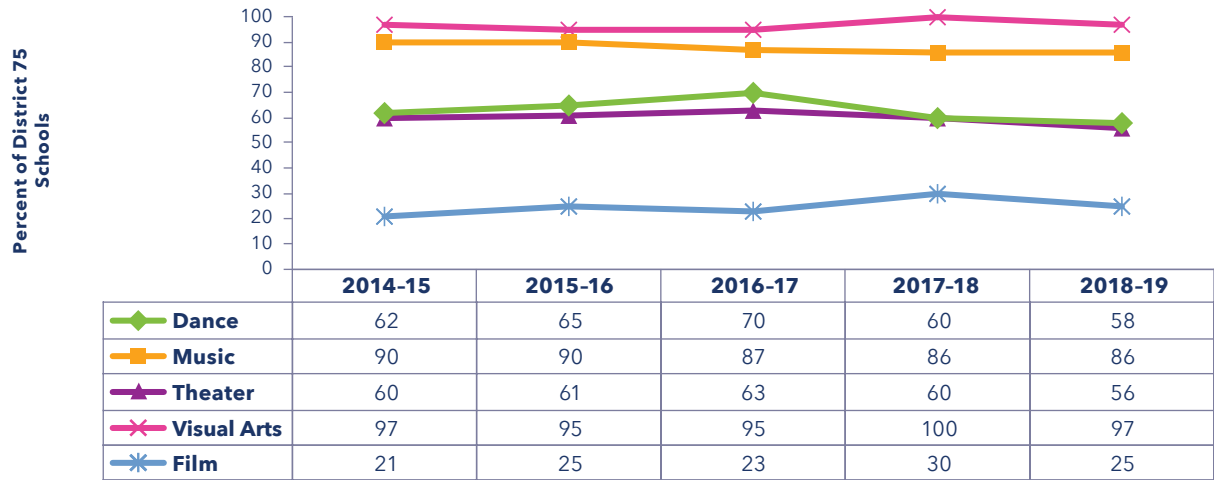
Arts Instruction Provided in District 75 (Grades K-12)

District 75 provides citywide educational, vocational, and behavioral support programs for students with disabilities. As previously noted, District 75 schools are allowed more flexibility with the delivery of arts instruction to their students.

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Of the responding District 75 schools (N=59), greater percentages reported that they offer visual arts (97 percent) and/or music (86 percent) than dance (58 percent), theater (56 percent), and/or film (25 percent) to any grade K-12 (see Figure 11).

Figure 11. Percent of District 75 Schools That Offered Arts to Any Grade K-12, by Type of Arts Discipline (2014-15 through 2018-19)



Cultural Arts Organizations

New York City’s cultural arts organizations are a tremendous asset to public schools, providing students and teachers with access to quality arts instruction and world-class performances and exhibitions. The majority of responding schools (84 percent) reported partnering with at least one cultural arts organization over the course of the 2018-19 school year (see Table 8).

Table 8. Percent of Schools Partnered with *At Least One* Cultural Arts Organization (2014-15 through 2018-19)

	2014-15	2015-16	2016-17	2017-18	2018-19
At Least One Arts Provider	87%	87%	82%	85%³	84%

In the 2018-19 school year, at least 312 cultural arts organizations were partnered with schools to provide arts education instruction. Over time, the number of cultural arts organizations partnered with NYCDOE public schools has ranged from over 300 to over 400 or more (see Table 9).

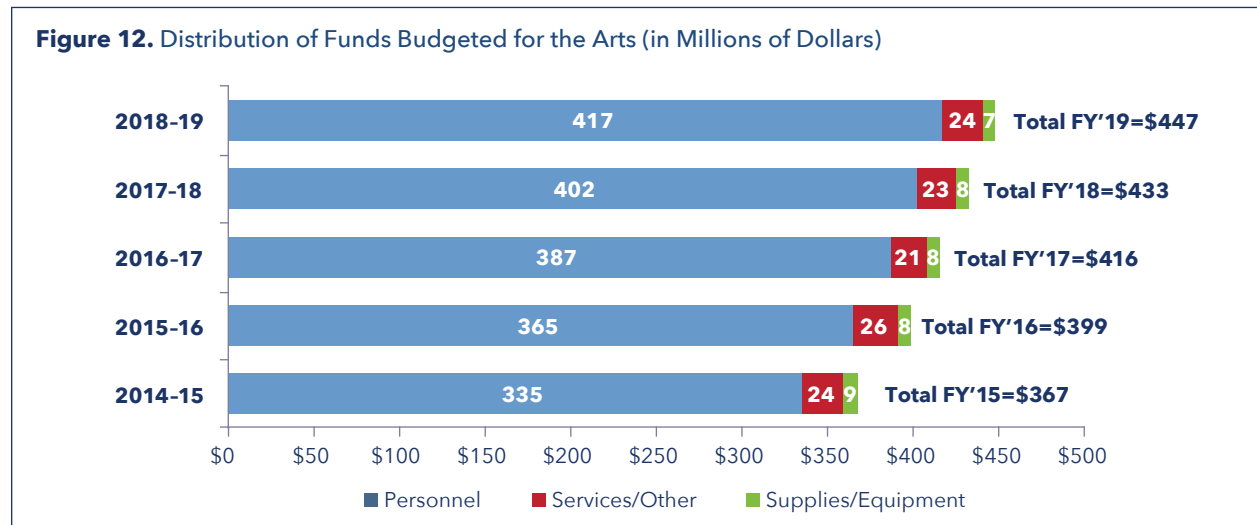
Table 9. Number of Cultural Arts Organizations that Partnered with Responding Schools (2014-15 through 2018-19)

	2014-15	2015-16	2016-17	2017-18	2018-19
At Least One Arts Provider	359+	399+	441+	431+	445+

³ This percentage has been revised from what was reported previously for the 2017-18 school year due to a previous error in calculation.

Funds Budgeted for the Arts

In the 2018-19 fiscal year, the overall budget for the arts was \$447,313,481. This includes \$416,843,313 budgeted for personnel; \$23,764,714 for arts services/other (e.g., cultural arts organizations); and \$6,705,454 for arts supplies/equipment (e.g., instructional materials, equipment repair) (see Figure 12).



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Arts Education in New York City Public Schools

Information was gathered about student access and participation in arts education and supports for quality arts education during the 2018-19 school year. When available, data are provided for previous school years and are based on the portion of schools that responded to the *Annual Arts Education Survey* during that school year. In the 2018-19 school year, 97 percent (N=1,546) of all NYCDOE schools responded to the survey. In addition, data are collected from other data sources that include NYCDOE databases and the NYC *Principal Satisfaction Survey*. For a further description of the methods used to calculate the data presented, see the Methodology section on page 165.



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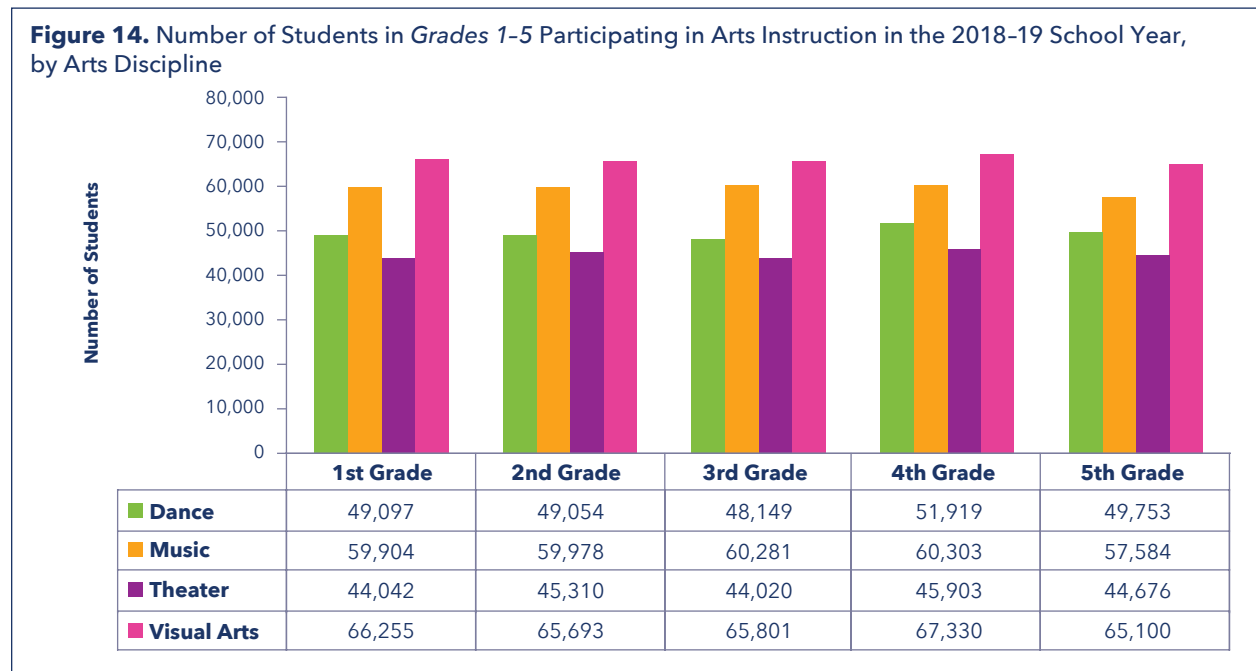
The Arts Education in New York City Public Schools section of the report is organized by grade and school level (i.e., elementary, middle, and high schools⁴), and includes information on: the number and type of arts disciplines provided; the number of students participating in arts instruction; screened arts programs in high school; and arts sequences offered to students in grades 9–12. The data presented reflect schools' progress toward meeting the NYSED arts requirements and guidelines (see Appendix on page 173 for descriptions), which emphasize arts instruction in dance, music, theater, and visual arts. In addition to these four arts disciplines, arts instruction in the moving image/film is offered in many schools throughout the city. The majority of data shown is disaggregated by dance, music, theater, and visual arts, and where available, data are also provided on moving image/film instruction.

Students in District 75 schools—schools that exclusively serve students with disabilities—are not held accountable to the same requirements. Therefore, data on arts education in District 75 schools are presented separately. The District 75 section includes data on the type of arts disciplines offered in these schools and the arts disciplines used to advance students' Individual Education Program (IEP) goals.

4 Data disaggregated by school level include data from multi-grade schools (i.e., early childhood [preK-2], K-8, or K-12 schools) where noted in the title.

Number of Students Participating in Arts Education

Figures 14 through 16 present the numbers of students in grades 1 through 12 receiving arts instruction during the 2018-19 school year. These data include all schools except District 75 schools. For grades 1-5, schools reported on arts instruction to classes as a whole. For grades 6-12, schools reported on arts instruction provided to individual students.



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Figure 15. Number of Students in Grades 6-8 Participating in Arts Instruction in the 2018-19 School Year, by Arts Discipline

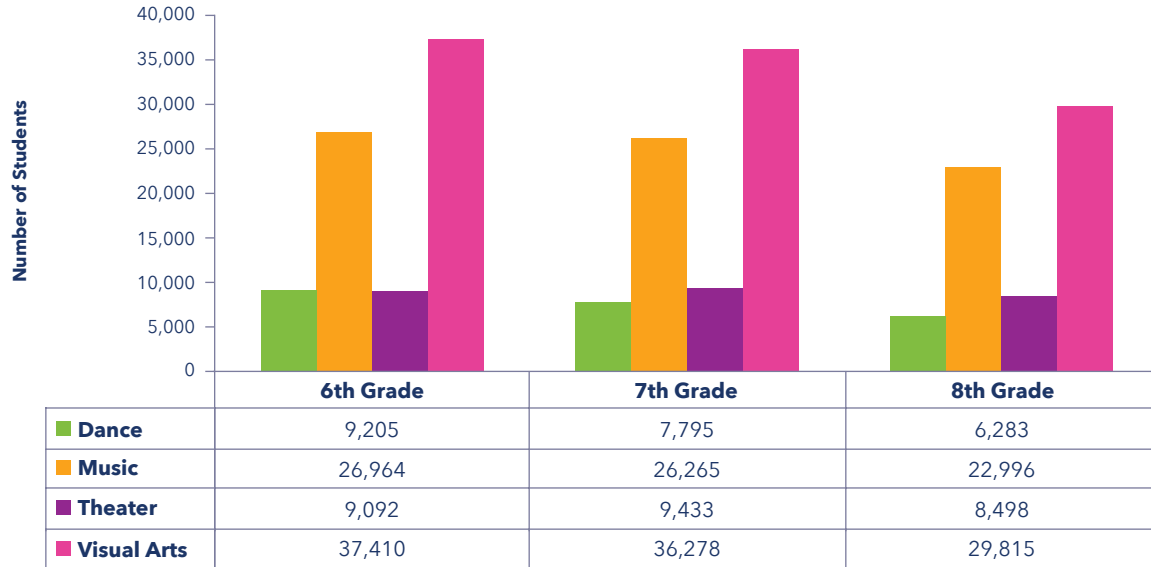
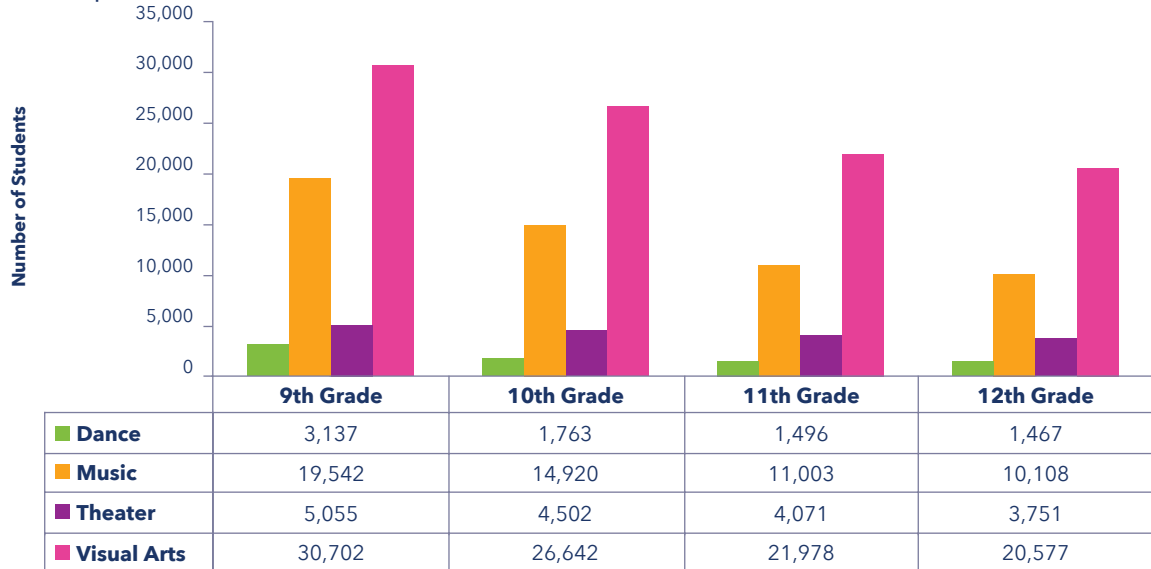


Figure 16. Number of Students in Grades 9-12 Participating in Arts Instruction in the 2018-19 School Year, by Arts Discipline



Elementary School Grades

This section presents data on arts instruction provided to students in elementary school grades (pre-kindergarten through fifth grade), as reported by elementary and multi-grade schools (i.e., early childhood [preK-2], K-8, or K-12 schools). District 75 schools are not included.

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

All data regarding arts instruction provided to pre-kindergarten students were collected through the *Annual Arts Education Survey*. Since the 2014-15 school year, schools recorded data on arts instructional hours provided by classroom teachers and/or school-based arts teachers to students in kindergarten through fifth grade through the NYCDOE STARS database. Data on arts instructional hours provided by cultural arts organizations to kindergarten through fifth-grade students were gathered through the *Annual Arts Education Survey*.

In 2018-19, 41 percent (N=640) of all schools that responded to the survey were classified as elementary schools. Forty percent (N=626) of responding schools served pre-kindergarten students, 51 percent (N=790) served kindergarten students, and 10 percent (N=156) were classified as multi-grade schools serving at least one elementary school grade (i.e., grades 1-5).

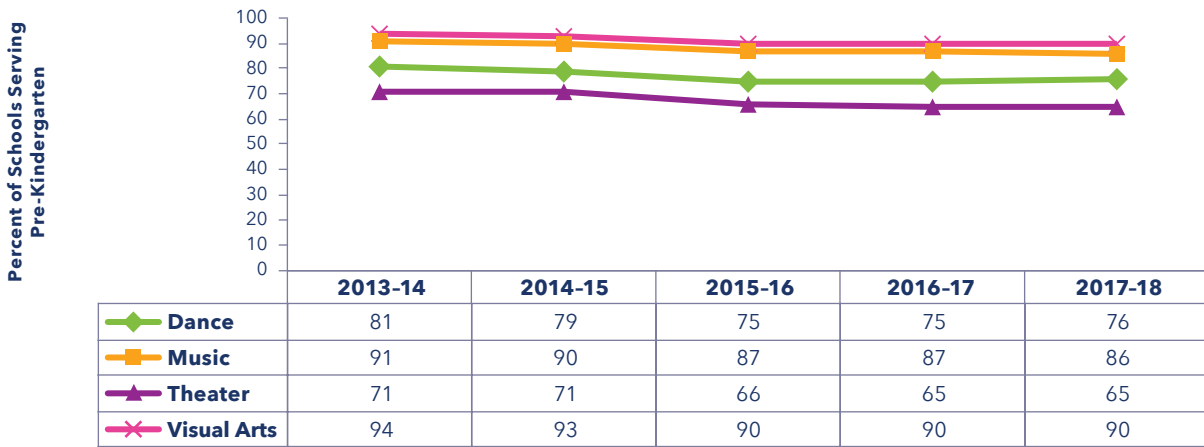
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Arts Instruction Provided to Pre-Kindergarten and Kindergarten Students

Figure 17 displays data on the percent of responding schools providing dance, music, theater, and/or visual arts instruction to pre-kindergarten students (through school-based staff only). The results are presented for the 2014-15 through 2018-19 school years. Data on the percent of responding schools providing arts instruction to kindergarten students through any instructional provider (i.e., classroom teacher, school-based arts teachers, and/or cultural arts organizations) is shown in Figure 2 of the Executive Summary.



Figure 17. Percent of Schools Serving Pre-Kindergarten That Offered Arts Taught by *School-Based Staff*, by Arts Discipline (2014-15 through 2018-19) (N=626)



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

Tables 10 and 11 and Figures 18 through 20 present data on arts instruction in dance, music, theater, and visual arts taught by any instructional provider (including school-based arts teachers, classroom teachers, and/or cultural arts organizations).

Table 10 shows the number of arts disciplines provided to any grade 1-5 in the 2018-19 school year in elementary schools and in multi-grade schools serving grades 1-5. Table 11 presents the percent of responding elementary and multi-grade schools that offered all four arts disciplines to all grades 1-5 from 2014-15 through 2018-19. The types of arts disciplines offered to any grade 1-5 from 2014-15 through 2018-19 are displayed in Figure 18 for elementary schools only. Information on the average number of instructional hours provided in the arts in the 2018-19 school year is presented in Figures 19 (grades 1-3) and 20 (grades 4 and 5) for elementary schools only. According to the NYSED arts requirements and guidelines, students in grades 1-3 should receive approximately 46 hours of arts instruction in each arts discipline (dance, music, theater, and visual arts) across the school year, and students in grades 4 and 5 should receive approximately 23 hours of arts instruction in each discipline across the school year.

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Table 10. Percent of All Schools Serving Grades 1-5, by Arts Disciplines Provided by Any Instructional Provider to Any Grade 1-5 in the 2018-19 School Year

Number of Arts Disciplines	
Elementary Schools (N=640)	
At Least One Arts Discipline	99%
At Least Two Arts Disciplines	94%
At Least Three Arts Disciplines	82%
Four Arts Disciplines	66%
Multi-Grade Schools (N=156)	
At Least One Arts Discipline	100%
At Least Two Arts Disciplines	94%
At Least Three Arts Disciplines	77%
Four Arts Disciplines	54%

Table 11. Percent of Schools that Offered All Four Arts Disciplines, Taught by Any Instructional Provider, to All Grades 1-5 (2014-15 through 2018-19)

	2014-15	2015-16	2016-17	2017-18	2018-19
Elementary Schools (N=640)					
All Four Arts Disciplines to All Grades 1-5	40%	48%	48%	47%	47%
Multi-Grade Schools (N=156)					
All Four Arts Disciplines to All Grades 1-5	31%	27%	35%	33%	30%

Figure 18. Percent of Elementary Schools by Type of Arts Disciplines Taught by Any Instructional Provider to Any Grade 1-5 (2014-15 through 2018-19) (N=640)

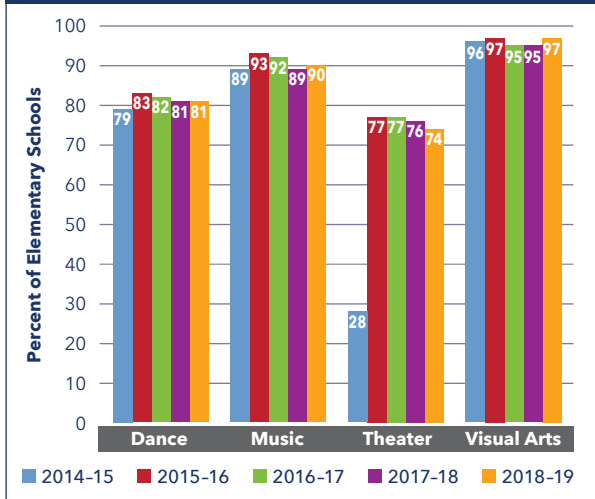


Figure 19. Average Annual Instructional Hours Taught in Elementary Schools by Any Instructional Provider in the 2018-19 School Year, by Arts Discipline (Grades 1-3) (N=640)

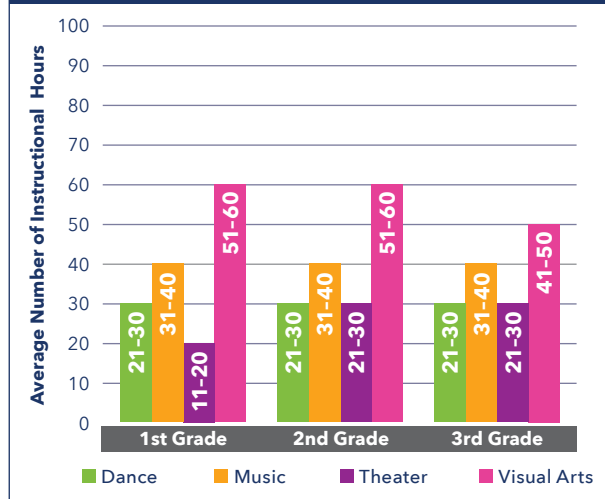
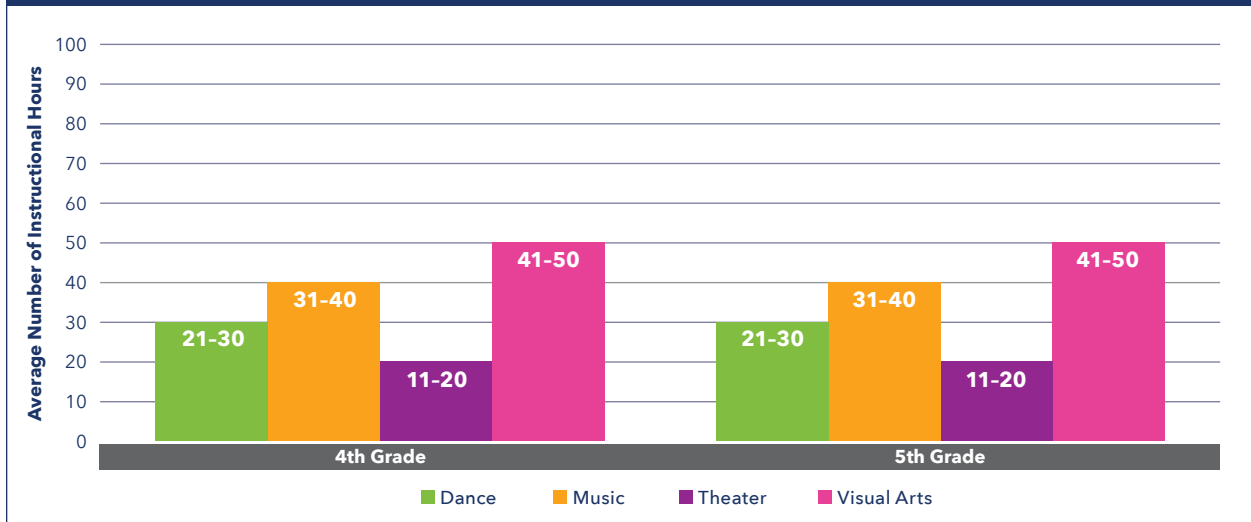


Figure 20. Average Annual Instructional Hours Taught in Elementary Schools by Any Instructional Provider in the 2018-19 School Year, by Arts Discipline (Grades 4-5) (N=640)



ARTS IN SCHOOLS

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

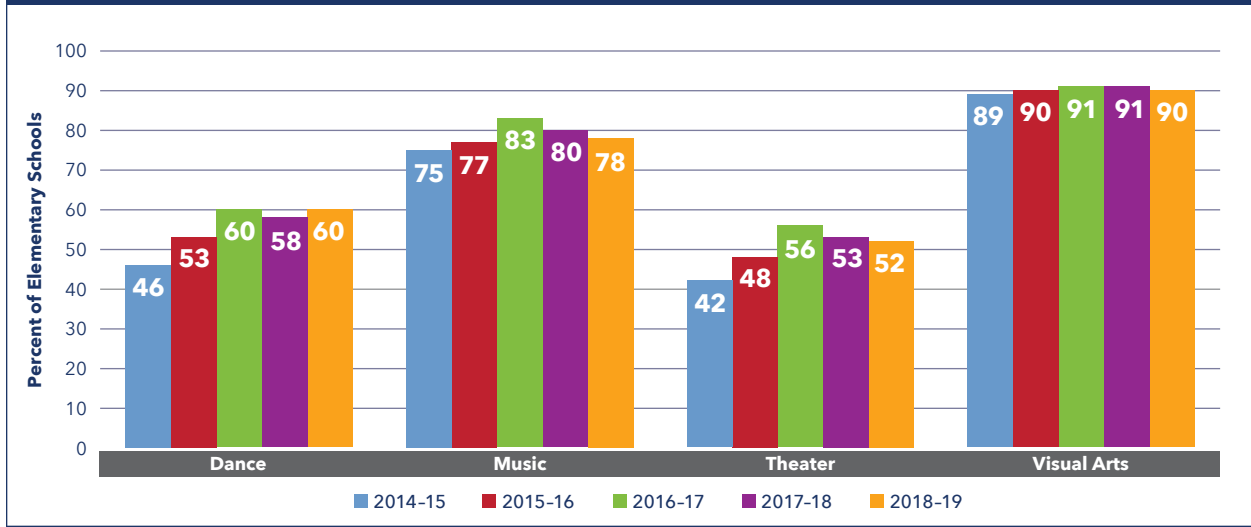
Table 12 and Figure 21 present data on arts instruction in dance, music, theater, and/or visual arts provided to students in grades 1-5 by school-based arts teachers or classroom teachers.

