

2019-2020

ARTS IN SCHOOLS REPORT





“Whether in person or remotely, we have witnessed the incredible power of the arts to build resiliency and foster creativity in our school communities during this moment in history. In my own life, music has been a guiding force, and I know the same can be said of the performing and visual arts for so many of our students. I am deeply proud of the investments we’ve made over the years to build a strong foundation for the arts across New York City, opening countless doors for our students to chase their dreams and pursue new opportunities.”

—Chancellor Richard A. Carranza

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Paul L. King

Executive Director of the Office of Arts and Special Projects 2009-2020
New York City Department of Education

IN HONOR OF THE LEADERSHIP AND LEGACY OF PAUL L. KING

Over the decade of Paul King's visionary leadership, meaningful advances have been made toward realizing the goals of equity, universal access and excellence in sequential arts education for all New York City public school students as an essential part of a well-rounded education and in support of their college and career readiness and civic engagement.

Paul was a dynamic, fierce, compassionate, and brilliant leader who could marshal the commitment and energies of school leaders, arts educators, cultural and arts organizations, and civic leaders to work in concert on behalf of equitable and high-quality arts education for all students. When he served as Director of Theater, he shepherded the development of the *Blueprint for Teaching and Learning in Theater*. And he inaugurated work on the *Blueprint for Teaching and Learning in the Moving Image*. As Executive Director of the NYCDOE's Office of Arts and Special Projects, Paul King led and inspired NYCDOE school communities to:

- Increase funding for arts education
- Hire over 450 new certified arts teachers
- Invest in partnerships with local arts and cultural organizations to serve students with disabilities and multilingual learners
- Renovate hundreds of arts facilities to create or bring up to code performing and visual arts studio spaces
- Support our earliest learners with professional learning for pre-K and 3K teachers through Create
- Provide funding for student art-making resources
- Support teachers and leaders with high-quality professional learning
- Expand student arts programs to serve thousands of students, including the All-City High School Music program, All IN(Clusive) All-City Theatre Ensemble, Salute to Music, Summer Arts Institute, PS Art, Broadway Junior, and the Public School Film Festival
- Expand the Middle School Arts Boot Camp to increase equity and access for students interested in audition-based arts high schools
- Provide performance and exhibition opportunities across all communities in the Borough Arts Festivals
- Expand access to the Arts Commencement Assessments for students to graduate with a Chancellor's Endorsed Diploma in the Arts



“Paul worked throughout his career to ensure every student not only had access to the arts, but had opportunities to engage, learn, and excel in them. Understanding the unique privilege we have as New Yorkers to be surrounded by world-class cultural institutions, he developed partnerships to open up these institutions in advancing arts education and enriching the lives of students and their families.”

– Richard Carranza, NYC DOE Chancellor



Letter from the Chancellor



Dear Colleagues,

New York is one of the world's great arts cities and home to the most celebrated museums, theaters, cultural centers, and concert halls. As New Yorkers handle tough challenges, we turn to the arts to reconnect with our humanity, bring us solace and joy, and empower diverse voices. The arts help us process our emotions, engage us in our culture, and preserve our history. In times of crisis, the arts bind us together and show us that we can be powerful agents of change.

It is an honor to lead the largest public school system in the nation, and one that values the essential role of the arts as a core content subject in the complete, equitable, and culturally responsive-sustaining education for our diverse 1.1 million students.

The power of rigorous arts instruction is a necessity in our school system, now more than ever. The power of dance, music, theater, and visual and media arts continues to engage our students and enlivens their schools and communities. Arts education has a lifelong impact on students and the potential to transform our society in more just and equitable ways.

Over the years, Mayor Bill de Blasio and I have invested in laying a rich foundation in high-quality, sequential arts instruction as fundamental to a well-rounded education for all students, in every neighborhood and every borough. The DOE's *Arts in Schools Report* for 2019–2020 underscores our conviction that arts instruction must be rigorous, inclusive, and reflective of the diversity of the communities and students the DOE serves.

I applaud the talents and creativity of our students, our dedicated arts teachers who nurture their potential, school leaders who invest in quality arts instruction, parents who support their children's artistic endeavors, our partners in the cultural community who make critical contributions, 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. While much progress has been made toward reaching our goals of universal arts instruction for all students, we have more to do.

In facing the devastating impact of the pandemic on our city, we must pivot to a new reality. The city is facing tremendous hardships due to the health crisis.

We can harness the power of the arts to build resilience for our city's students, nurture social emotional learning, foster leadership skills, and promote respect, empathy, and social justice advocacy.