Table 12 shows the number of arts disciplines taught by school-based arts teachers or classroom teachers to any grade 1-5 in the 2014-15 through 2018-19 school years (elementary schools vs. multi-grade schools).

Table 12. Percent of All Schools Serving Grades 1-5, by Arts Disciplines Taught by School-Based Arts Teachers or Classroom Teachers (2014-15 through 2018-19)

Number of Arts Disciplines	2014-15	2015-16	2016-17	2017-18	2018-19
Elementary Schools (N=640)					
At Least One Arts Discipline	97%	98%	98%	97%	96%
At Least Two Arts Disciplines	78%	79%	85%	84%	82%
At Least Three Arts Disciplines	47%	53%	62%	59%	59%
Four Arts Disciplines	30%	38%	45%	41%	43%
Multi-Grade Schools Serving Grades 1-5 (N=156)					
At Least One Arts Discipline	98%	97%	99%	99%	99%
At Least Two Arts Disciplines	80%	82%	91%	87%	86%
At Least Three Arts Disciplines	40%	44%	57%	53%	55%
Four Arts Disciplines	24%	26%	36%	33%	33%

Figure 21. Percent of Elementary Schools by Type of Arts Disciplines Provided by *School-Based Art Teachers or Classroom Teachers to Any Grade 1-5* (2014-15 through 2018-19) (N=640)



Journey Prep School

(08X069)

Principal:
Sheila Durant

Grades Served:
PreK–5

Arts Liaison:
Sheila Durant

Enrollment:
630

The arts program at P.S. 69 in the Bronx is designed around the belief that arts education enhances academic outcomes and provides children with voice.

According to Principal Sheila Durant, students struggling in other content areas often blossom when participating in the arts. In her words, “The arts have always been a priority at P.S. 69; we believe that the arts give students the confidence to know they can do anything.”

P.S. 69 has one full-time visual arts teacher and one full-time music teacher (new in 2019–20) who meet with students weekly. To expand arts opportunities for students, Ms. Durant leverages the talents and experience of classroom teachers as well. For example, classroom teachers run the school’s after-school theater program as well as its dance program. The school also has an array of partnerships with arts and cultural organizations. Notably, it works with the 92nd Street Y to offer a Young People’s Chorus. This audition-based chorus, which boasts about 150 students in grades 3–5, puts on concerts and shows for the school and local community. Other partner organizations include the American Museum of Natural History, which provides an after-school program in film media and stop animation, and the Bronx Children’s Museum, which offers support in music instruction.



The arts at P.S. 69 support and align with the Chancellor’s priorities in several ways. For instance, the school prioritizes regular collaboration among arts and classroom teachers. “We are a community of collaborators,” Ms. Durant explains. “Teachers support each other and regularly collaborate to have conversations about ways to engage students in the arts.” In addition to the regularly scheduled Professional Learning Community (PLC) meetings during which arts teachers and classroom teachers work together, teachers also make time to collaborate during their preparation time, before or after school, or during lunch. This overall school focus on collaboration serves a dual purpose of both integrating the arts and ensuring that art teachers aren’t isolated within their discipline.

The culture at P.S. 69 is an essential piece of the success of the arts in the school. Ms. Durant points out that the school has a strong culture of risk-taking, with a mindset of growth and innovation. She notes that teachers support each other and take risks with their instruction. Expanding on this point, she further notes that “even if something doesn’t work out, it isn’t a negative . . . it is just a learning.” The fact that teachers model this mindset to students is an asset to the arts program in the school, which offers students the chance to take risks themselves. She elaborates, “Children make choices here . . . we don’t just lead them. . . . They are part of the conversation and have voice and choice in the type of work they engage in.”



These successes notwithstanding, the arts program at P.S. 69 does face challenges. As an example, while the school has an active and supportive parent-teacher committee and works hard to be resourceful in budget planning, funding is an ongoing challenge to adding additional arts opportunities. Ms. Durant asserts that the school would benefit from adding a band and school choir as well as dance classes. She would also like to add on to the school’s existing after-school arts programming that currently serves students in grades 3–5 to include students in the lower grades. She states, “We would like to expose students to all different art forms so they have access to opportunities they may not have had otherwise.” As Ms. Durant puts it, “Our motto is ‘Educating minds and hearts,’ and the arts are an essential part of that work.”



P.S. 009 Teunis G. Bergen

(13K009)

Principal:

Emma Velazquez

Grades Served:

PreK-5

Arts Liaison:

Iris Wilson

Enrollment:

937

P.S. 9 is located in District 13 in Brooklyn, and serves students in pre-kindergarten through fifth grade. According to Principal Emma Velazquez, the overall goal of the arts program at P.S. 9 is to provide students with a multilayered education that encompasses academics and the arts to help ensure that students grow into well-rounded individuals.

P.S. 9 has one full-time visual arts teacher and one full-time dance teacher who meet with students weekly on a semester rotation. These two teachers each meet with 25 groups of students per week to engage in instruction in their art form. Each teacher also offers two periods a week of studio time. In dance, this time is used to rehearse for the school's biannual dance showcases. For example, each fall the school puts on a showcase of *The Nutcracker*, with approximately 125 students participating across grade levels. In visual arts, this studio time (called Art Squad) allows students the opportunity to have additional help in art or to explore varied art forms. The dance and visual arts teachers work collaboratively to put on showcases. Arts teachers also collaborate with classroom teachers to integrate art into daily academic instruction, creating projects for their ongoing project-based learning units (called Independent Investigation Method Units). As part of this work, an art form is assigned to each grade level according to the social studies curriculum standards. Then, arts and classroom teachers collaboratively plan interdisciplinary units and identify an essential question to focus on for the school year. Classroom teachers, for instance, integrate the arts into general classroom instruction in kindergarten by building models of vehicles and community buildings, and older students use photography or painting to show their social studies learning.



To offer additional arts opportunities for students, the school also partners with several arts and cultural organizations. As an example, the Guggenheim Museum offers support for students in grades 3–5 in interdisciplinary instruction focused on integrating visual arts into the social studies curriculum. Students in pre-kindergarten and kindergarten have the opportunity to work with Studio in a School to integrate mathematics and science into visual arts. Another partnership, with Marquis Studios, provides the school with supports to create a choir for second- and third-grade students.

Ms. Velazquez points out that the school’s arts programming supports and aligns with several of the Chancellor’s priorities. She explains that many students who have difficulties within structured academic classrooms are able to express themselves more effectively through the arts. As she sees it, “The arts are a gateway for students to better understand and make sense of what is discussed in their subject area classes ... the arts support, enhance, and accelerate learning for many individuals.” Furthermore, Ms. Velazquez notes that the school works to ensure that arts teachers have the opportunity to connect with others and develop their practice over time. For instance, the dance teacher (and school arts liaison) participates in an interchange with the other districts in Brooklyn North to showcase student work and learn from other teachers and school leaders. Ms. Velazquez asserts this helps to make connections between practitioners and assists with the growth of arts programs over time.



Communication with P.S. 9 families is an essential piece of the success of the arts in the school. As Ms. Velazquez sees it, much of this success lies in “our willingness to open doors to parents and listen to them about what they want ... and, in turn, they listen to us about what we need.” She states that the school has an active parent-teacher organization that engages in fundraising to support the arts, adding, “We have open lines of communication and our open-door policy has supported us in being successful. ... We meet with parents and they help research opportunities and raise funds for arts in our school.”

Of course, the arts program at P.S. 9 is not without challenges. As an example, Ms. Velazquez comments that time and funding are always a struggle. She adds that scheduling can be difficult, especially with such a large student body. However, Ms. Velazquez believes that the effort is paying dividends, indicating that the school has made academic gains in the past several years. In fact, she would love to add more arts to the school’s programming. Specifically, she would like to have an art studio outside of the regular art classroom. In her words, “I want a messy place where children can engage in expressive art and just create ... that would be a dream come true for me. I want to give children the ability to express their feelings or learning in different ways outside of the traditional classroom.”



When asked what advice she would give to other schools that hope to expand their arts programming, Ms. Velazquez suggests, “Just try it. The more art opportunities you give your students, the more they will make you proud. Don’t give up, and don’t think about it so much. Just do it.”





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

Table 13 and Figure 22 present data on arts instruction in dance, music, theater, and/or visual arts provided by cultural arts organizations.

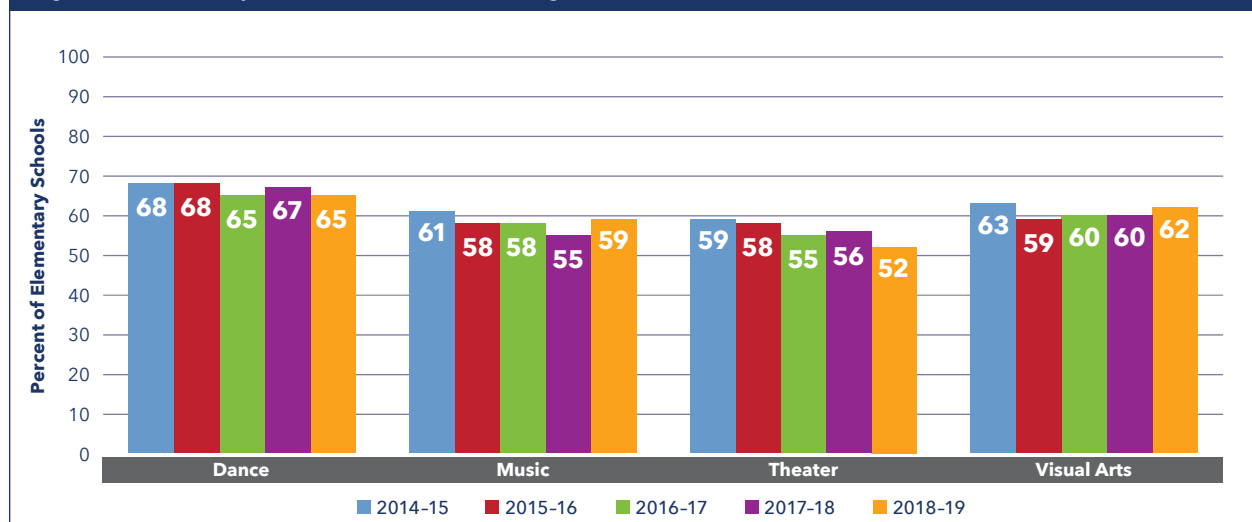
Table 13 shows the number of arts disciplines provided by cultural arts organizations to any grade 1-5 in the 2014-15 through 2018-19 school years (elementary schools vs. multi-grade schools). The types of arts disciplines provided by cultural arts organizations to any grade 1-5 from 2014-15 through 2018-19 are displayed for elementary schools only in Figure 22.

ARTS IN SCHOOLS

Table 13. Percent of All Schools Serving Grades 1-5, by Number of Arts Disciplines Provided by Cultural Arts Organizations (2014-15 through 2018-19)

Number of Arts Disciplines	2014-15	2015-16	2016-17	2017-18	2018-19
Elementary Schools (N=640)					
At Least One Arts Discipline	89%	89%	93%	89%	89%
At Least Two Arts Disciplines	71%	69%	74%	70%	71%
At Least Three Arts Disciplines	54%	51%	53%	51%	48%
Four Arts Disciplines	35%	33%	27%	27%	29%
Multi-Grade Schools Serving Grades 1-5 (N=156)					
At Least One Arts Discipline	85%	81%	82%	83%	77%
At Least Two Arts Disciplines	66%	56%	60%	56%	55%
At Least Three Arts Disciplines	43%	43%	43%	33%	31%
Four Arts Disciplines	25%	26%	26%	20%	15%

Figure 22. Percent of Elementary Schools by Type of Arts Disciplines Provided by Cultural Arts Organizations to Any Grade 1-5 (2014-15 through 2018-19) (N=640)



Middle School Grades

The data in this section reflect arts education programming for schools serving grades 6-8 as obtained from the STARS database as well as on the 2018-19 *Annual Arts Education Survey*. District 75 schools are not included. In 2018-19, of all schools that responded to the survey, 16 percent (N=251) were classified as middle schools, and 14 percent (N=219) were classified as multi-grade schools serving grades 6-8.

Arts Instruction Provided to Grades 6-8

Table 14 shows the number of arts disciplines provided to any grade 6-8 from the 2014-15 through 2018-19 school years (middle schools and multi-grade schools). The types of arts disciplines provided by cultural arts organizations to any grade 6-8 from 2014-15 through 2018-19 are displayed for middle schools only in Figure 23.

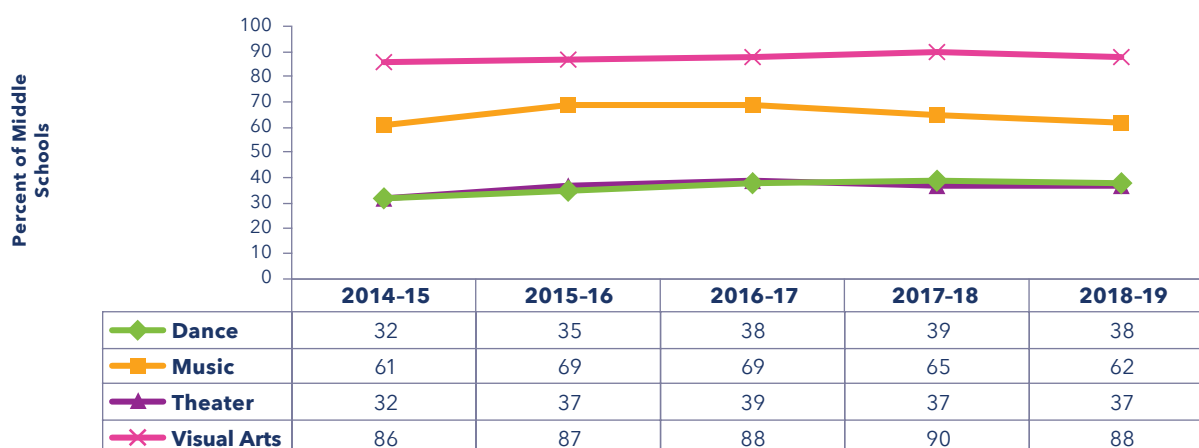


ARTS IN SCHOOLS

Table 14. Percent of All Schools by Number of Arts Disciplines Provided to Any Grade 6-8 by Any Instructional Provider (2014-15 through 2018-19)

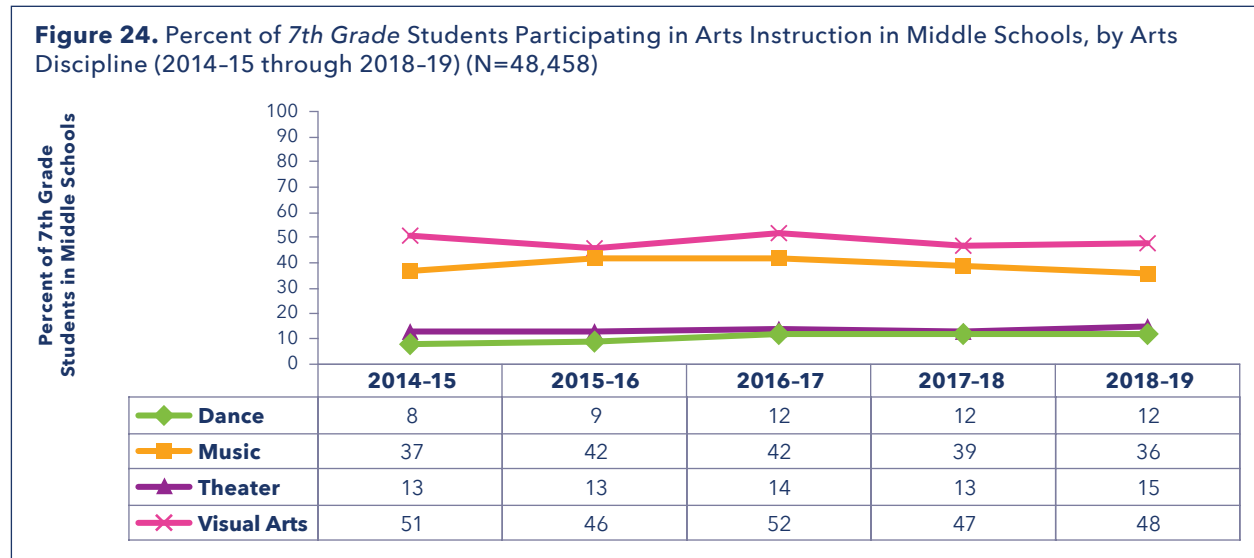
Number of Arts Disciplines	2014-15	2015-16	2016-17	2017-18	2018-19
Middle Schools (N=251)					
At Least One Arts Discipline	96%	98%	99%	98%	98%
At Least Two Arts Disciplines	70%	75%	78%	76%	73%
At Least Three Arts Disciplines	35%	39%	44%	43%	41%
Four Arts Disciplines	11%	15%	14%	14%	14%
Multi-Grade Schools (N=219)					
At Least One Arts Discipline	97%	95%	99%	98%	97%
At Least Two Arts Disciplines	74%	78%	82%	79%	76%
At Least Three Arts Disciplines	24%	31%	38%	32%	32%
Four Arts Disciplines	5%	7%	12%	12%	10%

Figure 23. Percent of Middle Schools, by Type of Arts Disciplines Provided to Any Grade 6-8 (2014-15 through 2018-19) (N=225)



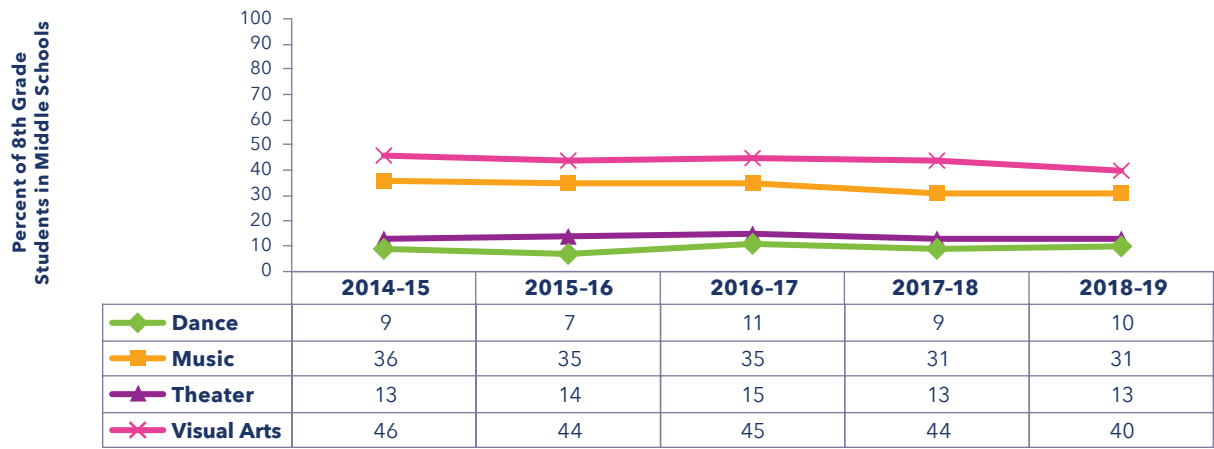
Student Participation in Grades 7 and 8

Figures 24 and 25 display the percent of seventh-grade and eighth-grade students, respectively, who participated in arts instruction from the 2014-15 through 2018-19 school years. Data are displayed by arts discipline.



ARTS IN SCHOOLS

Figure 25. Percent of 8th Grade Students Participating in Arts Instruction in Middle Schools, by Arts Discipline (2014-15 through 2018-19) (N=48,674)



Amistad Dual Language

(06M311)

Principal:
Robin Edmonds

Grades Served:
K–8

Arts Liaison:
Amy Dulsky

Enrollment:
413

Amistad Dual Language School, located in District 6 in Manhattan, serves students in kindergarten through the eighth grade. The school has four certified, full-time arts teachers in each of the main arts disciplines: dance, music, theater and visual art. All Amistad students in grades K–8 receive instruction in the arts over the course of the school year. Students in kindergarten through grade 5 participate in weekly classes in all four arts disciplines, while students in grades 6 through 8 choose one arts elective course that meets daily per semester.

In addition to direct arts instruction, staff at Amistad also integrate the arts across the core academic curriculum. As part of this work, arts teachers collaborate with content teachers to create several interdisciplinary units throughout the school year in support of student learning. According to Principal Robin Edmonds, the school’s flexible arts curriculum allows arts teachers to support core content instruction through interdisciplinary projects, citing examples such as creating comic books in art while writing narrative; working on folk music in music while studying figurative language; and performing Shakespeare in theater while studying the same piece in literacy. As a dual language school, Amistad works hard to ensure that all students, including Multilingual Learners (MLLs), have access to high-quality integrated arts experiences. In support of this, the Amistad arts department meets weekly and collaborates with



content teachers to ensure that the curriculum helps to support curricular goals for all students. In addition, all students have performance opportunities, and their artwork is exhibited throughout the building. These venues allow students varied opportunities to demonstrate their acquired knowledge, understanding, and appreciation for the arts and creativity.

Ms. Edmonds explains that the school’s arts programming supports and aligns with several of the Chancellor’s priorities. For instance, having all four art forms in place has allowed the school to build in common preparation times, a paralleled grade schedule, and four additional weekly common planning periods for core content teachers. During these additional planning periods, content area teachers engage in the data inquiry cycle by analyzing subgroup data, exploring implications for instruction, and reassessing students until they have reached mastery. Ms. Edmonds further explains that this has resulted in increases in student achievement over the past three years, adding, “The arts not only provide a creative way to support academic acquisition for students, but they also allow us to schedule strategically to ensure common preps and common planning to engage in data inquiry to support all learners. This has created a strong culture of trust and collaboration among staff while supporting student growth.”



When asked what accounts for the success of the arts program at the school, Ms. Edmonds mentions strategic budgeting and scheduling, noting that they leverage grants and program (manually) to be sure that the schedule is strategic in supporting student learning through the arts. She elaborates that “having all four arts is critical to English language arts and math instruction and growth. If a principal understands that, and is strategic about planning and budgeting, then having all four arts will result in gains for students.”



Of course, the arts program at Amistad is not without challenges. For example, Ms. Edmonds comments, “I think having a focus on the arts and understanding how they support academics is key.” To that end, she would like to be able to provide additional supports to arts teachers through additional intervisitations or resources. She would also like the opportunity to add a band to the school’s arts programming.

When asked what advice she would give to other schools that hope to expand their arts programming, Ms. Edmonds responds, “I want others to know that increasing arts instruction in a school does not detract from quality academics and student growth rates. Be unafraid of adding in the arts! If done strategically and purposefully, you will see great gains!”

M.S. 180

Dr. Daniel Hale Williams

(11X180)

Principal:

Marlon Williams

Grades Served:

6–8

Arts Liaison:

Margaret Greeley

Enrollment:

1,083

M.S. 180 offers band, orchestra, chorus, music technology, theater, visual arts, and dance to students in grades 6–8 and has seven full-time arts teachers. Students attend arts classes 3–4 periods per week, and the school’s arts teachers offer additional instruction during lunch periods and after school. According to Principal Marlon Williams, the arts department at M.S. 180 is committed to providing a comprehensive, sequential curriculum that will prepare students for continuing study in high school, including in schools that specialize in the arts. In his words, “Our goal is to educate the *whole* child, and we value the arts as part of the core curriculum of the school.”

The school’s arts programming supports and aligns with several of the Chancellor’s priorities. For instance, as Mr. Williams explains, “We firmly believe that the quality instruction our students receive in their arts program supports their ability to learn overall, and therefore, learning in other subject areas improves.” He further notes that the M.S. 180 arts department partners with the community through a large number of events, including concerts, showcases, or arts festivals. For example, student performers and artists at M.S. 180 feature in events such as a College Week Celebration, Education Through Music Festivals, the NYSSMA Solo & Ensemble



Festival, the Bronx Arts Festival, a Spring Concert series, and a Broadway Junior musical. In addition, arts teachers work with the local Bronx community beyond school walls. Also, the school’s dance teacher founded and runs the District 11 Dance Festival, and its orchestra director co-sponsors the Bronx Orchestra Festival and directs the Salute to Music Bronx-wide orchestra, which is hosted at M.S. 180. Mr. Williams states, “All of these events bring the community into the school, or take students out into the community in a celebration of culture that is greatly valued by all parties.”

M.S. 180 also partners with Education Through Music (ETM) to support its music program. ETM provides support through professional development and mentorship of staff; resources such as instrument repairs, sheet music library, curricula, extended performance opportunities for students; as well as other valuable supports and resources. Mr. Williams points out that the expertise offered by ETM enabled the school to begin its ensemble programs 10 years ago and continue successfully until today.

It is notable that M.S. 180 strives to provide *all students* with quality arts education. The school, for example, offers instruments, costumes, and materials to students who otherwise could not afford it. Furthermore, the school invests in providing students with access to high-quality arts equipment (e.g., computers, keyboards, leotards, tights, dance shoes, instruments, reeds, mouthpieces, strings, shoulder rests). It also ensures that arts teachers practice culturally responsive pedagogy that values and builds upon the cultural heritage of students while expanding their exposure to new artistic ideas and preparing them for continuing study in both traditional and non-traditional art forms.



These successes notwithstanding, M.S. 180 school does have challenges in implementing arts instruction. Mr. Williams concedes it is difficult to provide enough small-group instructional time for the instrumental program, to program opportunities for elite performing ensembles, and to separate students into different arts programs based on prior experience. That said, the school works to alleviate these challenges by adding personnel. Additionally, M.S. 180 supports teacher practice by providing extensive content-specific professional development through sources such as an Education Through Music Professional Development series, Arts Mondays, and citywide professional development events. Teachers also are supported and encouraged to explore content-specific conferences, summer programs, and continuing education opportunities.



Juan Morel Campos Secondary School

(14K071)

Principal:
Esther Shali-Ogli

Grades Served:
6-12

Arts Liaison:
Stacey Wong

Enrollment:
493

The goal of the arts program at Juan Morel Campos Secondary School is to provide students with a firm foundation that will allow them to pursue a degree in the arts once they graduate. According to the principal, Esther Shali-Ogli, “We believe that for many students, having an art class provides an outlet for creative expression. ... We also believe that the act of creation builds critical thinking and problem-solving skills in a less high-stakes environment.” The school’s overall focus for the year is building student perseverance and independent learning skills, and Ms. Shali-Ogli explains that students can learn these skills through the arts, such as when they create a new painting or develop a new routine in dance. She further explains that “students who struggle or lack confidence in the majority of their classes take pride and have a sense of accomplishment in their art class. ... This is often the self-esteem boost that a student needs to believe that they can pass that math Regents or that they can succeed in AP ELA.”

Juan Morel Campos Secondary School serves students in grades 6 through 12 and offers arts instruction in instrumental music, theater arts, animation, and visual arts. All middle school students rotate through each art form in grades 6 and 7, and then select an area of focus for their eighth-grade year. This rotation allows high school students to have an understanding of which area they would like to major in for their high school years, and includes sequences in digital art, visual arts, music, theater, and dance. High school students are encouraged to take the arts Commencement Assessments so that they have the opportunity to graduate with a Regents Endorsement in the Arts.



A focus on the arts is an essential component of the overall program at Juan Morel Campos Secondary School. Indeed, Ms. Shali-Ogli comments that “participation in the arts builds critical thinking skills and engages students in productive struggle with difficult material.” To that end, the school makes the arts a central part of all planning and programming throughout the school year. For example, each spring, before any programming or budget decisions are made for the upcoming school year, students are asked to select their top three choices for the classes within their arts sequence. School staff then build the program around student preferences. In addition, advanced art courses are scheduled for the last period of the day so that the class can seamlessly flow into after-school rehearsal time. The school also works with cultural and arts partners to help ensure that the arts are integrated into core instruction. For example, partner BRIC Arts works with sixth-grade students to design and produce stop-action films about ancient Greek, Egyptian, and Mesopotamian societies. Other partners, like Little Kids Rock and Leap on Stage, provide additional arts opportunities for students.

In Ms. Shali-Ogli’s words, part of the success of the arts program at the school is “an unwavering commitment and belief that providing students with access to the arts must be a priority.” She notes that even though budgets may be tight and it can be expensive to maintain the arts department, it is a decision that is supported by the school community, saying, “That’s what enables us to keep our arts focus—the buy-in by the school community.”



The school has faced several challenges in sustaining its arts program over time. Ms. Shali-Ogli points out that funding can be an issue. “When push comes to shove,” she says, “we must provide mandated services prior to funding the arts program.” That said, the school is committed to providing a wide array of arts programming and, as such, faces the challenge of fitting all the activities they would like to do within the school day. Although no longer the case, in the past, the school had funding for an extended school day that allowed students to take intervention classes as well as core classes and still have time for art classes. These challenges notwithstanding, Ms. Shali-Ogli is looking to the future and would like to add a vocal/choral program as well as an Advanced Placement art class.



When asked what advice she would give to other schools that hope to expand their arts programming, Ms. Shali-Ogli responds, “Understand the big picture first! How will you integrate the arts to support existing schoolwide goals? How will you sustain the program through budgetary ebbs and flows?” She suggests that principals talk to their local school communities, ask students and their families about what types of classes they would like to see added, and consider starting with an after-school program to build interest.



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

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

Table 15. Percent of 8th Grade Students Who Met the NYSED Requirement, by School Type (2014-15 through 2018-19) (N=251, N=219)

School Type	2014-15	2015-16	2016-17	2017-18	2018-19
Middle Schools	24%	30%	31%	31%	30%
Multi-Grade Schools	41%	45%	44%	50%	46%

Table 16. Percent of 8th Grade Students Who Completed Two or More Semesters of Arts Instruction in Any Arts Discipline Over the Course of 7th and 8th Grades, by School Type (2014-15 through 2018-19) (N=251, N=219)

School Type	2014-15	2015-16	2016-17	2017-18	2018-19
Middle Schools	86%	88%	88%	88%	87%
Multi-Grade Schools	89%	89%	90%	90%	90%

ARTS IN SCHOOLS



High School Grades

In 2018-19, 23 percent (N=358) of all schools that responded to the *Annual Arts Education Survey* were classified as high schools, and 5 percent (N=81) of all schools that responded were classified as multi-grade schools serving grades 9-12. The tables in this section reflect data obtained from the STARS database, as well as from the 2018-19 *Annual Arts Education Survey*; District 75 schools are not included.

Screened Arts Programs

Screening is the process by which schools determine which of their available arts disciplines or levels of instruction will be made available to individual students. Methods of screening include auditions, portfolio presentations, and/or interviews. Table 17 shows the percent of responding high schools and multi-grade schools that screened students before admission during the 2014-15 through 2018-19 school years.

Table 17. Percent of All Schools Serving Students in *Grades 9-12* That Screen in the Arts Before Admission (2014-15 through 2018-19) (N=358, N=81)

School Type	2014-15	2015-16	2016-17	2017-18	2018-19
High Schools	6%	6%	5%	6%	5%
Multi-Grade Schools	7%	8%	7%	8%	6%

Arts Instruction Provided to Grades 9-12

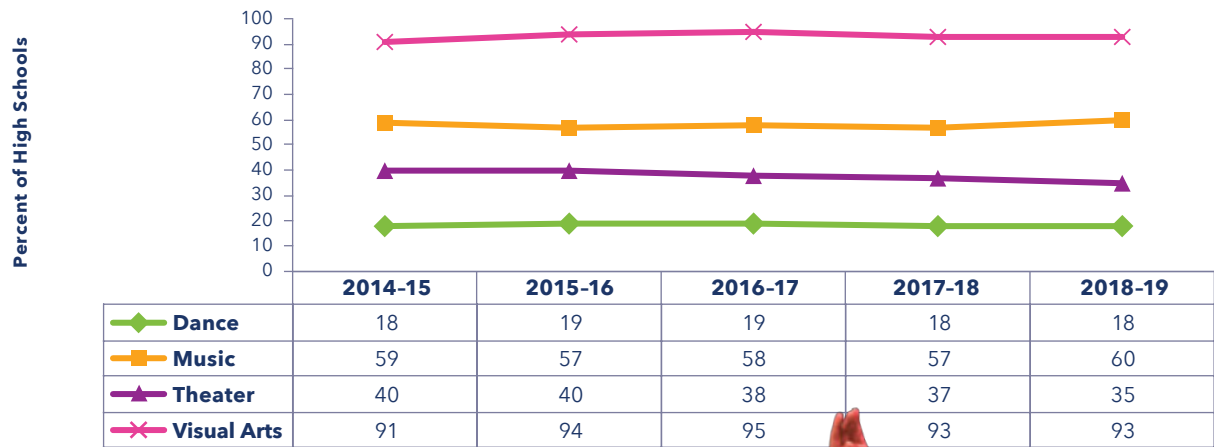
Table 18 shows the number of arts disciplines provided to any grade 9-12 from the 2014-15 through 2018-19 school years (high schools vs. multi-grade schools). The types of arts disciplines provided to any grade 9-12 from 2014-15 through 2018-19 are displayed for high schools only in Figure 26.

Table 18. Percent of All Schools Serving Grades 9-12, by Number of Arts Disciplines Provided to Any Grade 9-12 (2014-15 through 2018-19)

Number of Arts Disciplines	2014-15	2015-16	2016-17	2017-18	2018-19
High Schools (N=358)					
At Least One Arts Discipline	97%	99%	100%	100%	100%
At Least Two Arts Disciplines	67%	68%	68%	67%	66%
At Least Three Arts Disciplines	33%	32%	31%	31%	32%
Four Arts Disciplines	11%	11%	11%	9%	9%
Multi-Grade Schools (N=81)					
At Least One Arts Discipline	100%	98%	97%	97%	100%
At Least Two Arts Disciplines	89%	82%	87%	83%	90%
At Least Three Arts Disciplines	51%	41%	46%	50%	47%
Four Arts Disciplines	12%	10%	20%	15%	12%

ARTS IN SCHOOLS

Figure 26. Percent of High Schools, by Type of Arts Discipline Provided to Any Grade 9-12 (2014-15 through 2018-19) (N=358)



Student Participation in Grades 9-12

Figures 27 through 30 display the percent of ninth-through twelfth-grade students in responding high schools who participated in arts instruction. Data are shown from the 2014-15 through 2018-19 school years.

Figure 27. Percent of 9th Grade Students Participating in Arts Instruction, by Arts Discipline (2014-15 through 2018-19) (N=67,158)

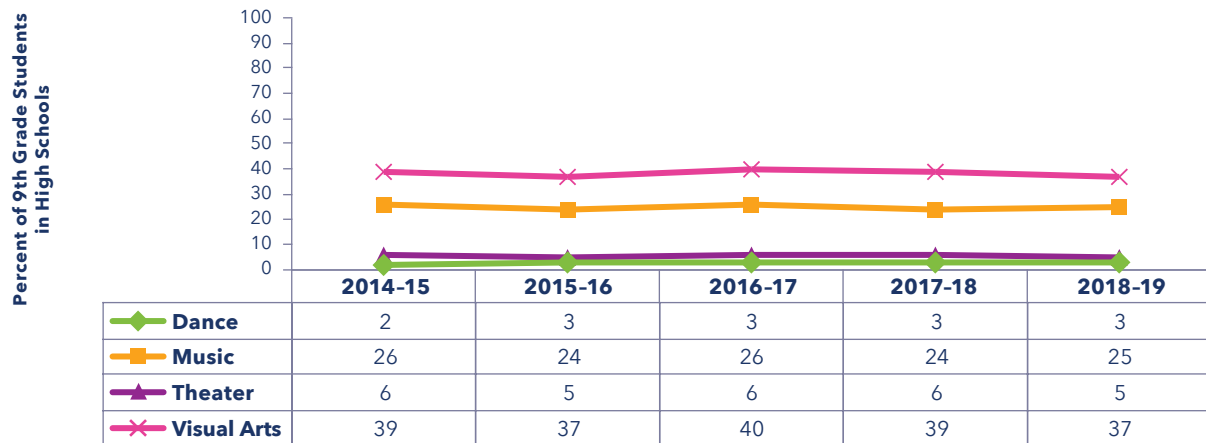
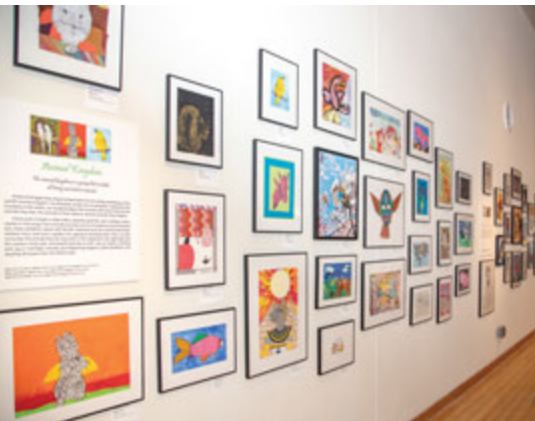
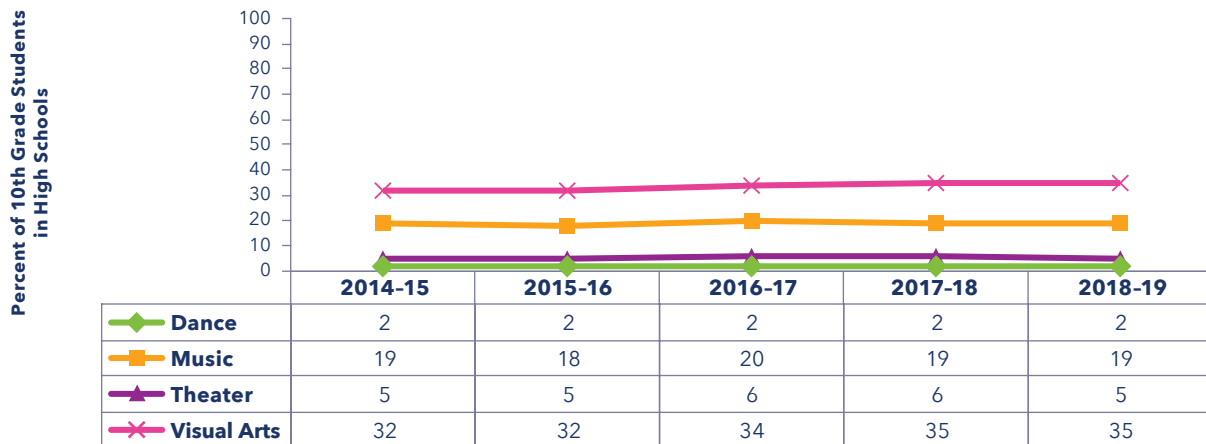


Figure 28. Percent of 10th Grade Students Participating in Arts Instruction, by Arts Discipline (2014-15 through 2018-19) (N=63,996)



ARTS IN SCHOOLS

Figure 29. Percent of 11th Grade Students Participating in Arts Instruction, by Arts Discipline (2014-15 through 2018-19) (N=55,579)

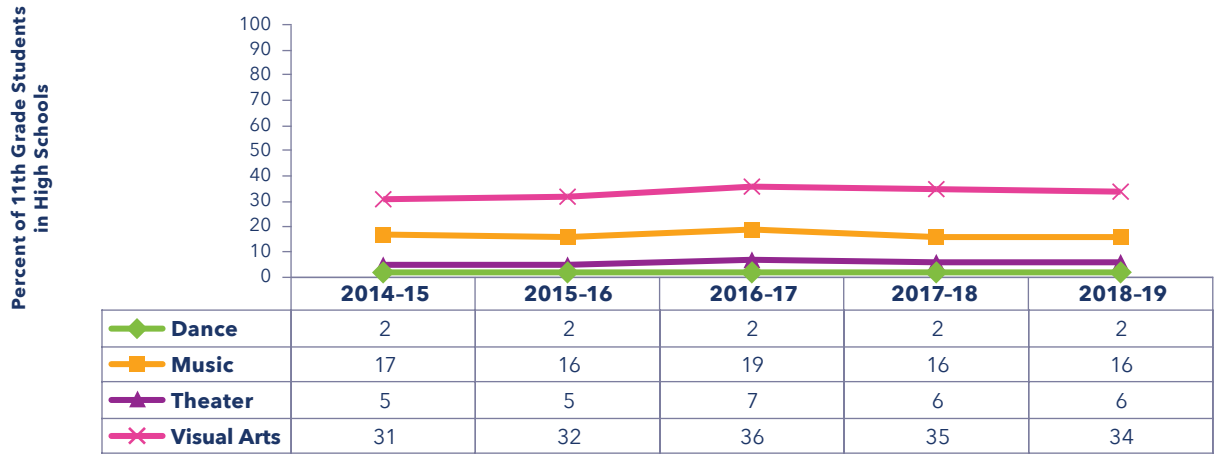
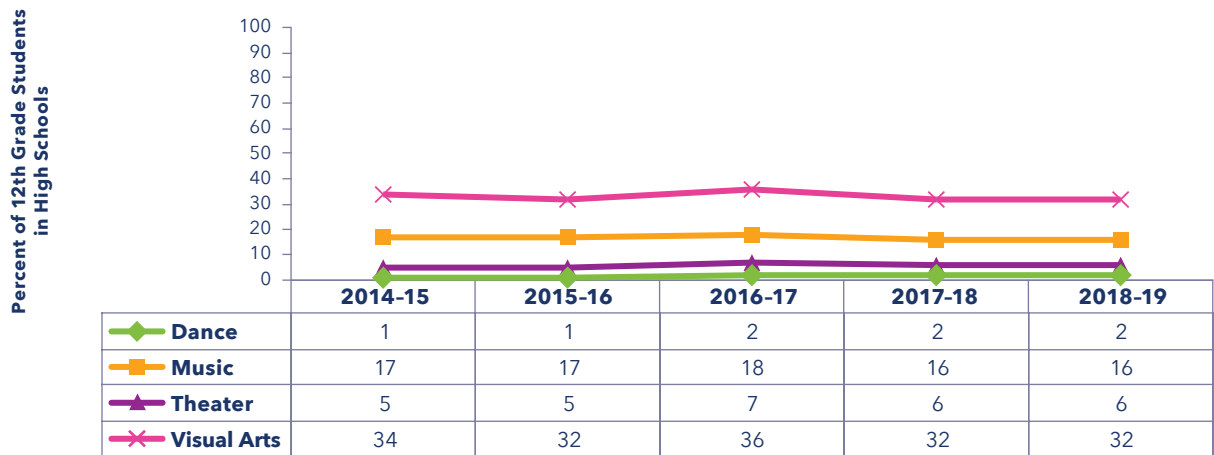
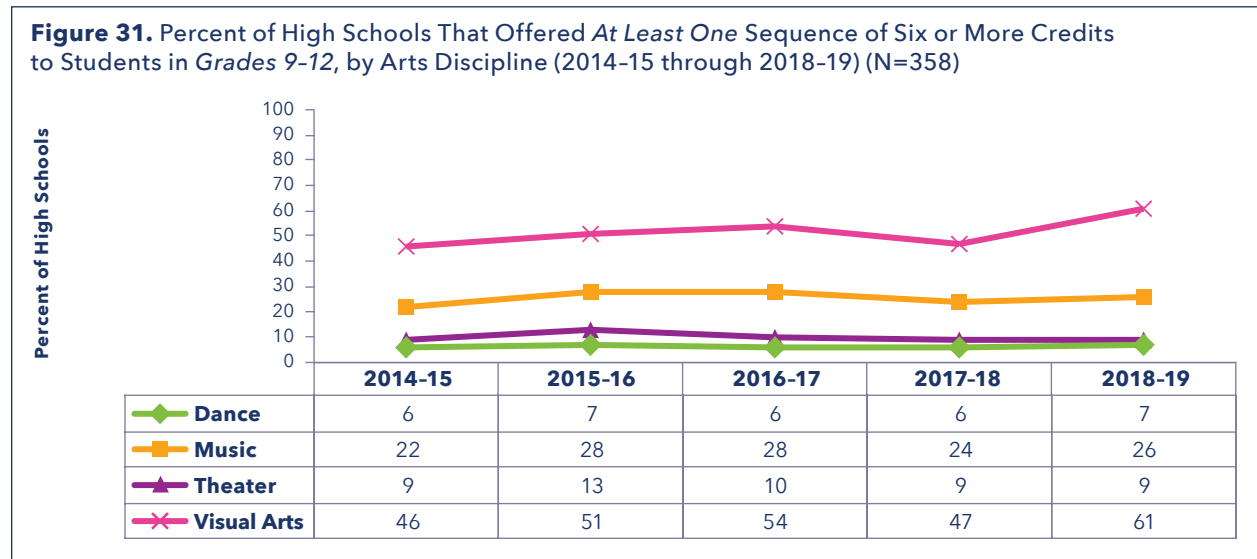


Figure 30. Percent of 12th Grade Students Participating in Arts Instruction, by Arts Discipline (2014-5 through 2018-19) (N=53,826)



Arts Sequences

Figure 31 shows data on the percent of responding high schools offering at least one arts sequence of six or more credits from the 2014-15 through 2018-19 school years. Data are shown by arts discipline. Table 19 shows the percent of responding high schools offering at least one 6-credit and/or 9-credit arts sequence. Data are shown by arts discipline and borough for the 2018-19 school year.



ARTS IN SCHOOLS

Table 19. Percent of High Schools That Offered At Least One Arts Sequence to Students in Grades 9-12 by Borough (2018-19) (N=358)

Borough	Credits	Dance	Music	Theater	Visual Arts
Bronx (N=90)	6-8	6%	14%	6%	54%
	9 or more	2%	10%	4%	17%
Brooklyn (N=102)	6-8	6%	24%	9%	58%
	9 or more	3%	12%	6%	14%
Manhattan (N=90)	6-8	3%	18%	6%	52%
	9 or more	4%	7%	6%	18%
Queens (N=66)	6-8	6%	46%	14%	67%
	9 or more	3%	29%	6%	27%
Staten Island (N=10)	6-8	20%	70%	30%	80%
	9 or more	0%	50%	20%	70%

Fordham High School for the Arts

(10X437)

Principal:

Iris Blige

Grades Served:

9–12

Arts Liaison:

Michael Johnson

Enrollment:

308

Fordham High School for the Arts provides students in grades 9–12 a rigorous arts-learning experience in dance, drama, instrumental music and music production, technical theater, visual arts, and vocal music. Students also have opportunities to earn a Regent’s Endorsed Diploma with Advanced Designation in the Arts in their art major. According to Principal Iris Blige and Arts Education Liaison/Assistant Principal Michael Johnson, the overall goal of the school is to provide students with comprehensive and collegiate-level coursework to prepare them for college and career.