Continued and strengthened partnership with our school leaders, teachers, families, arts and cultural organizations along with the private sector will be critical to our future success. In spite of the great challenges our city now faces, we are committed to a strategic arts plan that will strengthen arts education and build upon our many years of progress in assuring equity and universal access to quality arts learning across our great city. Though the world may change around us, the importance of an excellent education for all our students has remained as essential as ever. High-quality arts education is crucial to that excellent education.

In unity,



Richard A. Carranza
Chancellor





Introduction

“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.” – Mayor Bill de Blasio

The importance of arts education has never been clearer. Arts education is essential preparation for college and careers: one out of every eight dollars of economic activity in New York City came from the creative industries. In addition, rigorous arts education provides unique opportunities for youth to explore their creative voices, collaborate, focus, problem-solve, and foster interpersonal and life skills. “Our students are incredibly talented, and with a high-quality arts education, we have the opportunity to cultivate a passion or a career,” states Chancellor Richard A. Carranza. “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.”

Perhaps most importantly at this time, the arts play a crucial role in nurturing students’ social-emotional well-being, promoting resilience, self-agency, and opportunities to recognize and develop the power of their unique voices.

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 fundamental to a complete and well-rounded, culturally responsive-sustaining education, and in support of their college and career readiness and civic engagement.

During the 2019-20 school year, funds dedicated to address arts program needs continued to upgrade arts facilities and equipment in schools, deepened partnerships with cultural organizations to serve multilingual learners and students with disabilities, provided much-needed studio stipends to arts teachers for instructional materials and resources, and supported focused professional learning for arts educators to enhance student achievement in the arts. Most excitedly, the Strategic Arts Plan was launched to close the equity gap and address high-quality arts instruction for all students. The administration continued to invest in our arts teachers and focused on increasing the number of full-time certified arts teachers in New York City with a pilot in District 31 to support elementary teachers to attain their Supplemental Arts Certification.

At a time when great progress was underway, the pandemic struck with catastrophic impact on our city’s economy and nearly every aspect of our social, cultural, and economic lives in New York.

With this 14th annual *Arts in Schools Report*, for 2019–2020, we celebrate the hard-won progress toward equity and excellence in arts education, yet recognize the challenges we now face. The NYCDOE remains committed to collaborating with cultural partners, school leaders, parents, and advocates for arts education. Moving forward with a strategic arts plan, we must pledge to work together to preserve the progress made on behalf of equitable access to high-quality arts education for all students. As Chancellor Carranza says, “Though the world may change around us, the importance of an excellent education for all our students has remained as essential as ever.” High-quality arts education is crucial to that excellent education.



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. 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, page 111), and provide a snapshot of arts education in schools during the 2019-20 school year.

When reviewing the instructional hours for this report, keep in mind that NYCDOE waived the units of study instructional time requirement for elementary students. Schools were expected to maintain instructional continuity in students' programs, but flexibility was given to provide a specific amount of arts instructional time to their students during the period of March through June 2020. Furthermore, differences in the method of arts instruction (i.e., remote vs. in-person) should also be considered for the same period.

Where applicable, data are provided from previous school years in order to examine progress over time. The NYCDOE did not administer many of its customary end-of-year surveys owing to COVID-related challenges. Therefore, some data were not available this year as they have been in the past (i.e., data from the *Principal Satisfaction Survey*). However, the *Annual Arts Education Survey* was administered in spring 2020 as usual. In the 2019-20 school year, 78 percent (N=1,240) of all schools responded to the survey. The response rate was lower than usual due to demands that schools faced in pivoting to remote learning.