Fordham offers sequences in each of the arts disciplines and has a total of six full-time arts teachers. An audition-based school, it allows students the opportunity to explore a variety of art forms before declaring a major. When students enter the ninth grade, each one takes “Freshman Rotation,” where they cycle through each of the six different majors. At the end of the first semester, students declare a major that may—or may not—be the art form they initially selected for their audition. Ms. Blige modeled this design on her own liberal arts college experience, in which students take a variety of different courses their freshman year before selecting a major for the balance of their college experience. She explains that this allows students to make an informed decision about what they would like to focus on, while at the same time, allowing them to become better acquainted with various arts areas. Mr. Johnson adds that the design also enables classmates and teachers across disciplines to get to know each other, and helps with the collaborative efforts needed to put on school productions that draw from multiple arts disciplines.



Ms. Blige and Mr. Johnson point out that the school’s arts programming supports and aligns with the Chancellor’s priorities in several ways. For example, the design of the arts program creates opportunities for staff to know students creatively, culturally, and academically, which contributes to student success. As Ms. Blige puts it, “We pride ourselves that our students graduate in four years with college and career plans in place.” In order to ensure that students are able to accomplish this, the school offers common planning time, during which staff analyze data, monitor student credit accumulation, and plan for arts integration across the curriculum. In addition, some of the students are afforded the opportunity to engage in internship residencies, where they receive authentic workspace experiences. In order to support the arts program, the school has partnerships with a range of arts and cultural organizations, such as the Jose Limon Dance Company, Lincoln Center Education, Magic Box Productions, the Metropolitan Opera Guild, New York Theater Workshop, and local theaters. Also, the school applied for and received a grant from the Jeckyl Foundation to upgrade the auditorium to produce “Broadway-caliber productions.” Notably, the school also collaborates with colleges on programs, such the Pathways to Purchase program with SUNY Purchase and a dual-enrollment program with Syracuse University, to help articulate a path between high school and postsecondary learning for students.



Notwithstanding its strong successes, Fordham High School for the Arts has faced challenges over the years. For instance, Ms. Blige concedes that it is challenging to find and hire qualified teachers licensed in their arts discipline. Additionally, she notes that, as a small school, each art department is small, and teachers can feel isolated in their discipline. Another challenge the school faces is that it shares a building and common spaces with five other small schools. These challenges notwithstanding, Ms. Blige and Mr. Johnson are looking to the future and hope to develop two CTE programs in Technical Theater and Music Production, as well as to offer internship residencies to all students.



When asked what accounts for the success of their arts program, Ms. Blige and Mr. Johnson identify a strong commitment to the arts among school staff. In Ms. Blige’s words, “We espouse the ideology that academics and the arts go hand in hand . . . one does not supersede the other . . . but work together to create grounded and well-rounded young adults.” In support of this belief, Fordham offers adequate time to the arts and academics through creative scheduling and planning. The school, for example, offers 60-minute instructional periods for both academics and the arts. It also allows time for each student to take a course in their art form every day. Moreover, by the end of the ninth grade, each student sits for four of the state-required graduation exams. When reflecting on the school’s success and considering advice to other schools that hope to expand their arts programming, Ms. Blige states, “We have come a long way. It is just commitment, great planning, foresight, and always being reflective and looking at your data points.”



Forest Hills High School

(28Q440)

Principal:
Paul Wilbur

Grades Served:
9–12

Arts Liaison:
Walter Birkhold

Enrollment:
3,757

Forest Hills High School provides students in grades 9–12 with access to rigorous conservatory-style training and a challenging academic program. The school’s Academy of Instrumental and Vocal Music is an audition-based program that offers an art sequence with the goal of students earning a Regent’s Endorsed Diploma. According to Assistant Principal and Arts Liaison Walter Birkhold, the overall goal of the program is to engage students in art-making and performance, while preparing them for continued university study in the arts. In his words, “We teach our students as if they all want to go on to university to study the arts.” In addition to the school’s Academy, which allows students to audition for 68 new seats per year, the school also offers rigorous arts programming to all students at Forest Hills High School.

The school has nine full-time certified arts teachers, including five music teachers, two visual arts teachers, a theater teacher, and a dance teacher. Mr. Birkhold himself is a certified music teacher and teaches a music class in addition to attending to his duties as the assistant principal and arts liaison. Students in the Academy at Forest Hills take at least one ensemble class each year, and as at least one art theory class in each grade 10–12. Students outside the academy take art courses as an elective in keeping with the state requirements for the arts. To support this work, the school offers a wide array of arts opportunities, including coursework focused on cartooning and animation, art history, mixed media, art appreciation, modern dance, acting, directing, playwriting,



and film making. The school also has 12 different musical ensembles ranging from basic to advanced performance. All students have the opportunity to participate. Indeed, Mr. Birkhold explains, “we offer classwork at all levels, so there is a place for everyone, and there is a class for anyone who wants to participate.” He further explains, “We are talent-based, so there is a progression for students to move up when they are ready.”

Mr. Birkhold points out that the school’s arts programming supports and aligns with the Chancellor’s priorities in several ways. For example, the school enjoys strong partnerships with its local community as well as strong parental support. Mr. Birkhold notes Forest Hills High School offers daytime and evening performances in the school, as well as community performances in local feeder schools. Students also have had the opportunity to work with Queens College, Lincoln Center Education as part of their Young Music Makers program and Access Opera.

When asked what accounts for the success of their arts program, Mr. Birkhold responds that it is valuable to have “good people who are good educators as well as working artists who are still performing or practicing their craft.” He suggests that it is essential to have a supportive administration that values the arts as part of the overall success of the school. In his words, “The arts are a visual attribute to the positive vibe of our building. Over time, our administrators have recognized the strength of the program and are willing to commit to keeping the program strong.”



Notwithstanding its successes, Forest Hills High School does face challenges. For instance, Mr. Birkhold concedes that it can be difficult to program students so that they have enough room in their school to have at least one performing class. He adds that this can be especially challenging for students who want to participate in more than one performance-based class. Furthermore, he notes that it can be challenging to make arts relevant to students, and that it is essential to “push them, but choose topics/pieces that are within their abilities” to keep them interested. As he sees it, “You have to know what is attainable and pick the right material. ... It is a really big deal to choose the right content. ... You have to pick selections that will make them shine.”



While the school has a strong arts program, Mr. Birkhold comments that the administration is always working to offer more arts classes and electives in the non-music arts disciplines. When reflecting on the school’s success and considering advice to other schools that hope to expand their arts programming, Mr. Birkhold states: “It starts with having a principal who wants it, as it is a financial commitment. Then, you have to find people who are strong teachers and who are still actively practicing their art form. You need people who share their passion for the arts with children. If you have a principal who supports you and good teachers, the kids will do great.”



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

The NYSED requires that students graduate high school with, at a minimum, two credits in the arts over the course of ninth through twelfth grades. Table 20 displays the percent of students who graduated meeting this requirement. Data are shown from the 2014-15 through 2018-19 school years. The percentages were calculated using data from the STARS database.

Table 20. Percent of High School Graduates Who Met the NYSED Requirement, by School Type (2014-15 through 2018-19) (N=358, N=81)

School Type	2014-15	2015-16	2016-17	2017-18	2018-19
High Schools	100%	100%	100%	100%	100%
Multi-Grade Schools	100%	99%	100%	100%	100%

District 75 Schools

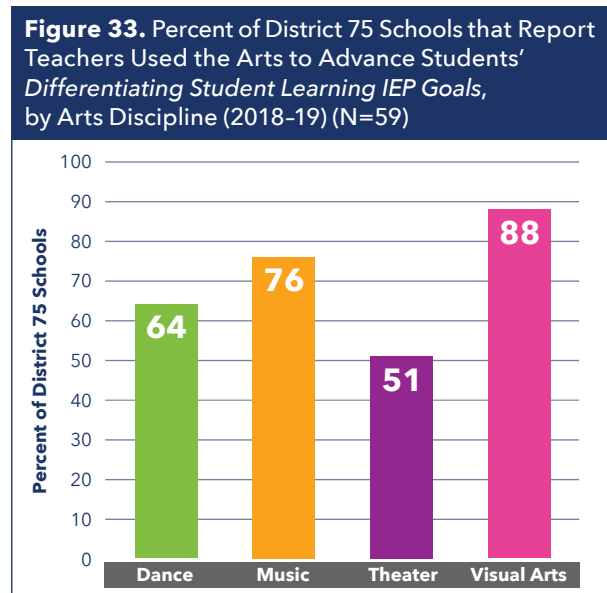
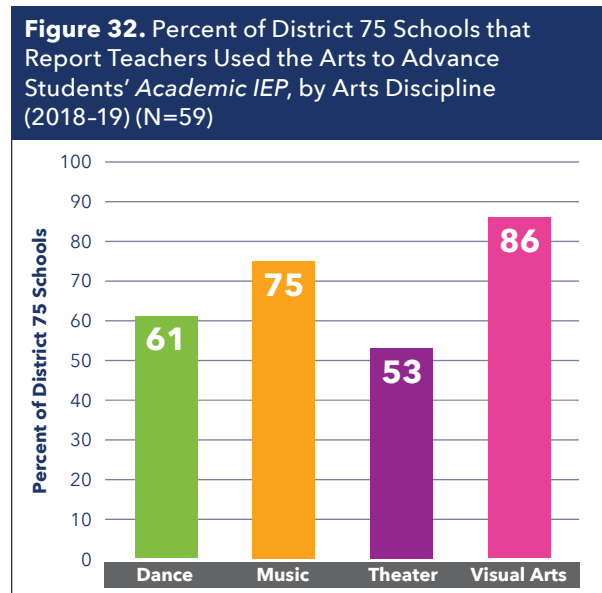
District 75 provides citywide educational, vocational, and behavioral support programs for students with disabilities. This section presents data on arts education in District 75 schools as reported on the 2018-19 *Annual Arts Education Survey*. Of all schools that responded to the survey, 4 percent (N=59) were District 75 schools serving any grade pre-kindergarten to 12.

Arts Instruction Provided to Grades Kindergarten to 12

Data on the percent of District 75 schools that provided the arts to students in any grade kindergarten through twelve are shown in Figure 11 of the Executive Summary. The data in this figure are shown by the type of arts discipline across school years 2014-15 through 2018-19.

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

An IEP is a written document that is developed for each eligible pre-school and school-age student with a special need, in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA). The 2018-19 *Annual Arts Education Survey* gave District 75 schools the opportunity to report on how teachers used the arts to advance students' IEP goals. Figures 32 through 37 display how District 75 schools reported aligning arts instruction with IEP goals.



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Figure 34. Percent of District 75 Schools that Report Teachers Used the Arts to Advance Students' *Social Skills IEP Goals*, by Arts Discipline (2018-19) (N=59)

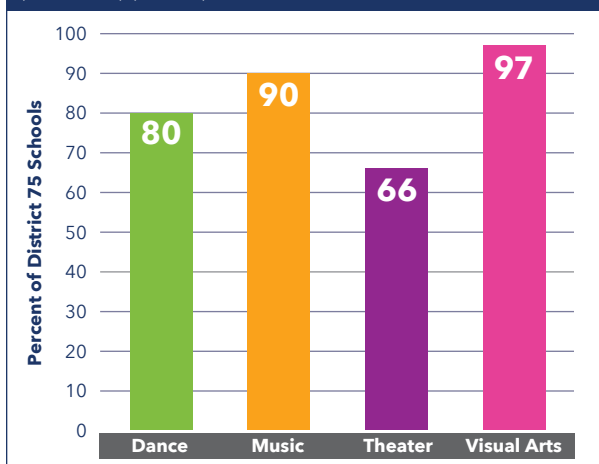


Figure 35. Percent of District 75 Schools that Report Teachers Used the Arts to Advance Students' *Management Skills IEP Goals*, by Arts Discipline (2018-19) (N=59)

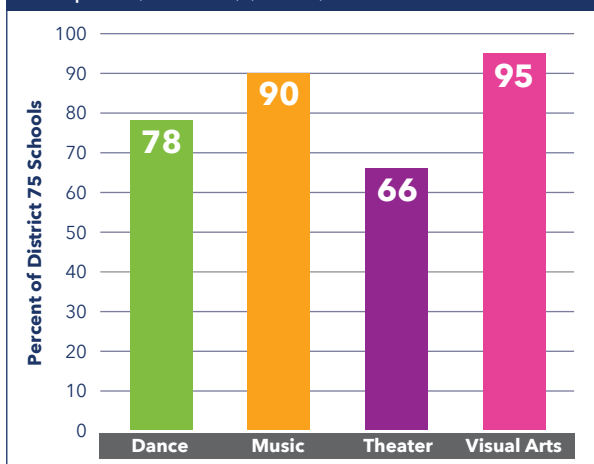


Figure 36. Percent of District 75 Schools that Report Teachers Used the Arts to Advance Students' *Physical Development IEP Goals*, by Arts Discipline (2018-19) (N=59)

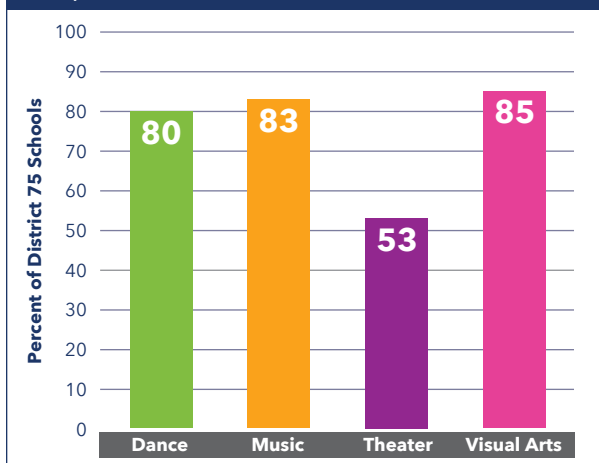
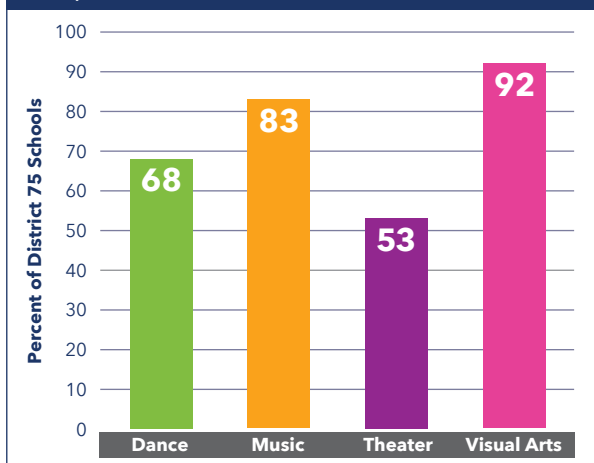


Figure 37. Percent of District 75 Schools that Report Teachers Used the Arts to Advance Students' *Fine Motor Skills IEP Goals*, by Arts Discipline (2018-19) (N=59)



P.S. 370

(75K370)

Principal:
Susan Miller

Grades Served:
K-12

Arts Liaison:
Susan Miller

Enrollment:
258

P.S. 370 is a District 75 school with seven sites in Brooklyn that serves students with special needs in grades K–12. The school has a musical theater program with two certified music teachers and three special educators who implement its visual arts program. Arts teachers are scheduled to provide services and art programs across all sites. As all the students at P.S. 370 have special needs, arts teachers work alongside therapy providers, speech therapists, and occupational therapists to provide language development and fine motor skills, as well as coordination, with a focus on design, sequencing, and visual-spatial relationships. Students from the seven sites spend time performing for each other and working together. For example, all the elementary programs work on the same theatrical piece and then perform the piece for each other. According to Principal Susan Miller, “Students love to see how the other site might change the piece up to match their performance skills.”



The arts are an essential piece of the educational program at P.S. 370, and all students, from kindergarten to grade 12, participate in music and visual arts at their appropriate developmental levels. In Ms. Miller’s words, “Through this exposure, our students understand the value and high expectations of participation by all in their arts programs.” She adds, “Students who have come to us reserved and withdrawn, and may have been thought to be nonverbal, have developed a true voice and are proud of who they have become as they perform for each other, their families, and in public at the festivals they attend.”

The arts work at P.S. 370 supports and aligns with the Chancellor’s priorities in key ways. Ms. Miller explains, “We accelerate learning and instruction, as our arts are seamlessly infused in the daily learning routine of each class.” She also points out that students are given additional focused arts time through arts groups, band, and theater rehearsals that expose them to enriched instructional methods. Moreover, the school collaborates with the community through artist-in-residence programs, participation in art fairs, and by working with art and cultural organizations. The school, for example, works with Marquis Studios to implement the Very Special Arts (VSA) programs.



When asked about the challenges the school faces in sustaining quality arts instruction, Ms. Miller responds that funding and space are consistent challenges. For instance, because the school is co-located in many different spaces, it can be difficult to find adequate space for rehearsals and performances. Although challenging, Ms. Miller notes, “We still prepare our students for performances, provide time for them to rehearse as an entire cast, and find creative ways to have our students perform in as close a match to a professional performance space as possible.”

Ms. Miller attributes the success of the arts program at P.S. 370 to “the passion our staff as a whole has for the arts and seeing our students achieve in successful work through their creations or productions.” She asserts that “collaboration and participation are key to passion” and suggests to other principals that they collaborate with and participate alongside their arts teachers to foster engagement and achievement at the highest levels.



As Ms. Leykam sees it, “There is palpable energy and joy at our program sites; teachers and administrators collaborate and share their expertise with one another; our students are eager to participate in their arts activities and learn; nonverbal students are finding their voices; students are enjoying improved interpersonal relationships; and parents volunteer when needed and attend school functions to see their daughters and sons express themselves like never before.”



P.S. Q993

(75Q993)

Principal:
Jacqueline Zaretsky

Grades Served:
K-12

Arts Liaison:
Monica Ysaac

Enrollment:
579

P.S. 993 is a District 75 school with nine separate sites in Queens, including three high school, one middle school, and five elementary school sites. The school serves students in grades K–12 with special needs. The overall goal for the arts program at P.S. 993 is to enhance the lives of students through hands-on activities that reinforce their daily personal and educational goals. When describing her school, Arts Liaison Monica Ysaac comments, “The arts are incorporated in every way possible. Our students learn in many different ways, and the arts can be the anchor that holds their attention.” She then adds, “Many of our students have difficulty following directions, staying on task, and handling required class work . . . which can result in failure. Our students are more likely to achieve success when the same concepts are incorporated in an art-based lesson.”

In support of this work, the school offers instruction in visual arts at all grade levels, as well as dance and music for students in grades 9–12. P.S. 993 has one full-time visual arts teacher and maintains partnerships with arts and cultural organizations, such as Arts Horizons and ArtsConnection, to supplement instruction. For example, in 2018–19, the school leveraged its partnership with Arts Horizon for elementary and middle school performances, and with ArtsConnection for a visual arts Artist-in-Residence program for high school students. In addition, ArtsConnection provided a theater residency for middle and high school students. According to Ms. Ysaac, the school leverages its supplementary arts allocation to enrich students’ experiences with dance and musical performances.



Arts programs at P.S. 993 support and align with the Chancellor’s priorities in several key ways. Ms. Ysaac points out that collaborating with outside arts and cultural partners has allowed the school to “bring more art to more students . . . resident artists enrich students with new perspectives and teaching styles . . . and performances allow parent and community involvement, which, in turn, can encourage student achievement.” Indeed, she notes how engaged the students are in art, saying, “There is artwork everywhere you look, and the sounds of voices and instruments [are] always in the background. The students put on shows that are open to both parents and the community.”

Ms. Ysaac explains that support for the arts comes right from the top at P.S. 993, saying, “Principal Jacqueline Zaretsky appreciates the role of the arts in education and is a fervent supporter of teachers [integrating the arts].” She further explains that enthusiastic and supportive staff members are a primary factor in the success of arts programming at this school. As she puts it, “Our teachers are our greatest supporters of the arts. They provide students with multiple opportunities to reinforce classwork with hands-on activities.”



When asked about the challenges the school faces in sustaining quality arts instruction, Ms. Ysaac responds that it is difficult to find and keep arts teachers. In addition, in the future, she would like to strengthen the school’s arts programming by adding more arts-related field trips to reinforce learning. In Ms. Ysaac’s words, “I believe the more of the world you can open up to the students, the better.”





Quality of Arts Education

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

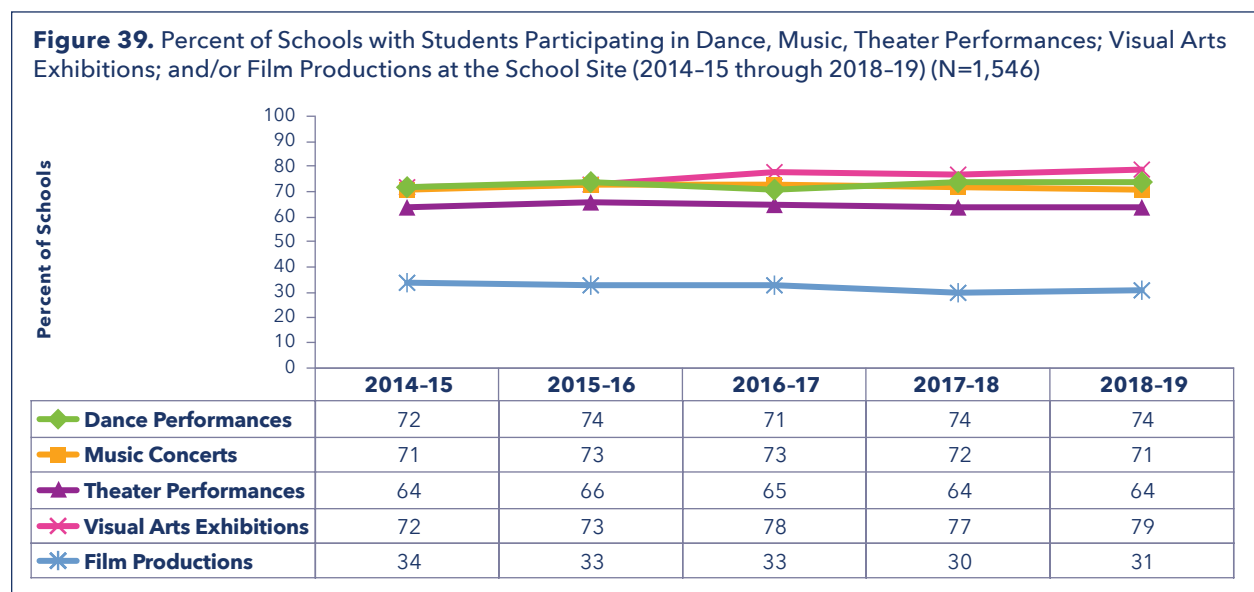
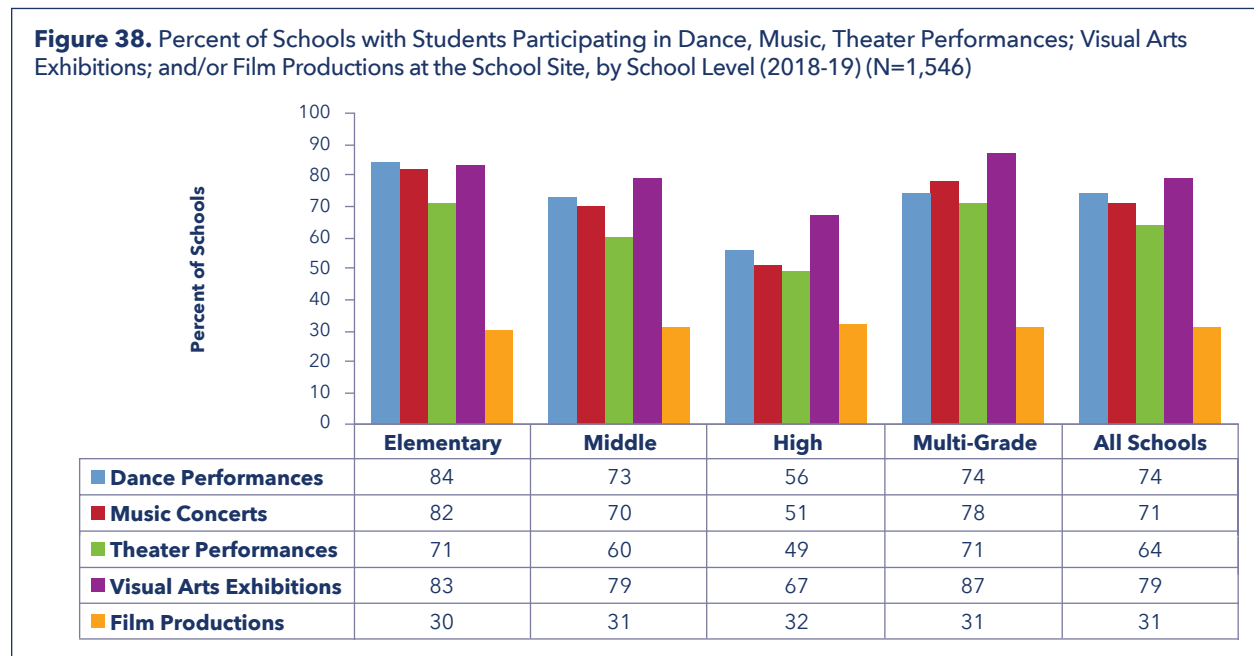
Student Participation in the Arts

The data in this section provide information on the percent of responding schools (N=1,546) that reported having students participate in arts performance and/or exhibitions at the school site.



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

Figure 38 displays the percent of responding schools that reported having students participating in arts performances, exhibitions, and/or productions at the school site in the 2018-19 school year by school level. Figure 39 displays these data for responding schools from the 2014-15 through 2018-19 school years.



Supports for Quality Teaching

In order to ensure quality teaching in the arts, a number of supports are needed, such as certified arts teachers and/or cultural arts organizations to provide arts instruction, budgetary funds to support arts programming, and appropriately equipped space, as well as assessment tools to evaluate student progress. The data in this section reflect the supports for quality teaching in the arts as identified by schools that responded to the 2018 -19 *Annual Arts Education Survey*, NYCDOE databases, and the 2018-19 *NYC Principal Satisfaction Survey*.

Assessment in the Arts

Table 21 shows the percent of all responding schools that reported using assessments (e.g., culminating projects, teacher observations, and/or conferences with students) to evaluate student progress in the arts in the 2014-15 through 2018-19 school years.

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Table 21. Percent of Schools That Used the Following Methods of Evaluating Student Progress in the Arts (2014-15 through 2018-19) (N=1,546)

Assessment	2014-15	2015-16	2016-17	2017-18	2018-19
Culminating projects	82%	81%	84%	85%	84%
Teacher observations with descriptive feedback to students	77%	77%	78%	78%	76%
Conferences with students	67%	65%	68%	70%	70%
Student portfolios	63%	60%	58%	58%	58%
Arts performance assessments	66%	66%	66%	66%	63%
Student self and peer assessment	69%	69%	71%	71%	69%
Scaled rubrics with criteria	62%	63%	65%	66%	63%
Written assessments	54%	55%	45%	44%	42%
Student arts journals	33%	33%	36%	33%	33%



ARTS IN SCHOOLS

Arts-Based Professional Development

Tables 22–25 present data on teacher participation in arts professional development as well as the providers for the professional development, as reported on the 2018–19 *Annual Arts Education Survey*. This section also provides data on the arts-based professional development that would be useful to certified arts teachers, according to the data gathered through the 2018–19 *NYC Principal Satisfaction Survey*.

Tables 22 and 23 display the percent of schools that reported having school-based arts teachers and/or non-arts teachers who participated in arts-based professional development. Data are shown by school level, from the 2014–15 through the 2018–19 school years. Table 24 presents the average annual hours of arts-based professional development attended by school-based arts teachers and/or non-arts teachers by school level. Table 25 presents these same data by discipline in the 2018–19 school year.



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Table 22. Percent of Schools Reporting That School-Based Arts Teachers Attended Arts-Based Professional Development, by School Level (2014-15 through 2018-19) (N=1,546)

School Level	2014-15	2015-16	2016-17	2017-18	2018-19
Elementary	84%	86%	84%	88%	85%
Middle	85%	85%	89%	88%	89%
High	81%	85%	85%	86%	84%
Multi-Grade	88%	90%	92%	92%	92%
All Schools	84%	86%	86%	88%	87%

Table 23. Percent of Schools Reporting That Non-Arts Teachers Attended Arts-Based Professional Development, by School Level (2014-15 through 2018-19) (N=1,546)

School Level	2014-15	2015-16	2016-17	2017-18	2018-19
Elementary	54%	51%	48%	45%	44%
Middle	42%	39%	36%	32%	37%
High	37%	39%	38%	33%	34%
Multi-Grade	44%	40%	45%	42%	34%
All Schools	47%	45%	44%	40%	39%

ARTS IN SCHOOLS

Table 24. Average Annual Hours of Arts-Based Professional Development Across All Arts Disciplines, by School Level and Teacher Type (2018-19) (N=1,546)

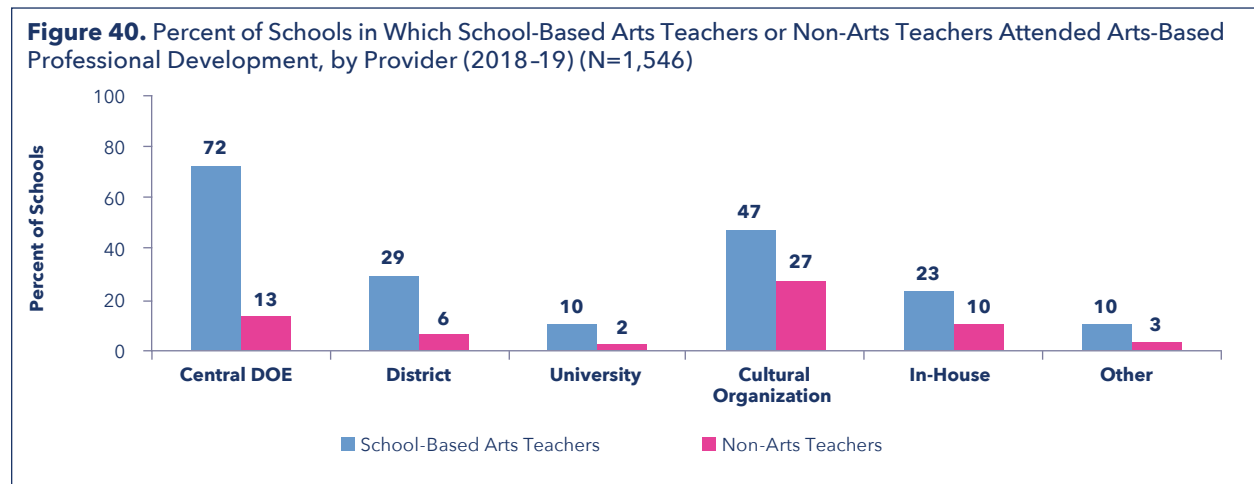
School Level	School-Based Arts Teacher	Non-Arts Teacher
	Mean Hours	Mean Hours
Elementary	19-23	13-18
Middle	13-18	13-18
High	13-18	13-18
Multi-Grade	13-18	13-18
All Schools	13-18	13-18

Table 25. Average Annual Hours of Arts-Based Professional Development Across All Arts Disciplines, by Arts Discipline and Teacher Type (2018-19) (N=1,546)

Arts Discipline	School-Based Arts Teacher	Non-Arts Teacher
	Mean Hours	Mean Hours
Dance	19-23	7-12
Music	13-18	7-12
Theater	13-18	7-12
Visual Arts	13-18	7-12

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School-based arts teachers and non-arts teachers can receive arts-based professional development from a variety of providers, such as staff from the central NYCDOE, universities, or cultural arts organizations. Figure 40 displays the percent of all responding schools that reported having arts teachers or non-arts teachers attend arts-based professional development. Data are presented by provider for the 2018-19 school year. Table 26 shows the percent of schools that reported they had school-based arts teachers who attended arts professional development. These data are shown by provider and school level for the 2016-17 and 2018-19 school years.⁵



⁵ In 2018-19, schools that responded “Other” listed specific central NYCDOE, district, and/or cultural arts organization professional development.

ARTS IN SCHOOLS

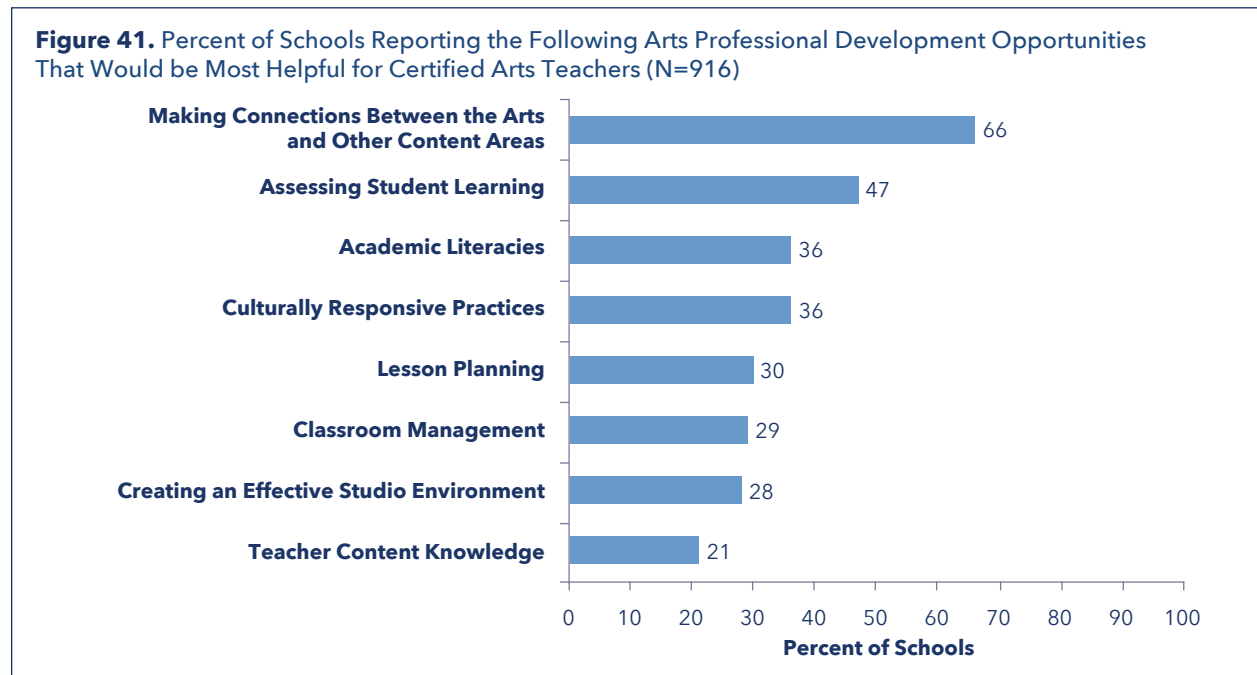
Table 26. Percent of Schools in Which School-Based Arts Teachers Attended Arts Professional Development, by Provider (2016-17 and 2018-19) (N=1,546)

Professional Development Network	Elementary		Middle		High	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Central DOE ⁶	74%	72%	72%	76%	66%	62%
District	33%	32%	30%	31%	18%	20%
University	5%	8%	8%	10%	12%	14%
Cultural Arts Organizations	47%	48%	50%	49%	47%	43%
In-House	17%	18%	29%	29%	26%	24%
Other	9%	8%	11%	12%	11%	14%

Professional Development Network	Multi-Grade		All Schools	
	2017-18	2018-19	2017-18	2018-19
Central DOE ⁶	77%	79%	73%	72%
District	27%	25%	29%	29%
University	9%	9%	8%	10%
Cultural Arts Organizations	52%	52%	48%	47%
In-House	21%	24%	22%	23%
Other	12%	9%	10%	10%

6 Since 2015-16, professional development in arts education offered by central NYCDOE was offered through the Office of Arts and Special Projects (OASP); Office of Curriculum, Instruction, and Professional Learning (CIPL); and Division of Teaching and Learning (DT&L).

The data in Figure 41 were gathered through the 2018-19 *NYC Principal Satisfaction Survey*. The figure displays data on respondents' perceptions of the professional development opportunities that would be most helpful for certified arts teachers. Data are shown for all responding schools, including District 75 schools.



Certified School-Based Arts Teachers

Tables 27 and 28 show the number of certified arts teachers in NYCDOE schools. The data are shown by discipline and school level from the 2014-15 through 2018-19 school years. These data were gathered from the NYCDOE Division of Human Resources.

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Table 27. Number of *Full-Time* Certified School-Based Arts Teachers, by Arts Discipline (2014-15 through 2018-19)

Arts Discipline	2014-15	2015-16	2016-17	2017-18	2018-19
Dance	216	227	239	253	263
Music	959	998	1,029	1,048	1,057
Theater	165	167	178	202	200
Visual Arts	1,228	1,289	1,324	1,334	1,329
Total	2,568	2,681	2,770	2,837	2,849

Table 28. Number of *Full-Time* Certified School-Based Arts Teachers, by School Level (2014-15 through 2018-19)

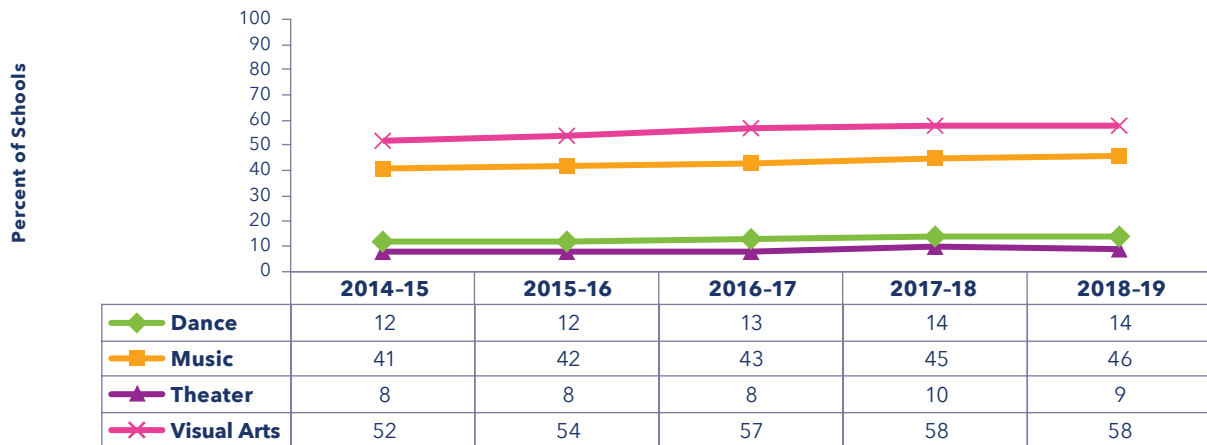
School Level	2014-15	2015-16	2016-17	2017-18	2018-19
Elementary	645	695	696	754	737
Middle	518	525	518	533	544
High	833	838	865	870	863
Other ⁷	572	623	691	680	705
Total	2,568	2,681	2,770	2,837	2,849

⁷ The "Other" category includes K-8 schools, K-12 schools, secondary schools, registered programs, excess/reassignment, and ungraded.

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Data on the number of full-time certified school-based arts teachers on staff were provided through the NYCDOE Division of Human Resources for all schools (N=1,593). Data on the number of part-time certified school-based arts teachers on staff were reported by schools through their *Annual Arts Education Survey* (N=1,546). Figures 42 and 43 display the percent of reporting schools with at least one part-time and/or full-time certified school-based arts teacher. Data are shown by arts discipline for the 2014-15 through 2018-19 school years. Figures 44 through 47 display the full-time certified school-based arts teacher data by school level.

Figure 42. Percent of Schools with At Least One Full-Time Certified School-Based Arts Teacher, by Arts Discipline (2014-15 through 2018-19) (N=1,593)



ARTS IN SCHOOLS



Figure 43. Percent of Schools with At Least One Part-Time Certified School-Based Arts Teacher, by Arts Discipline (2014-15 through 2018-19) (N=1,546)

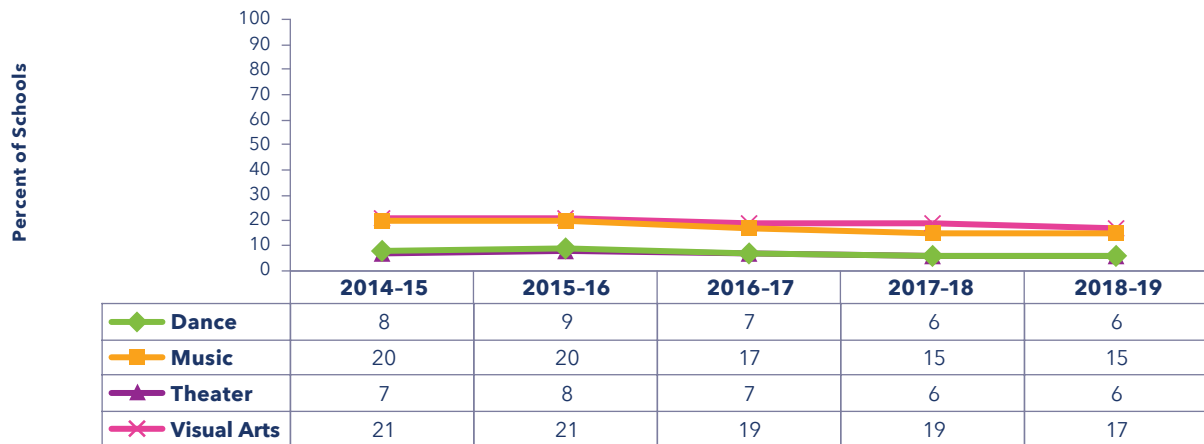
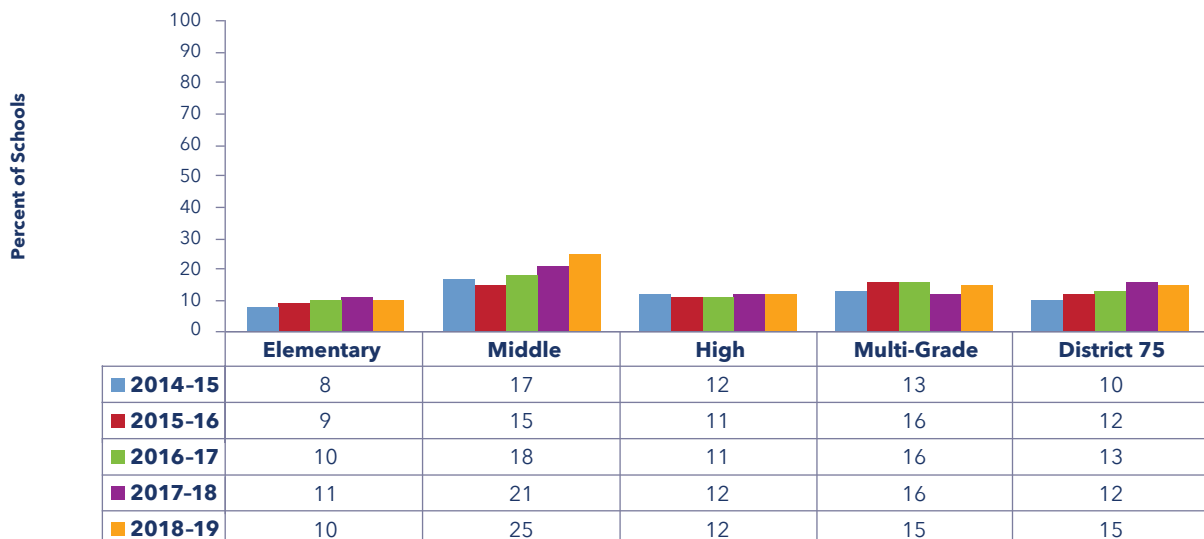


Figure 44. Percent of Schools with At Least One Full-Time Certified School-Based Dance Teacher (2014-15 through 2018-19) (N=1,591)



REPORT 2018-2019

Figure 45. Percent of Schools with At Least One Full-Time Certified School-Based Music Teacher (2014-15 through 2018-19) (N=1,591)

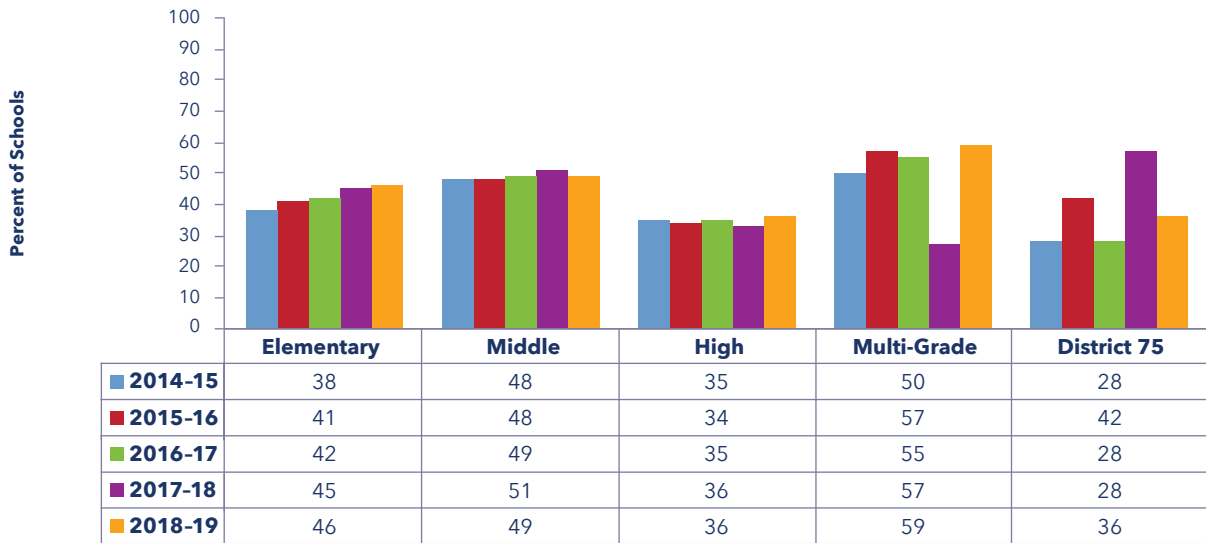


Figure 46. Percent of Schools with At Least One Full-Time Certified School-Based Theater Teacher (2014-15 through 2018-19) (N=1,591)

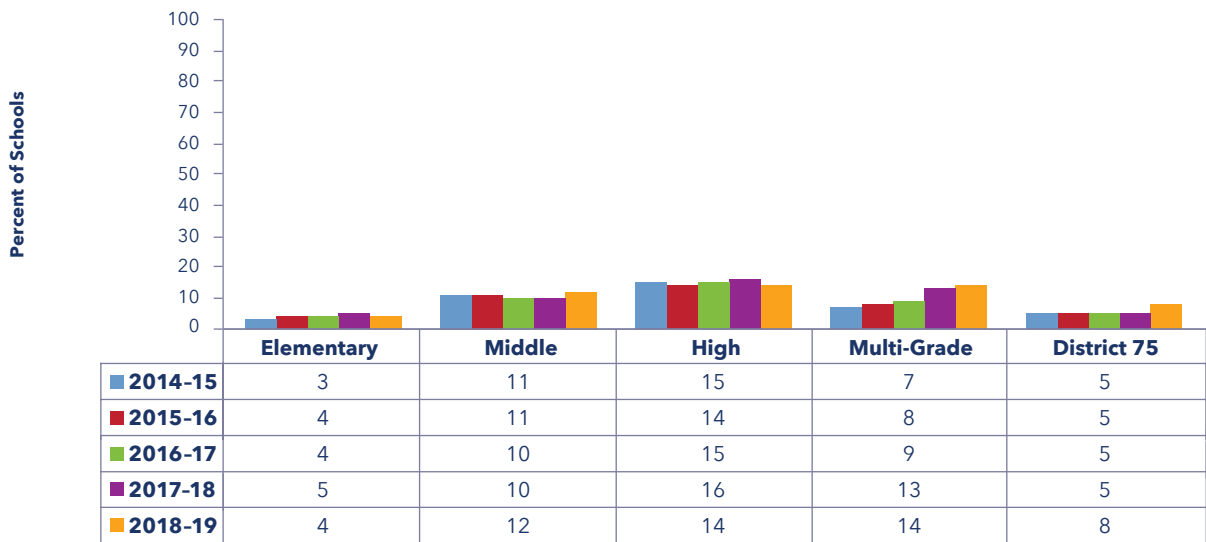
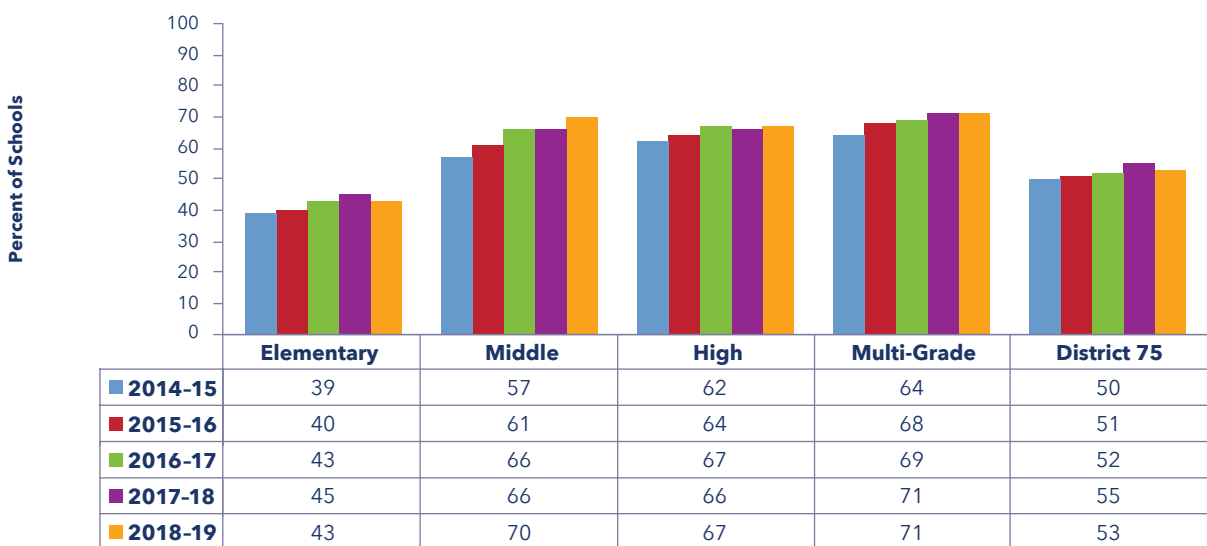


Figure 47. Percent of Schools with At Least One Full-Time Certified School-Based Visual Arts Teacher (2014-15 through 2018-19) (N=1,591)



Cultural Arts Organizations

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

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On the 2018-19 *Annual Arts Education Survey*, school administrators were asked to report on all cultural arts organization partnerships. Data on the percent of all responding schools (N=1,546) that reported working with at least one cultural arts organization are shown for school years 2014-15 through 2018-19 in Table 8 of the Executive Summary. Table 29 below presents these data by borough. The number of cultural arts organizations partnered with responding schools from 2014-15 through 2018-19 is displayed in Table 9 of the Executive Summary. Figure 48 below presents data on the percent of responding schools that reported working with at least one cultural arts organization for the 2014-15 through 2018-19 school years. Data for this table are shown by school level.

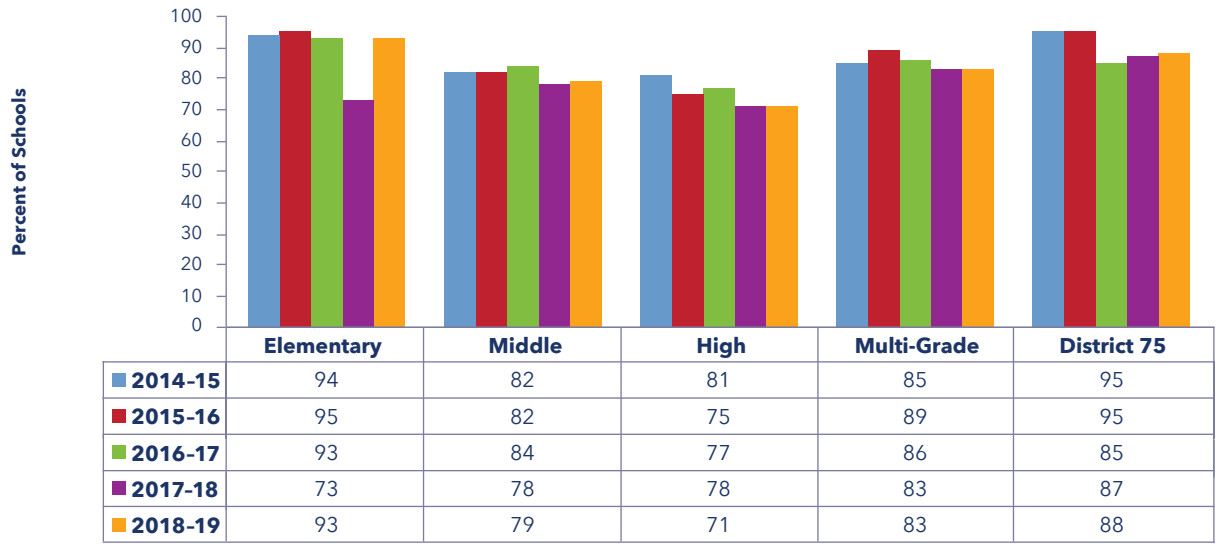
Table 29. Percent of Schools Partnered with *At Least One Cultural Arts Education Organization*, by Borough (2014-15 through 2018-19) (N=1,546)

Borough	2014-15	2015-16	2016-17	2017-18⁸	2018-19
Bronx	85%	81%	85%	86%	83%
Brooklyn	87%	86%	85%	86%	83%
Manhattan	89%	93%	90%	85%	85%
Queens	89%	87%	84%	85%	82%
Staten Island	89%	96%	91%	89%	95%

8 This percentage has been revised from what was reported previously for the 2017-18 school year due to a previous error in calculation.

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Figure 48. Percent of Schools Partnered with At Least One Cultural Arts Education Organization, by School Level (2014-15 through 2018-19) (N=1,546)



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Tables 31 and 32 show the type of cultural arts organization services provided and respondents' perceptions of the quality of service of their partner cultural arts organizations. Data for these tables are shown for the 2014-15 through 2018-19 school years.

Table 30. Percent of Schools Reporting the Type of Services Provided by Cultural Arts Organizations (2014-15 through 2018-19) (N=1,272)

Type of Services	2014-15	2015-16	2016-17	2017-18	2018-19
Arts-Related Field Trips	37%	35%	32%	35%	34%
In-School Student Workshops	15%	14%	15%	14%	14%
Residency (direct instruction to students)	43%	46%	48%	47%	48%
Teacher Professional Development	6%	5%	4%	5%	4%

Table 31. Percent of Schools Reporting the Quality of Services Provided by Cultural Arts Organization (2014-15 through 2018-19) (N=1,273)

Quality of Services	2014-15	2015-16	2016-17	2017-18	2018-19
1 (Poor)	0.7%	0.2%	0.2%	0.1%	0.2%
2	0.6%	0.6%	1%	0.4%	0.4%
3	3%	3%	3%	2%	3%
4	16%	15%	14%	12%	12%
5 (Excellent)	79%	82%	82%	85%	84%

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School administrators also reported whether they would continue to partner with their cultural arts organization(s). If they responded that they would not continue services, they were asked to provide a reason for discontinuing services with the organization. Table 32 shows schools' responses to whether they planned to continue, discontinue, or had not yet determined whether they would continue services with at least one cultural arts organization. Table 33 provides the reasons reported for schools' plans to discontinue services with at least one cultural arts organization.

Table 32. Schools' Expectations Regarding Continuation of Services with Cultural Arts Organizations (2014-15 through 2018-19) (N=1,293)

Responses	2014-15	2015-16	2016-17	2017-18	2018-19
School Will Continue Service with At Least One Cultural Arts Organization	86%	88%	87%	88%	86%
School Will Discontinue Service with At Least One Cultural Arts Organization	5%	5%	5%	4%	5%
School is Uncertain about Continuation of Services with At Least One Cultural Arts Organization	25%	23%	26%	24%	26%

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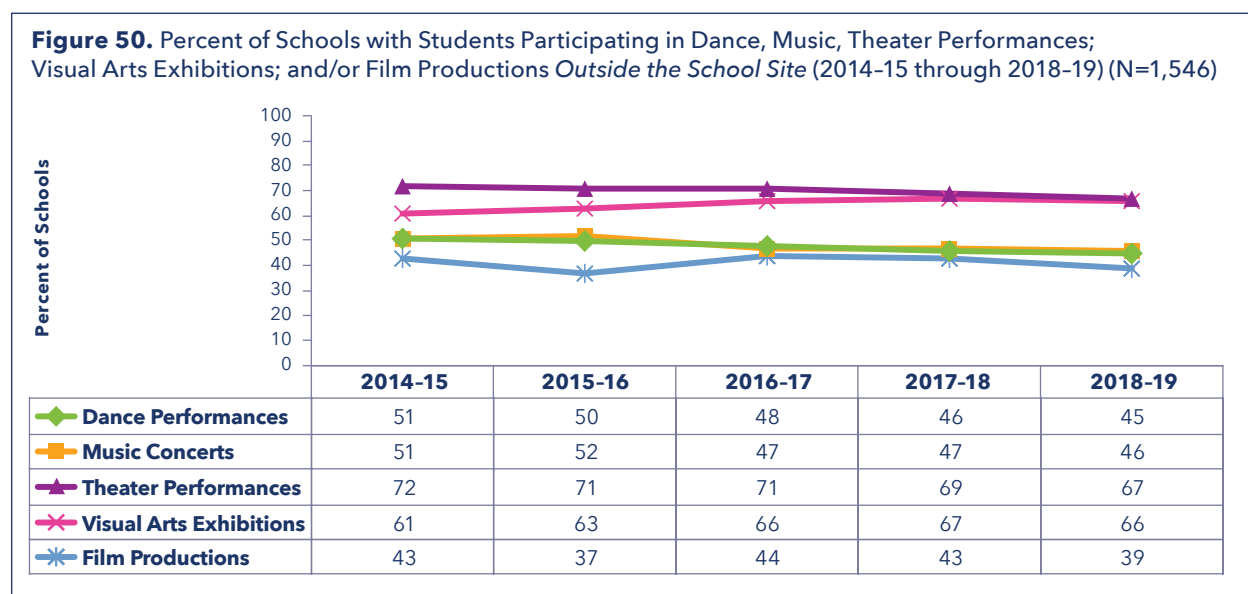
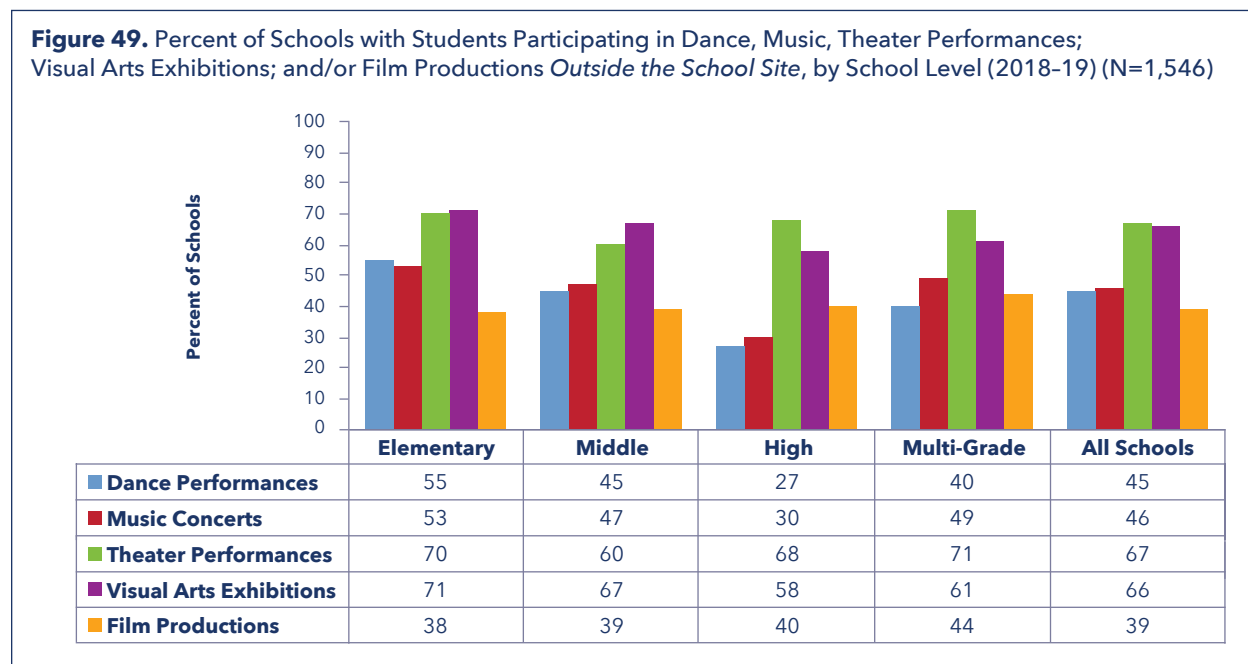
Table 33. Reasons for Schools Reporting Discontinuation of Service from Cultural Arts Organizations (2014-15 through 2018-19) (N=53)

Responses	2014-15	2015-16	2016-17	2017-18	2018-19
High Cost of Services	8%	13%	7%	14%	30%
Limited Capacity of Provider	10%	7%	7%	16%	3%
Reduced School Budget	16%	20%	18%	14%	30%
Unsatisfactory Quality of Services	18%	10%	12%	16%	21%
Other Responses	47%	51%	56%	41%	17%



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

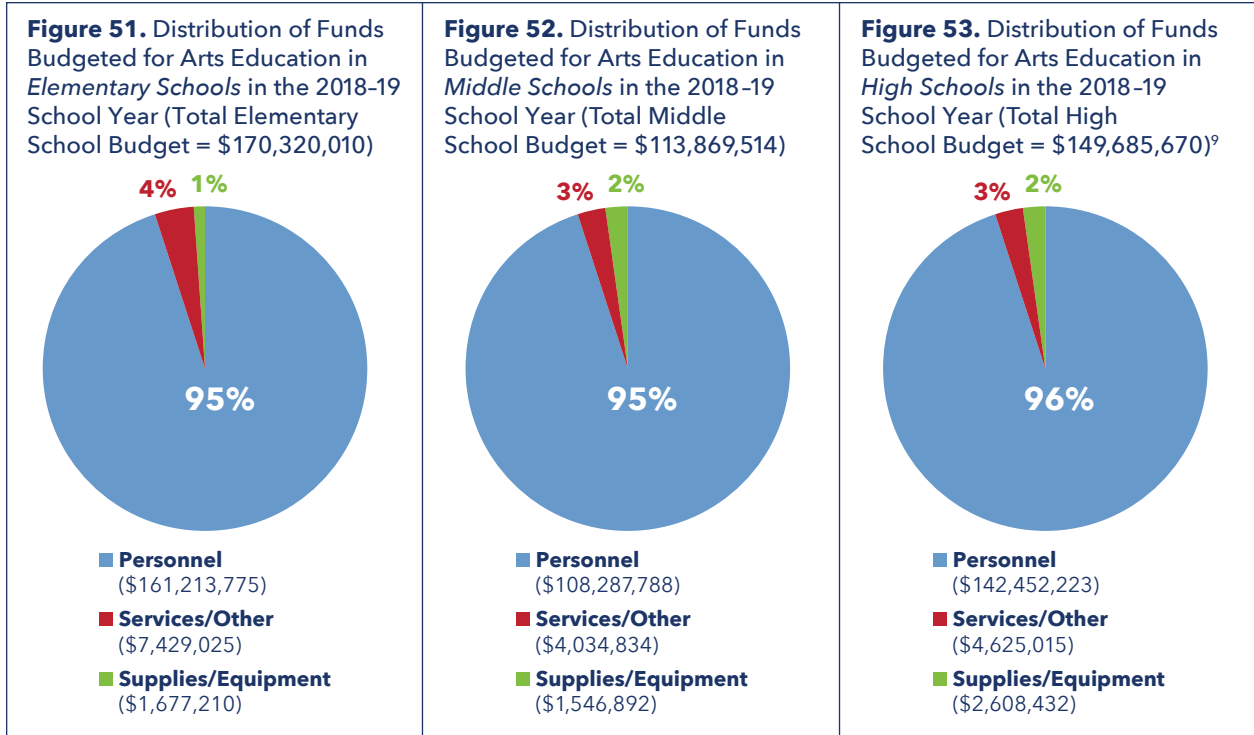
Figure 49 displays the percent of responding schools (N=1,546) that reported having students who participated in arts performances, exhibitions, and/or productions outside the school site by school during the 2018-19 school year. Figure 50 displays these data for all schools during the 2014-15 through 2018-19 school years.





Arts Budgeting by Schools

Schools' arts budgets include staff salaries, equipment/supplies, and services such as cultural arts organization partnerships. The data in Figures 51 through 53 were gathered through the NYCDOE Division of Budget Operations and Review and the Division of Contracts and Purchasing Management databases. The total NYCDOE budget for arts education from the 2014-15 through 2018-19 fiscal years is shown in Figure 12 of the Executive Summary. Figures 51 through 53 display the arts education budgets for elementary, middle, and high schools in the 2018-19 fiscal year.



External Funding for Arts Education

School administrators were asked to report on the use of external funding for arts education on the 2018-19 *Annual Arts Education Survey* (N=1,546). Table 34 shows the percent of schools that reported using external funding for arts education in the 2017-18 and 2018-19 school years. Data are shown by sources and school level.

⁹ Chart does not total 100% due to rounding.

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Table 34. Percent of Schools Reporting Use of External Funding for Arts Education, by Sources and School Level (2017-18 and 2018-19) (N=1,546)

Funding Sources	Elementary		Middle		High	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Private Foundation	14%	13%	12%	14%	14%	13%
Local Business or Corporation	5%	6%	5%	4%	7%	5%
PTA/PA	35%	36%	22%	22%	12%	13%
State, County, Local Arts Organization or Agencies	17%	20%	12%	13%	9%	8%
Federal, State, or City Grants	45%	53%	48%	47%	39%	35%
Cultural Arts Organizations	38%	42%	41%	37%	25%	25%

Funding Sources	Multi-Grade		All Schools	
	2017-18	2018-19	2017-18	2018-19
Private Foundation	17%	20%	14%	15%
Local Business or Corporation	8%	7%	6%	6%
PTA/PA	38%	28%	27%	27%
State, County, Local Arts Organization or Agencies	17%	17%	14%	16%
Federal, State, or City Grants	42%	45%	43%	46%
Cultural Arts Organizations	39%	37%	35%	36%

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Arts Space

Classrooms or other school facilities designed and used solely for arts instruction are essential for teaching each arts discipline. On the 2018-19 *Annual Arts Education Survey*, school administrators reported the number of classrooms or other school facilities designed and used solely for arts instruction (N=1,546). Administrators were also asked to report on the number of classrooms or other school facilities that are multi-purposed for the arts. Table 35 provides data on the percent of responding schools with at least one classroom or other school facility designed and used solely for arts instruction. The data are shown for the 2018-19 school year by classroom type and school level. Table 36 displays the percent of all responding schools with at least one classroom or other school facility that was used for arts and other purposes in the 2018-19 school year. Data are shown by school level.



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Table 35. Percent of Schools with At Least One Classroom or Other School Facility Designed and Used Solely for the Arts (2018-19) (N=1,546)

Classrooms or Other School Facilities Used for Arts Instruction	Elementary	Middle	High	Multi-Grade	District 75	All Schools
Dance	27%	47%	32%	34%	32%	32%
Music	61%	65%	46%	65%	54%	58%
Theater	29%	41%	28%	35%	36%	32%
Visual Arts	68%	70%	71%	78%	76%	71%
Media	38%	49%	37%	36%	32%	39%

Table 36. Percent of Schools with At Least One Classroom or Other School Facility Multi-purposed for the Arts (2018-19) (N=1,546)

Classrooms or Other School Facilities Used for Arts Instruction	Elementary	Middle	High	Multi-Grade	District 75	All Schools
Dance	56%	28%	30%	38%	48%	42%
Music	58%	40%	34%	52%	52%	48%
Theater	56%	33%	43%	49%	52%	48%
Visual Arts	48%	34%	38%	51%	70%	44%
Media	37%	32%	39%	37%	26%	36%

Number of Arts Rooms

The NYCDOE School Construction Authority collects data on the number of arts rooms in school buildings. Table 37 shows the number of school buildings that have arts rooms, the number of arts rooms in these buildings, and the average number of arts rooms per building. Data are shown from 2014-15 through 2018-19.

Table 37. Number of Arts Rooms, as Reported by the NYCDOE School Construction Authority (2014-15 through 2018-19)

	2014-15	2015-16	2016-17	2017-18	2018-19
Number of School Buildings with Arts Rooms	1,157	1,161	1,167	1,170	1,175
Number of Arts Rooms	3,743	3,785	3,771	3,880	3,925
Average Number of Arts Rooms per Building	3.2	3.3	3.2	3.3	3.3

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Parent Involvement

Table 38 shows the percent of all responding schools that reported parental involvement in arts programs at their schools. These data were gathered through the *Annual Arts Education Survey* and are shown for the 2014-15 through 2018-19 school years.

Table 38. Percent of Schools That Reported Parent Involvement in Arts Programs (2014-15 through 2018-19) (N=1,546)

Parent Involvement	2014-15	2015-16	2016-17	2017-18	2018-19
Attending School Arts Events	92%	92%	92%	92%	92%
Volunteering in Arts Programs or Classrooms	43%	44%	44%	44%	43%
Donating Arts Materials or Supplies	40%	41%	40%	42%	41%



ARTS IN SCHOOLS





OASP Support for Arts Education 2018–19

Chancellor’s Priorities: Deepening and Expanding Our Shared Commitment to Equity and Excellence

The Chancellor has directed the New York City Department of Education to realign and direct resources in conjunction with four priorities:

Accelerate Learning and Instruction, Partner with Communities, Develop People, and **Advance Equity Now.** In support of these priorities, the Division of Teaching and Learning and the Office of Arts and Special Projects have aligned our current work to these priorities.

Student Programs

All-City High School Music Program and Boroughwide Salute to Music Program (Grades 4–8) afforded yearlong Saturday music instruction as well as performance opportunities for approximately 950 students across the five boroughs. Under the leadership of NYCDOE music teachers, students participated in a variety of vocal and instrumental ensembles: the All-City Chorus; All-City Concert Band; All-City Jazz Ensemble; All-City Latin Ensemble; All-City Marching Band; All-City Orchestra; Salute to Music Bands in every borough; Salute to Music Orchestra in the Bronx; Queens and Staten Island; Salute to Music Citywide Chorus; and Salute to Music Citywide Jazz Ensemble. Four culminating concert performances were held for Salute to Music parents and the general public.

Select **All-City High School Music Program** graduating seniors were awarded scholarships for outstanding accomplishments in music.

These scholarships were provided by the **Ryuji Ueno Foundation**, the **Peter J. Wilhousky Foundation**, and the **Bernard Donovan Foundation**.

Scholarships were also awarded to select students participating in All-City ensembles to attend the **French Woods Festival of the Performing Arts during the summer of 2019**.

The All IN(Clusive) All-City Teen Theater Ensemble: With support from The Shubert Foundation, and under the guidance of a team of theater artist-educators, the Director of Theater produced the first **All-IN(clusive) All-City Teen Theater Ensemble**. Thirty New York City high school students from diverse backgrounds, races, ethnicities, gender identities, abilities, and points of view composed music, improvised scenes, rehearsed, and performed an original show, *NEXT STOP!* This program has proven to be invaluable, not only for our students but also for their families.

The **Art History Research Project** fostered research for high school students. In partnership with **Studio in a School** and the **Museum of Modern Art (MoMA)**, cross-school meetings for teachers and student researchers were held in the spring. Representing four high schools, the project gave students the opportunity to share research in progress and to engage with museum educators. In May 2019, the scholars, along with their teachers and their families, were honored at an event at MoMA, where three students received a monetary award for their exemplary work. The first prize was presented by Agnes Gund, President Emerita of MoMA and founder of Studio in a School. Each student who participated in the project received a comprehensive book on art history.

The annual **Ezra Jack Keats Bookmaking Competition**, sponsored by the **Ezra Jack Keats Foundation**, supported students in grades 3 through 12 from all five boroughs in the study of picture books, culminating in the creation of their own picture books. During the month of May 2019, over 100 schoolwide winning picture books were displayed at the **Brooklyn Public Library**, and at an awards event held in May, borough-wide and citywide winning students, honorable mentions, and

teachers were recognized. A fall 2018 workshop for visual arts teachers and librarians, *Designing Your Bookmaking Program*, supported the initiative. Noted author Nina Crews presented, bookmaking workshops were held, and teachers reviewed past winners in the *Ezra Jack Keats Catalogs*.

The inaugural **Public School Film Festival**, produced by the **Mayor's Office of Media and Entertainment**, the OASP, and **Magic Box Productions**, premiered on May 16, 2019 at the **New York Institute of Technology**. The daylong event screened 21 student films from 13 different schools and programs. The adjudicated and selected films were in a variety of categories, including short feature, animation documentary, and public service announcement. Over 200 students and teachers were also treated to a top-notch career panel featuring industry professionals, including Jon Batiste, musician, composer, and bandleader of *The Late Show with Stephen Colbert*, and Mimi Valdés, executive producer of *Hidden Figures*, producer of *Roxanne*, and chief creative officer of Pharrell Williams's *i am OTHER* company. Following the panel, all participants attended a Career Expo, engaging with higher-education, media, and youth media organizations.

Broadway League's Diversity Committee partnered with the OASP Theater Program for the seventh year to engage over 75 NYCDOE high school students from varied backgrounds in the **Broadway League/ NYCDOE Theater Management Teen Diversity Shadowing Program**. Introducing students to non-performance career opportunities in the theater—such as general management, press, marketing, casting, and technical supervision—the program served as hands-on experience that enabled participants to explore viable career paths in the theater industry in college or beyond.

Comprehensive Arts Examinations in dance, music, theater, and visual arts were designed, implemented, and administered for high school seniors who have completed a major arts sequence. The 1,670 students who passed the exam received either the Regents Endorsed Diploma with Advanced Designation in the Arts or a certificate of arts achievement. Those students and their families were invited to attend an event in their honor in July 2019 at the **David H. Koch Theater at Lincoln Center hosted by Chancellor Carranza**.

The **Dedalus Foundation** awarded scholarships to 10 graduating high school seniors who participated in art portfolio and art history competitions. Exemplary artwork by these scholarship recipients was exhibited in the **Dedalus Galleries** in May 2019.

The **DiverCity Lens Project** supported two middle and 15 high school visual arts teachers from all boroughs in working with a professional photographer and in examining diversity through photographs and students' written reflections. Teachers met to share and critique student work. Several meetings were hosted by the **International Center of Photography**. The teachers selected the work of 63 student photographers for an exhibition at the Tweed Courthouse in May 2019. Each student photograph was accompanied by writing around the year's theme: "We Respond." Participating visual arts teachers each displayed one of their own photographs as well. Through a grant from the renowned photographer Robert Frank, an exhibition catalog was created documenting the student work. Each student and teacher received a copy of the catalog.

The **Honors High School Music Festival**, produced in conjunction with the **Music Educators Association of New York City**, attracted some 350 student participants from all boroughs. Parents, teachers, New York State School Music Association (NYSSMA) officers, and local community members attended the performance by the High School Festival Jazz

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Ensemble, Chorus, Concert Band, and Orchestra. Each ensemble was led by a recognized professional or university-level conductor, with celebrated conductors traveling from as far as the University of California, Los Angeles (UCLA).

The **National Chorale** presented dual choral festivals for NYCDOE choral singers and their teachers. The **High School Choral Festival** was held at Hunter College, and the **Elementary/Middle School Choral Festival** was sited at the Professional Performing Arts School in Manhattan. NYCDOE choral ensembles from all boroughs performed for audiences of their peers under the direction of expert NYCDOE choral conductors.

PS Art 2019 provided teachers and students the opportunity to participate in a citywide juried competition, resulting in an exhibition at **The Metropolitan Museum of Art**. The PS Art exhibition had 115 works of art, representing 122 student artists, grades pre-K through 12, from all five boroughs, including District 75 schools. Student artwork was exhibited at The Met, from June 2019 through the end of October 2019. The NYCDOE continues to partner with **Studio in a School** in the PS Art initiative. In collaboration with the **Times Square Advertising Coalition**, 27 works of art from PS Art 2019 were displayed four minutes of every hour on a jumbotron screen in Times Square, June 18–21. The opening reception, attended by young artists, their families, teachers, and principals on June 18, included remarks by renowned artist Fred Wilson.

To encourage greater family viewing of the **PS Art** exhibition and attendance at **The Metropolitan Museum of Art**, teachers whose students' work was displayed in the 2019 exhibition created individualized museum guides to share with families. Each guide included images of three museum works of art related to students' own artwork.

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The **School Art League** and **The One Club for Creativity** delivered Saturday art-career work-shops to more than 50 students per semester. High school students met designers and artists and built visual art portfolios. Families were also invited to a special session with a high school guidance counselor on the college application process. During the fall program, representatives from art colleges and state schools with art programs met with students individually to discuss their programs and review their developing portfolios.

The **School Art League**, the **School of Visual Arts, Pratt Institute**, and **The One Club for Creativity**, in partnership with the OASP, disseminated information about programs, student scholarships, and awards. At a June 2019 event held at **The Metropolitan Museum of Art**, nearly 300 medals were presented to seniors and to promising freshmen and sophomores. Five awards of \$1,000 each were presented to exemplary students. In addition, The **School Art League**, the **School of Visual Arts**, and **Pratt Institute** presented scholarships to students who will be continuing their studies of art at Pratt, the School of Visual Arts, Cooper Union, Lafayette College, Fashion Institute of Technology, and SUNY New Paltz.

In the spring, five high schools and over 100 students participated in a pilot program, "The Judiciary and the Arts." Visual arts teachers met in the Thurgood Marshall Courthouse with judges and staff from the Second Circuit Court of Appeals, mapping out plans to engage students with the judiciary as a civic institution. Trips to the courthouse, and working with research lawyers and their teachers, culminated in student artwork reflecting knowledge gained. An art exhibition and reception was held in the Justice Resource Center in June 2019.

The Shubert Foundation High School Theatre Festival continues to showcase the diverse student theater produced in public high schools across the city. The festival serves as a high-profile Broadway forum to highlight the impact of theater education for students on the

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stage and in life. Generous funding and production support from The Shubert Foundation enabled students from five schools to make their Broadway debuts, once again highlighting curated excerpts from fully produced musicals or plays performed at their respective schools (including an All Deaf performance of *A Christmas Carol*). Additionally, all participating students attended afternoon workshops with master artists from **Roundabout Theatre Company** and the **New York Deaf Theatre**. The festival is a celebratory event highlighting quality theater education and schools investing in student productions across the city. A team of professional theater artists and theater educators attended live productions and used common criteria to identify the five high school plays and musicals, and schools that aligned to festival goals.

The Shubert/MTI Broadway Junior Musical Theater Program enables NYCDOE middle schools in need of arts education supports to create and produce their school's first musical. This partnership program with **The Shubert Foundation** and **Music Theatre International (MTI)** fosters a collaborative environment between the participating students and their teachers, and allows the arts to flourish in these underserved communities. In 2018–19, the program provided theater education at 29 schools across the city, and an additional 52 graduated schools continued to produce musicals. Overall, this private-public partnership reaches a total of 304 teachers and 2,100 middle school students. In May 2019, nearly 500 students performed musical numbers of their shows

for their peers and the theater community on Broadway's **Imperial Theatre** stage at a celebration event hosted by Broadway performers James Harkness and Jawan M. Jackson (*Ain't Too Proud - The Life and Times of The Temptations*).

The Shubert Theater Arts Partnerships continued to support partnerships between professional theater-based artists and high-need elementary and secondary schools. The arts education organization **ArtsConnection**, working with the OASP, placed teaching artists in residencies at six schools in need of theater and arts education. In addition to working with teachers to build classroom and theater teaching capacity, each teaching artist engages the school's leadership in a planning process to ensure its theater program thrives beyond the program's initial period of support.

Summer Arts Institute provided an intensive, four-week summer program for over 350 middle and high school students in dance, drama, film, instrumental band, string orchestra, vocal music, and visual arts. The program, held at Frank Sinatra School of the Arts in Astoria, Queens, nurtured and challenged students as they moved into the next phase of growth as young artists. The program, now in its 18th year, is an official summer school program carrying one elective arts credit. The 2019 Summer Arts Institute was made possible through generous support from **HBO, Harkness Foundation for Dance, Con Edison, The Fund for Public Schools, and Exploring the Arts**. A number of studios are team taught by NYCDOE arts teachers and guest artists from leading cultural institutions such as **American Ballet Theater, Midori and Friends, ReelWorks, Roundabout Theatre Company, and the Theatre Development Fund**.

History by Design is a program for teachers and students who are interested in diving deeper into social studies, history, and the arts in an experiential learning environment that encourages student voice and

multiple perspectives. This after-school initiative enables middle school students to take advantage of the rich learning opportunities available through local cultural institutions by taking field trips throughout the year, working on a research project, and creating an exhibit as a culminating project. It is designed to afford the students the chance to explore local social and historical topics, and to build identity and ownership through the arts and historical inquiry. Among the 31 History by Design partners are the **Brooklyn Museum**, the **Museum of Modern Art**, **The Paley Center for Media**, and **The Bronx County Historical Society**.

The **UCB/DOE Teen Improv Festival** continued its partnership with the **Upright Citizens Brigade (UCB)**. In its fifth season, the festival supported improvisational comedy troupes at 20 NYCDOE high schools. UCB artists provided professional development, onsite student workshops, and resources to support the school-based improv companies. The student companies then performed in a peer festival at the iconic UCB Theatre.

Parent and Family Support

Arts + Family Engagement Grants are a partnership initiative that expands arts opportunities for New York City public school students by boosting family participation and community engagement. The program showcases students' arts experiences, illuminates connections between student art and other academic learning, and engages students, along with parents and family members, demonstrating the power and importance of the arts in the school setting. Sixty schools participated, with 37 different arts partners providing family workshops in the arts.

Borough Art Festivals are a series of year-end events celebrating the talents and creativity of students and their teachers through arts exhibitions and public performances. Over 7,000 teachers, school administrators, parents, community members, and students attended the five borough fairs, viewing student exhibitions and performances with over 3,200 student artists representing 550 schools.

A **High School Fair** served as a forum for presentations and question-and-answer sessions on navigating the application and audition processes for screened arts high schools in each arts discipline.

High School Audition and Application Workshops were provided in borough-based evenings in the spring of 2019 for rising eighth graders and their parents and guardians.

District 75 displayed a remarkable range of talent at the Fourth Annual Festival of the Arts. The New York City College of Technology Auditorium, rocked with 25 student performances, including music (instrumental, choral singing, classic rock, girl groups, show tunes), dancing (step, Afro-Cuban, ballroom, Broadway, and modern), and excerpts from plays.

In addition, 53 visual art pieces (paintings, drawings, collages, assemblages, architectural models, and sculptures) were shown in the lobby. Fifty-five schools participated in the event, hearing the applause of over 800 students, teachers and guests.

- The D75 Annual Dance Festivals in the auditoriums of 752Q, 811K, 811Q, 811X, and New Dorp High School displayed a remarkable range of talent.
- The audience was treated to 70 dance performances, ranging from step, Afro-Cuban, ballroom, and Broadway to modern dance.
- The District 75 Dance Festivals occur in four boroughs, over the course of six days, giving opportunity for the many students to showcase the knowledge they acquired in specific Adapted Physical Education and Dance units of study.

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- This year the District 75 Office of School Wellness, 721R - The Hungerford School, and New Dorp High School partnered to develop an inclusive dance performance. This event showcased 13 performances from District 75 and District 31. Four performances were collaborative, featuring students from both the Hungerford School and New Dorp High School.

Arts and Cultural Community Support

The Office of Arts and Special Projects activities include:

- Evaluating and scoring **Pre-Qualifying Solicitation Proposals** from the arts and cultural community for direct student services, parent services, and professional development in the arts.
- Presenting the **32nd Annual Arts and Cultural Services Fair**, held at the **Museum of Jewish Heritage**, where 66 arts organizations and cultural institutions interfaced with over 300 school leaders, arts education liaisons, and teachers, offering information regarding programs and resources for their students and schools.
- Showcasing students' musical achievements and the impact of effective partnerships in the All-City High School Music Program's Chorus, Concert Band, Jazz Ensemble, Latin Ensemble, and Orchestra, as artists in residence from the following organizations coach and perform alongside All-City students in their respective ensembles: **Jazz at Lincoln Center**, **Metropolitan Opera**, the **New York Pops**, and the **New York Philharmonic**. Twelve New York Philharmonic orchestra members performed with the All-City Concert Band and All-City Orchestra at the Jack H. Skirball Center for the Performing Arts at NYU to mark the culmination of this season's revitalized partnership.

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- Collaborating with **Weill Music Institute’s Ensemble Connect** and with Ensemble Connect administrators in the programming for the Ensemble Connect fellows.
- Partnering with **BerkleeNYC** and the **Berklee College of Music** to support a growing community of music production teachers through a series of workshops on developing and sustaining a music production program and integrating music performance and music production.
- Supporting **Metropolitan Opera HD Broadcasts** in five NYCDOE school sites (one per borough), accompanied by teacher professional development and student learning opportunities to introduce high-quality opera performances to communities across the five boroughs. There were six Met HD broadcasts.
- Working with the **Museum of Modern Art**, the **Noguchi Museum**, and the **Solomon R. Guggenheim Museum**, a fall short course was developed for visual arts teachers, K-12. Entitled “The Artist Series,” the course supported the expansion of teachers’ repertoire of artists to include diverse artists who culturally and linguistically represent their students.

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- Collaborating with the **Morgan Library and Museum**, the **Whitney Museum of American Art**, and the **Museum of Modern Art**, a spring short course entitled “Texture, Color and Principles of Design” was created for visual arts teachers, K-12. Exploring the basics of visual arts instruction, each workshop incorporated art making, and focused on developing teachers’, and thus their students’, imaginative capacities.
- Partnering with the **NYCDOE Department of Social Studies**, the annual professional learning series “Ticket for Two” was attended by 35 pairs of visual arts and social studies teachers. This year the series was held at **The Metropolitan Museum of Art** and the **Museum of Modern Art**, where teachers considered the theme of “Exploring Utopia.”
- Working with the **Whitney Museum of American Art**, an educator evening solely for New York City public school visual arts educators was offered in December 2019.
- Collaborating with **Studio in a School** to offer a full-day professional learning event at **The Metropolitan Museum of Art** centered on looking at student artwork in support of PS Art 2019. The PS Art 2018 catalog was a key resource for this workshop, as participants analyzed the educator comments in the catalog that reflected the strands and benchmarks of the *Blueprint for Teaching and Learning in Visual Arts*.
- Working with the **Cooper Hewitt Smithsonian Design Museum** and collaborating with the NYCDOE’s **Office of Student Enrollment** to offer high school graphic-design students the opportunity to work with a noted graphic designer on their entries in the High School Directory cover competition.

Teacher and School Leader Supports and Professional Learning in the Arts

The American Voices Project provided an additional four middle and high school teacher team—over 65 to date—with co-curricular instructional units of study and resources to stimulate student learning about the social and cultural history of 20th-century America through the lens of theater. By pairing social studies teachers with a theater or English teacher to team-teach the curriculum, American Voices enhanced student learning as well as differentiated instruction. The American Voices Units support teachers in exploring the cultural impact of these works, the parallels between theater and history, and how points of view inform how we communicate culturally and artistically. This year, the program piloted an additional six units focusing on America in the 1960s through the end of the 1990s (including diverse voices such as Katori Hall’s *The Mountaintop*, Jose Rivera’s *The House of Ramon Iglesia*, and Moises Kaufman’s *The Laramie Project*). American Voices now has a total of 13 free full units of study covering diverse topics and plays spanning the 1920s–1990s.

The Arts Leadership Events for School Leaders are discipline-specific experiences intended to expand a school administrators’ understanding and appreciation of dance, music, theater, and visual arts, as well as the important role that cultural resources and organizations play in New York City students’ well-rounded education. School leaders are celebrated at these events for their commitment to offering high-quality arts experiences to students in their schools. They are invited to experience all art forms to expand their arts knowledge to better administer arts programming for their students. Host institutions for 2018–19 were **Ballet Hispanico** and the **Apollo Theater** and *From Shtetl to Stage: A Celebration of Yiddish Music and Culture* at **Carnegie Hall**.

The Arts Education Liaison Professional Learning Series focused on the role of culturally responsive education in the arts by exploring partnerships, identifying resources, and seeking opportunities to increase equity, access, and excellence. Using the *Individual Arts in Schools Report*, the arts education liaisons identified gaps and associated resources for improving arts instruction at the school level. The workshop experiences were differentiated for newly assigned liaisons and veteran liaisons in addition to special audiences consisting of other constituents from the school communities.

The Arnhold New Dance Teacher Support Program, which was made possible by a grant from Jody and John Arnhold, provided first- and second-year dance teachers with mentoring, intervisitation opportunities, and instructional resources. In 2018–19, 56 dance teachers benefited from this support. The program provided funding to partner with dance cultural organizations and for students to attend professional dance performances. Funding also supported professional learning workshops to ensure that new dance teachers develop high-quality curriculum for their dance programs. New teachers received a toolkit with dance instructional materials, and were invited to attend two intervisitations to observe experienced dance educators teaching practice. The Arnhold grant provided additional funds for instructional resources and consultants at citywide dance professional learning series and short course sessions. Funds for teachers to obtain a dance certification and additional professional learning courses at **92nd Street Y's Dance Education Laboratory (DEL)** were also provided by the Arnhold New Dance Teacher Support Program.

Within the program, a tutoring project provided curriculum supports for up to 11 new dance teachers. This initiative helps teachers design rigorous learning experiences, and align these experiences with assessment and with the NYCDOE *Blueprint for Teaching and Learning in Dance*.

Dance teachers submitted dance unit templates inspired by pioneering choreographers. All units included supporting materials and a variety of assessment tools. A team of educator-reviewers evaluated the submissions and provided feedback to the educator-writers to ensure their curriculum met dance education standards. The compilation of dance units was shared with the NYCDOE dance education community online and at the June citywide professional learning workshop for wide-scale application and inspiration. Dance teachers were encouraged to adapt these units and add them to their existing dance curriculum. The Arnhold program also supports the **Dance Educators Collective Concert**, an opportunity for dance teachers to collaborate with colleagues and to present their choreographic work.

These supports for new dance teachers throughout the city are made possible by **Jody and John Arnhold**.

The Dance Educator Master Choreographer Series presented participants with a diverse group of choreographers that provided a wide range of perspectives and approaches to dance making. In each workshop, teachers explored the movement hallmarks, life, and cultural context of a master choreographers like Pearl Primus, Donald McKayle, Merce Cunningham, and Jawole Willa Jo Zollar. Dance educators had the opportunity to learn about the New Dance Group, an innovative group of dance artists that distinguished itself for its openness to all people with a never-ending commitment to humanism and service to the community. The series also included a session dedicated to Dance for Social Change, and another to the German lineage in modern dance, which addressed the complex legacy that helped shape the development of American modern dance today. Each workshop began with movement explorations to experience the technique and choreographic repertory of the featured artist. Using Laban Movement Analysis and the Dancing Legacy Framework, the afternoon sections transferred the morning

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experiences to each teacher's curriculum. Participants were able to identify their place in the larger dance family tree, and were encouraged to guide their students to recognize their own dance histories and connections.

The **Arthur Miller Theater Education Program**, produced by the OASP Theater Program in partnership and with funding from the **Arthur Miller Foundation**, provided impactful mentorship for 47 K-12 theater teachers (the Miller Fellows) in its fourth year of support. Fellows received onsite mentoring from retired NYCDOE theater educators and seasoned teaching artists, as well as toolkits with resources for theater instruction. Fellows gathered throughout the year for professional development, including technical theater and production workshops and intervisitations observing veteran NYCDOE theater teachers. Also, in-school residencies from leading theater companies provided specific curriculum and instruction for students while giving embedded professional development. Outside the classroom, nearly 3,000 students experienced Broadway and off-Broadway productions through this initiative.

Additionally, the **Arthur Miller Foundation** continued its investment in the **Arthur Miller Scholars**, providing scholarships to 10 current licensed NYCDOE teachers committed to obtaining theater teaching certification in order to teach theater in their public schools. Funded theater education coursework was offered by the City College of New York's Program in Educational Theatre for select teachers.

In its inaugural year, the **National Association for Music Education (NAfME) and New Teacher Center (NTC) Music Mentoring Pilot Program** provided first-year music teachers with a full year of mentoring, intervisitation opportunities, and instructional support. Mentees were partnered with veteran NYCDOE music educators who provided ongoing coaching and feedback and observed classroom practice,

offering tools and strategies to cultivate new teacher decision-making and improve music teaching and learning. Mentees were also invited to observe their mentor's classroom. Throughout the year, teacher mentors took part in a series of online professional learning webinars and completed asynchronous work to complete mentor training modules led by New Teacher Center and supported by NAFME. New York was one of five pilot cities invited to participate.

The Blueprint for Teaching and Learning in the Moving Image

Professional Learning Series offered media teachers and cultural partners a series of workshops focusing on "360 Degrees of the Creative Process: From Inspiration to Presentation." The three-day professional development series concentrated on how to actively involve all students in creating original work, revisiting their own and work, reflecting on their process, and revising as they strive for excellence throughout. All teacher participants were engaged in learning new media skills and techniques. The workshops were designed by the NYCDOE along with the Mayor's Office of Media and Entertainment, Magic Box Productions, and sessions hosted by and linked to exhibitions at the Brooklyn Historical Society, the Museum of the Jewish Heritage, and the Museum of the Moving Image.

Foundations and Rehearsal Techniques for the Latin Ensemble trained 27 teachers in methods to create and support a student Latin Ensemble. Working with All-City Latin Ensemble conductors Alberto Toro, Steven Oquendo, and Ryan Lupka, attendees learned about the history of Latin Music in New York City and engaged in various warm-ups and exercises. Participants were introduced to Latin Percussion and had the opportunity to sight-read several arrangements as an ensemble.

Cross-Choral Training Two-Day Intensive led 19 teachers through a holistic and experiential approach to developing vocal musicians in a group setting. Developed and presented by Dianne Berkun Menaker, founder of the Brooklyn Youth Chorus, and grounded in voice science

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research, this short course led teachers through a series of exercises that aim to develop vocal technique, improve long-term vocal health, support breath management, and further develop sight-reading and ear-training skills. Attendees engaged in various choral warm-ups and vocal exercises, and considered practical techniques aimed at improving the coordination of the physiological processes of the voice.

Pre-K Create offered professional learning for pre-K teachers and site leaders in dance, music, theater, and visual arts. For the fourth consecutive year, the OASP and the Division of Early Childhood, in conjunction with partners **92nd Street Y's Dance Education Laboratory (DEL)**, **Third Street Music School**, **New Victory Theater**, and **Studio in a School**, implemented workshop series aligned with the New York State Prekindergarten Foundation for the Common Core and the *Blueprints for Teaching and Learning in the Arts*. This initiative is supported by the **Catherine & Joseph Aresty Foundation**, **Jody and John Arnhold**, **Starvos Niarchos Foundation**, **New York Community Trust**, and the **Staten Island Foundation**.

The Art & Craft of True Acting: A Meisner-Based Master Class: Twenty theater teachers engaged in a deep professional development series focusing on Acting and the Meisner technique. Master artist and author, Larry Silverberg, who studied with Sanford Meisner, provided participating teachers with experiential and reflective opportunities to learn simple, yet powerful, techniques to facilitate students' deep engagement with



one another as well as with a text. Over three immersive days, teachers collectively explored the core essence of acting, and the teaching of it. Following substantial work focused on an actor's relationship with a given text, teachers transitioned to exploring and discussing how to facilitate student investment in this approach and engaging with the urgent question of "What am I/what is my character doing right now?"

Dramaturgy: Engaging Students in the Worlds of the Play: Nearly 20 theater teachers learned practical strategies to engage students in becoming resident "experts" on the world of the play and its cultural, physical, socio-political contexts. The innovative two-day series featured a professional theater dramaturg and director from the **Roundabout Theatre Company**. "Context is everything" and this series focused on engaging students in the varied and significant roles of dramaturgy. Teachers also considered how to engage students in support of student playwriting or devising process. Sessions also examined how teachers can prepare students to take on supportive roles that can lead to careers as artistic producers, literary managers, theater critics, and scholars.

The Digital Theater Project: An innovative Arts Office theater program where teachers and students from eight schools across the city explored the intersection of theater, social justice, student voice, digital technology, and education. Funded in part by **The Shubert Foundation** and the **Find Your Light Foundation** and in partnership with **C&T Theatre from the U.K.**, the Digital Theater Project engaged participating students to generate original digital theater journeys for their peers to experience as lesson plans. Among the diverse methodologies used, several schools incorporated virtual living newspaper techniques to examine immigration and climate change stories and their impact on individuals, families, and communities. The resulting student work was shared through online social networking technology and a real-time virtual hangout of nearly 100 New York City students with their International Digital Theater peers.

The Digital Theater project engaged students in generating digital theater stories (PUSH:PULL) that addressed the impact of immigration on individuals, families, and communities. Theater teachers were trained in a theatrical approach at the intersection of new media, theater, and student voice for researching, creating, and producing theatrical works. Participating schools explored a virtual living newspaper approach addressing the impact of immigration on individuals, families, and communities. Teachers and students then shared their process in a virtual rehearsal room—collaborating across New York City as well as with peer students in England, Ireland, Russia, and Africa.

The “Defying Gravity” Musical Theater Course engaged licensed theater teachers in an advanced workshop series to further develop strategies and techniques for teaching, directing, and producing musical theater. Led by professional artist educators from **Broadway Bound Kids**, sessions focused on “next level” approaches to challenging students to serve the story and engage audiences. Teachers also explored the impact and opportunities of culturally responsive education on repertoire selection and an inclusive rehearsal process.

The Ensemble Connect Program from Carnegie Hall provided access to world-class professional musicians partnering with 20 elementary, middle, and high school instrumental music teachers for teaching and performance residencies. The program focused on developing creative approaches to student-centered musical skill building. Music students, their families, and teachers attended Ensemble Connect performances at Carnegie Hall and the Juilliard School. Professional development and administrative support were also provided jointly to the NYCDOE teachers and the Ensemble Connect musicians.

The Theatre Production Crash Course provided an intensive, short course for NYCDOE teachers to learn how to improve their theater instruction, from mounting a production to integrating theater

approaches in English and social studies classes. This two-day series was led by master teaching artists from **Roundabout Theatre Company**, **Epic Theatre Ensemble**, and **Broadway Bound Kids**. These workshops included sessions exploring many aspects of production, how to structure rehearsals/classes, coaching an individual performer, and staging scenes with large ensembles.

Teacher Effectiveness Professional Learning offers in-person, professional learning series in each borough. In addition, the series promoted a blended learning approach by using a social learning platform. Arts teachers have access to a repository of resources on this platform called StarTCHR. In addition, school administrators also have their own professional learning platform called StarTCHR | Leadership. Through the support of the **Thompson Family Foundation**, the StarTCHR portal has increased online learning and support communities for over 3,000 teachers and school administrators.

The Shubert Arts Leadership Series supported by The Shubert Foundation provided two cohorts of school leaders, each with a three-day workshop series along with two stand-alone sessions. Assistant principals, who are responsible for programming, supporting, and evaluating teachers of the arts, were invited to participate in this workshop series. The assistant principals collaborated to address challenges of instruction practice, observations and feedback, using tools like the *Blueprints for Teaching and Learning in the Arts*, Danielson's Frameworks, the *Specific Considerations in the Arts*, and assessment practices for learning in the arts.

Supporting Quality and Innovation

Artful Learning Communities II: Assessing Learning, Transforming Practice, Promoting Achievement is a second USDOE grant in collaboration with ArtsConnection, using formative assessment to improve teacher practice. It culminated in teacher-developed formative

assessment tools cached on a website (<http://artsassessmentforlearning.org>), and laid the foundation for professional learning communities in the ongoing **Arts Monday** workshops.

Connected Learning Communities: Supporting Teacher Effectiveness and Student Achievement in the Arts

is another USDOE grant in collaboration with ArtsConnection. The grant program is designed to provide arts teachers with blended professional development focused on translating standards into learning targets and using formative assessment to analyze learning, and accordingly, adjust teaching practice to improve learning.

Arts Continuum Partnership Grants is an initiative designed to bridge arts learning between elementary and middle schools by partnering teachers and school leaders across feeder schools with established arts partners. Through this program, middle schools and their feeder elementary schools work together in partnership with New York City arts organizations to articulate, sustain, and advance arts learning for students as they transition from elementary to middle school. Three pairs of elementary and middle schools finished out the second and final year of funding with this grant, with three different partner organizations supporting the arts learning.

Arts for ELLs and SWD grants give schools the opportunity to participate in partnerships that provide tailored arts education programs to English Language Learners (ELLs) and students with disabilities (SWD). Partnership goals include increasing student achievement in and through the arts while addressing the particular needs of diverse student learners. Sixty-two arts and cultural organizations provided **Arts for ELLs and SWD** services to 303 schools in 2018–19.

ArtsSPACE Facilities Improvement and Resources supports schools in need of arts space renovations and equipment and resources needed to support rigorous arts instruction. Through an application and

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grant-making process, schools were selected for substantial arts space renovations and equipment. ArtsSPACE renovates and creates spaces for students to practice and perform the arts rather than using a gymnasium, hallway, or other space that may not be appropriate. In 2018-19, 25 schools have had theaters, dance studios, and visual arts spaces undergo enhancements through the ArtsSPACE grant. Additionally, a subset of schools received pop-up theaters, ballet barres, and dance flooring.

Visual Arts and Multilingual Program Pilot - With support from the Division of Multilingual Learners, the OASP and Studio in a School NYC partnered with four Bronx schools in District 10 to provide K-2 classes with a program designed to maximize authentic language development for Multilingual Learners by providing robust arts instruction in the visual arts and general classrooms. This pilot is based on a collaborative, co-planning model. TESOL, visual arts, and classroom teacher colleagues worked together with Studio in a School Artist Instructors to develop, implement, and document arts performance tasks designed with Hallmarks of Advanced Literacy. The program's two goals are: (1) to improve arts and academic achievement of Multilingual Learners and by practicing and developing arts-appropriate Advanced Literacy instruction; and (2) to increase the school's and teachers' capacities to develop and implement instruction that integrates visual arts and ENL (English as a New Language) through a collaborative, integrated model of professional learning, co-planning, instruction, reflection, and documentation.

The Arts Teacher Studio Funding supported 3,433 teachers of the arts at 1,369 schools by providing supplemental funding to schools for each full-time assigned teacher of the arts (elementary level) or full-time certified and assigned teacher of the arts (secondary level) to purchase studio materials, enriching teaching and learning in dance, music, theater, and visual arts. The program is designed to enhance the quality of standards-based, *Blueprint*-aligned instruction in the arts.

District 75 and the Center for Educational Innovation (CEI) were awarded a USDOE *Assistance in Arts Education Development and Dissemination* (AAEDD) grant entitled Education Through Art (ETA). This program utilizes arts-based strategies in visual arts and music to teach ELA and math, and to directly support students and teachers of grades 3, 4, and 5 in District 75.

After a year of planning and development, Education Through Art (ETA) will be implemented in select District 75 schools starting Fall 2019.

- Partnering with several community-based organizations, District 75 is working to bring the classroom into the community. Collaborating to develop programming, the initiative creates opportunities for students to engage in onsite learning programs at several cultural institutions.
- Students engaged in multiple Apple workshops, where they were able to become filmmakers and digital photographers. In the workshop series, students learned to use iMovie to create commercials and iPhoto to capture and edit portraits.
- Working with Lincoln Center to expand the Access Ambassador program, students participated in an eight-week after-school program designed to introduce them to working in performing arts environments. Students had the opportunity to work in front-of-house positions, assisting guests before and during concerts on Lincoln

Center's campus. Students who participated in the program attended job preparation workshops after school and worked an average of 35 hours per student at Lincoln Center.

- District 75 and ALPHA Workshops established a partnership to create a Decorative Design Micro-Enterprise. The Decorative Design program started with six schools and has grown to 13. The Decorative Design Micro-Enterprise program is an in-school career development program, focusing on textile creation. This program was created to expose students to potential careers related to visual arts and provide real-world experience for their future jobs. Students make giftware items, including placemats, cards, and floor mats. Students also engage in preparation of materials and pattern-making, as well as finishing and packaging the product at a professional level.
- Through a series of training workshops, in-school co-teaching support, and a blended online learning model, participating teachers strengthen their skills and knowledge in culturally responsive and inclusive instruction for students with special needs and/or IEPs.

F-status Arts Teacher Initiative was created to better serve middle and high schools with small student enrollment. The F-status Arts Teacher Pilot was launched in 2015 and continued to serve 18 schools with 17 teachers during the 2018-19 school year. Schools received personnel support for hiring an F-status (part-time) licensed arts teacher. Experienced visual arts, music, and theater teachers taught one day a week in middle and transfer high schools in all five boroughs, bringing arts instruction to schools that previously were underserved, including 30 percent of students with disabilities.

Middle School Arts Audition Boot Camp is a two-week arts program for public school students from Title 1 schools entering grade 8 in the fall. The boot camp offers students who do not have access to audition

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and portfolio preparation concrete tools and training in preparation for screened NYCDOE high school arts schools/programs. This is an intensive program for up to 350 NYCDOE public school students in partnership with **Lincoln Center Education, Studio in a School, Carnegie Hall/Weill Institute of Music, the New York Philharmonic, Jazz at Lincoln Center, the New York Performing Arts Library at Lincoln Center, School of American Ballet;** the **Metropolitan Guild, the 92nd Street Y, The Metropolitan Museum of Art, and the Juilliard School.**





2019 Arts Committee Report to the Panel for Education Policy (PEP)

In support of Chancellor Carranza’s goal to “create a school system that reflects the best of this diverse, inspiring, and innovative city—a system in which every child has an equal opportunity to not just thrive, but also to succeed beyond their wildest dreams,” we are committed to and supportive of the New York City Department of Education (NYC DOE) and the Office of Arts and Special Projects providing equity, universal access and excellence in sequential arts education for all New York City public school students. As Mayor de Blasio stated in 2018, “We’re committed to prioritizing the arts across our 1,800 public schools to help our students achieve success in the classroom and beyond.” To that end, we would like to **move from advocating for arts education in our public schools to providing the required arts education for every child.**

Last school year, the NYC DOE Office of Arts and Special Projects responded to Chancellor Carranza’s directive to create a strategic plan. This plan has been created—with the input of hundreds of key stakeholders and built based on data from the *Annual Arts in Schools Report* and the *Create NYC Cultural Plan*—and is awaiting Chancellor endorsement and adoption. The plan provides a clear path to equitable arts education for all students.

Report to the PEP

Toward this end, we are asking for the PEP to advise the Chancellor to **endorse, adopt, and actively support the implementation of the NYC Arts Education Strategic Plan**. In addition, there are specific policy, funding, and accountability decisions that are crucial for implementation that must be made by the Chancellor beyond the activities that can be undertaken immediately by the Office of Arts and Special Projects. These include:

1. Endorse, Adopt, and Support the Implementation of the NYC Arts Education Strategic Plan through funding and policy changes:

At the state level, work with the NYSED to:

- Expand options for middle school compliance with NYSED arts requirements to include programming of sequential arts learning provided by certified arts teachers
- Create a K-12 Media Arts License in collaboration with SUNY/CUNY Media Arts teacher training programs

At the city level, work within the NYC DOE to:

- Communicate the Chancellor's priorities, inclusive of arts education, to the Executive Superintendents so that they are able to enforce arts education leadership at the borough-wide field offices
- Require arts education to be included in the Comprehensive Education Plan for each school and if there are no arts teachers on the School Leadership Team, arts educators should be consultants to this body about the arts education programs in the school

- Mark arts rooms in the space utilization “blue book” of the School Construction Authority as “separate/special” rooms
- Allocate adequate funding for arts programs, arts teachers and materials to ensure equity, sustainability, and excellence across the system to meet state arts requirements with a particular focus on small schools and shared personnel

2. Endorse, Adopt, and Support the Implementation of the NYC Arts Education Strategic Plan through investments in principals and district leadership.

Superintendents and principals can open or close the door to high quality arts education in their schools. How do we provide these leaders with all of the tools that they need to move the needle for arts education in their schools?

The Office of Arts and Special Projects has provided this training over many years, but we now want it to be an integrated part of the training that all principals receive both pre- and during service. We propose for consideration a cohesive stream of supports that will develop school leaders who understand the value of quality arts education and how it is a critical issue of equity for our New York City public school students. Superintendents and principals need to understand how the arts can support their goals for their schools and how to implement the arts according to their students’ needs and State requirements. The Chancellor can mobilize several critical partners in this work:

Report to the PEP

- Support DOE leaders by aligning leadership trainings (including mentoring programs, peer school visits, leadership academies, etc.) with arts education-specific knowledge about value of the work, skills, and tools for budgeting, scheduling and supervising instruction in the arts.
- Provide incentives, such as funding, recognition, free professional development, free programming, etc., for new principals to continue to support the arts in arts-rich schools.
- Provide resources for District Superintendents to understand both the importance of arts education and how to support arts education in their district schools.
- Support the Chancellor to convene the institutions of higher education to ensure that pre-service leadership certification programs address arts education as an essential element of quality school administration and importance of arts as a way toward inclusion, equity and excellence.

Finally, we applaud the Panel for Educational Policy's stated commitment to arts education year after year. We turn to you now to advise the Chancellor on these specific components of the Arts Education Strategic Plan for the city. This Plan is a culmination of the recommendations we have made year after year. We need to go beyond advocating to ensuring equity of arts access. As concerned and committed members of the Panel for Educational Policy, you have the opportunity and the responsibility to set policy that creates an equitable and high-quality school system in which we take increasing pride. We expect that you will use our recommendations to move the recommendation of endorsing, adopting, and implementing the Arts Education Strategic Plan forward.

Please take action!

2019 Arts Committee



Report to the PEP

Arts Education Advisory Committee Members

Candace Anderson, Executive Director, Cool Culture

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

Sarah Calderon, Committee Co-Chair, Managing Director/Art Place

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

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

Walid Hakim, Instrumental Music Teacher/IS 318

Lane Harwell, Program Officer, Creativity and Free Expression/Ford Foundation

John Haworth, Senior Executive Emeritus/Smithsonian and Director (Retired) National Museum of the American Indian

Sobha Kavanakudiyil, Chair, New York City Arts in Education Roundtable/Faculty member in The Graduate Program in Educational Theatre at The City College of New York

Madaha Kinsey-Lamb, Founder and Executive Director, Mind-Builders

Kerry McCarthy, Senior Program Director, Arts and Historic Preservation/New York Community Trust

David Montgomery, Assistant Professor of Educational Theater/New York University

Kristena Newman-Scott, President, BRIC

Zazel-Chava O'Garra, Dancer, Actress and Arts Advocate

Shani Perez, Visual Arts Teacher/PS 051 Elias Howe

Eric Pryor, President, Harlem School of the Arts

Alex Ruthman, Director of Music Education and Director of the NYU Music Experience Lab (MusED lab/NYU Steinhardt)

2019 Arts Committee

Steve Tennen, Executive Director/ArtsConnection

Laura Jean Watters, Program Director/The Staten Island Foundation

George Young, Retired Principal, Arthur Tappan School

Stephen Yaffe, Chairperson, Arts in Special Education Consortium

Ex Officio:

Tom Finkelparl, Commissioner/New York Department of Cultural Affairs

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

Shirley Levy, Chief of Staff, New York Department of Cultural Affairs

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



Report to the PEP





Next Steps For Arts Education

EQUITY & EXCELLENCE FOR ALL

In 2018–19, Chancellor Carranza’s passionate commitment to the arts provided the catalyst for a strategic planning process that would bring to fruition the goal of equity and excellence in arts education for each and every one of our students, regardless of demographics, background, social or economic status, or gender.

This comprehensive process, held from November 2018 through January 2019 with 11 focus groups, included robust outreach to stakeholders across the city led by an outside facilitator, and was attended by school leaders, teachers, students, parents, and community partners. Each group responded to the same three critical questions:

- What successes and challenges do you see in sequential arts education from pre-K to high school?
- How can we achieve equity in arts education for all students?
- In what ways can all stakeholders contribute to making a quality arts education a reality for every student in every school across the city?

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Feedback from these key stakeholder groups and geographies was collected to inform the NYCDOE's priorities and next steps.

Accelerate Learning and Instruction

- Expand supports for standards/*Blueprint*-based sequential arts instruction with grade level guidance.
- Expand teacher professional learning opportunities with additional focus on students with disabilities (SWD) and Multilingual Learner (MLL) students.
- Build on NYCDOE's existing strong *Blueprint*-based instructional foundation for sequential arts learning.

Partner With Communities

- Proactively share information with parents, communities, and cultural partners to build stakeholder alignment using web-based and app technology.
- Build awareness by offering resources and events to enable greater engagement – particularly with families and at the local level.
- Capitalize on partner expertise in key areas, including early childhood, audition, college and career support, SWD and MLLs.

- Build partner training opportunities to assure quality and alignment with NYCDOE priorities.

Develop People

- Design new and targeted opportunities for teacher and school leader professional learning.
- Expand the pool of qualified arts teachers through policy efforts.

Advance Equity Now

- Examine and explore models for school-based spending on the arts with a focus on underserved school communities.
- Continue to advocate for, and enable, arts programming in underserved communities.
- Dramatically expand supports for educators serving students with disabilities and Multilingual Learners.
- Ensure all arts programming and professional learning is grounded in culturally responsive education and standards-based sequential arts instruction

Key Priorities and Opportunities

- High-quality professional learning for principals and teachers to support standards/*Blueprint*-based, sequential arts instruction for all students, including Multilingual Learners and students with disabilities.
- Adoption of policies that support and assure PreK–12 arts instruction and accountability.
- Family and community arts engagement at the local level.
- Cultural arts partnerships to directly support family and student need and home cultures.
- Expanded sequential arts instructional offerings and classes delivered by certified arts teachers.
- Increased resources/arts funding for under-resourced schools.

This ambitious plan will be implemented over a three- to five-year time frame, and will bridge the work that has been created and refined under the umbrella of a \$23-million targeted allocation for arts education. The first stages of the plan will employ innovative and catalytic approaches and initiatives to include:

- Focus on culturally responsive education and alignment of Advanced Literacy to deepen arts content knowledge in all arts professional learning.
- Expansion of the arts certification pilot to increase the capacity of elementary cluster arts teachers and ensure certified arts teachers for all elementary students.

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- Enhancement of Create to include a family engagement pilot and training for 3K teachers.
- Continued work with the Special Education Office to refine and expand the Students with Disabilities (SWD) and the Arts Compendium and associated professional learning.
- Expansion of Multilingual Learners Visual Arts Pilot within District 10 in the Bronx as well as the creation, implementation, and evaluation of a Music and MLL program.

It is with renewed dedication that we embark on the initial stages of implementing the Chancellor's vision and multi-year Strategic Plan for arts education in New York City public schools. It will be a legacy that will be richly rewarded by students as they fulfill their individual potential as well as assume their role as articulate citizens of our great city.





Methodology

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

2018-19 Annual Arts Education Survey

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

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

Response Rate

Table 39 shows the overall response rates for the survey for school years 2014-15 through 2018-19. Out of a total of 1,593 schools, 97 percent¹⁰ (N=1,546) completed the *Annual Arts Education Survey* in spring 2019. Table 40 provides the response rate by school level.

Table 39. *Annual Arts Education Survey Response Rate, by School Year (2014-15 through 2018-19)*

School Year	Responding Schools	Total Schools	Response Rate
2014-15	1,564	1,639	95%
2015-16	1,505	1,644	92%
2016-17	1,459	1,619	92%
2017-18	1,491	1,613	92%
2018-19	1,546	1,593	97%

Table 40. *2018-19 Annual Arts Education Survey Response Rate, by School Level*

School Level	Responding Schools	Total Schools	Response Rate
Elementary	640	644	99%
Middle	251	256	98%
High	358	383	93%
Multi-Grade	219	224	98%
District 75	59	61	97%
All Schools	1,546	1,593	97%

¹⁰ Accounts for schools not required to complete the survey, such as schools that were started in 2018-19 and District PK Centers.

Calculation of Mean Arts Instructional Hours

Arts instruction provided to students in first through fifth grade were reported through two sources, the NYCDOE STARS database and the *Annual Arts Education Survey*. In the STARS database, school administrators reported the number of minutes of arts instruction per week provided by classroom teachers and/or school-based arts teacher to students in each first- through fifth-grade class. On the *Annual Arts Education Survey*, school administrators were asked to indicate the number of arts instructional hours provided by a cultural arts organization to each first- through fifth-grade class over the course of the school year. To calculate the mean number of hours per grade across classroom teachers, school-based arts teacher, and cultural arts organization, a multi-step procedure was followed. First, the minutes per week reported in STARS were converted to annual hours. Assuming that there are 36 weeks in the school year, the minutes per week were divided by 60 and then multiplied by 36. These values were then summed across all classes within each grade level and then divided by the total number of classes within that grade level. Finally, the mean was converted into the intervals of 10 hours (i.e., 0 hours, 1–10 hours, 11–20 hours, 21–30 hours, through 200 hours or more).

Calculation of Mean Arts Professional Development Hours

School administrators were asked to indicate the average number of arts professional development hours attended by school-based arts and non-arts teachers over the course of the school year. Administrators could indicate the number of professional development hours attended in intervals of six (i.e., 1–6 hours, 7–12 hours, 13–18 hours, through 31 hours or more). To calculate the mean number of hours provided across arts discipline or school level a three-step procedure was followed. First, the interval responses were converted to a continuous scale using the mid-point value of the scale (e.g., 1–6 hours = 3.5; 7–12 hours = 10.5, etc.). Next, these values were summed across all responding schools

and then divided by the total number of responding schools. Finally, this mean was converted back into the hours intervals as used on the survey by rounding to the closest whole number (e.g., a mean of 8.3 = 7-12 hours, a mean of 13.5 = 13-18 hours).

NYCDOE Databases

The data presented in this report are based on a combination of data sources including NYCDOE databases. This section lists these data sources and the data collected in the 2018-19 school year.

Student Participation and Graduation Data

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

High School Screened Arts Programs

The NYCDOE Enrollment Office tracks high schools that screen students prior to admission and provided a list of screened schools.

Human Resources Data

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

Budget Data

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

Arts Education Vendor Data

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

Arts Room Data

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

NYCDOE *Principal Satisfaction Survey*

The NYC *Principal Satisfaction Survey* was designed as a performance management tool to hold central NYCDOE offices accountable for the quality of support they provide schools and to inform central NYCDOE's efforts to continuously improve their performance. In addition, the survey enables tracking of longitudinal progress, while, at the same time, allowing for adjustments to the survey to support alignment with new structures and priorities. For the 2018-19 school year, 58 percent (N=916) of principals responded to the *Principal Satisfaction Survey*. These response rates include principals of District 75 schools. The *Principal Satisfaction Survey* provided data for useful arts professional opportunities for school-based arts teachers and non-arts teachers in the 2018-19 school year.



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Appendix: City and State Requirements and Guidelines¹

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

Pre-Kindergarten-Kindergarten

City and State Requirements and Guidelines

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

Grades 1-3

NYSED Requirements Grades 1-3²

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

1 The State Requirements & Guidelines listed are derived from the Summary of the Arts Provisions and New York State Standards, Provisions in the Part 100 of the Regulations of the Commissioner of Education (C.R. 100.3). Summary of the Arts Provisions are derived from the New York State Standards, Provisions in the Part 100 of the Regulations of the Commissioner of Education. Requirements have the force and effect of law. Policy statements indicate the basis from which the Education Department carries out the intent of the requirements. Guidelines are provided as recommendations and should not be interpreted as requirements.

2 Grades 1-6: 186 instructional days/year; five instructional hours/day = 93 total instructional hours/year in grades 1-4. State guidelines recommend 20 percent of total instructional time to be equivalent of 93 hours per year; 186 instructional days/year; five instructional hours/day = 93 total instructional hours/year.

NYSED Guidelines Grades 1-3

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

Grades 4-6

NYSED Requirements Grades 4-6³

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

NYSED Guidelines Grades 4-6

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

3 Grades 1-6: 186 instructional days/year; five instructional hours/day = 93 total instructional hours/year in grades 1-4. State guidelines recommend 20 percent of total instructional time to be equivalent of 93 hours per year; 186 instructional days/year; five instructional hours/day = 93 total instructional hours/year.

Grades 7-8

NYSED Requirements Grades 7-8⁴

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

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

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Grades 9-12

NYSED Requirements Grades 9-12⁵

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

Availability of Arts Sequences

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



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

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“New York City has a rich history of developing and inspiring the next generation of world-class artists—from dancers and actors, to musicians and visual artists. A strong arts program is crucial to a robust, well-rounded education, which is why we continue to increase our investment in the arts for every child in every neighborhood.”

— Bill de Blasio, Mayor