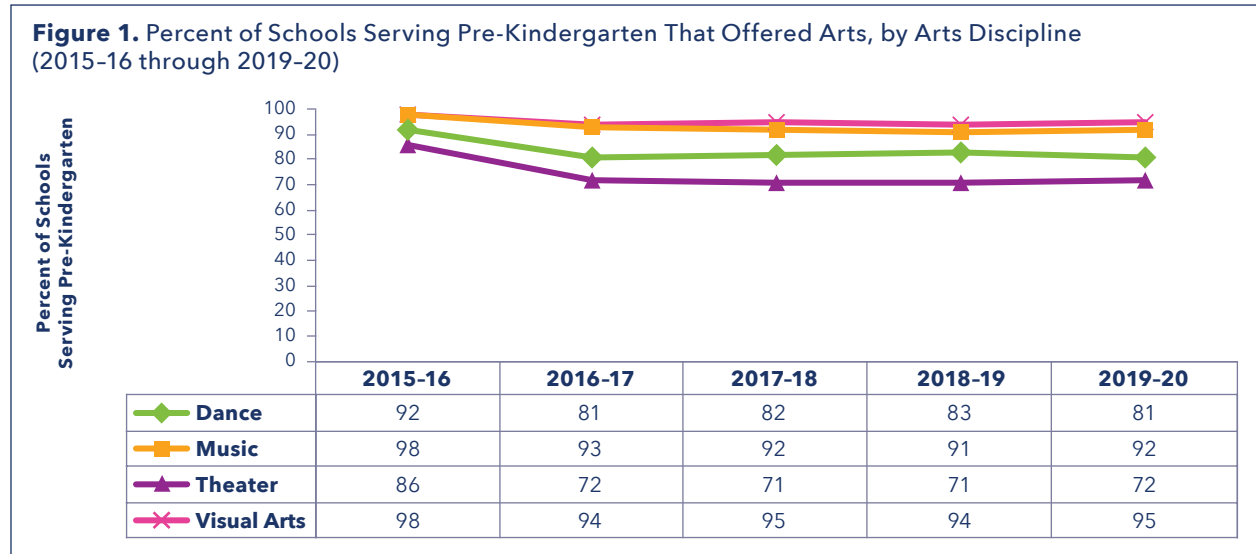
Data on arts education in NYCDOE public schools are presented separately by school level (i.e., elementary, middle, and high schools). Students in District 75 schools—schools that exclusively serve students with special needs—are allowed more flexibility with the delivery of arts instruction. Therefore, data on arts education in District 75 schools are presented separately throughout the report.

Elementary School Grades

Schools serving elementary school grades include all schools serving pre-kindergarten through fifth-grade students (i.e., 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, 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).

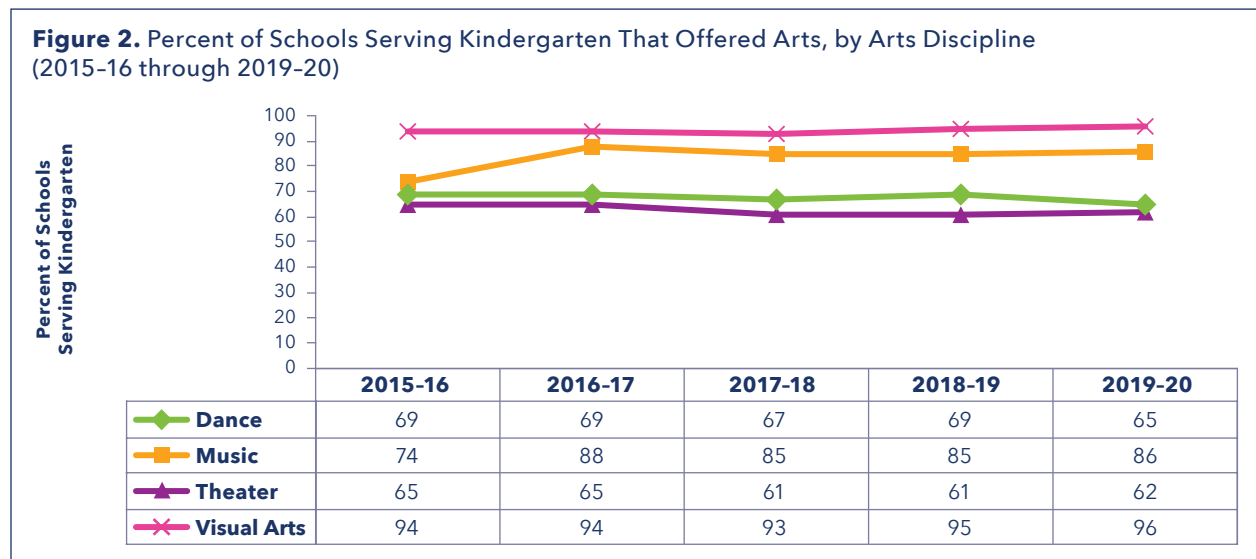
Arts Instruction Provided to Pre-Kindergarten Students

Of the 555 responding schools that served pre-kindergarten students in the 2019-20 school year, 81 percent reported providing dance instruction to pre-kindergarten students; 92 percent reported providing music instruction; 72 percent reported providing theater instruction; and 95 percent reported providing visual arts instruction (see Figure 1).



Arts Instruction Provided to Kindergarten Students

Of the 678 responding schools that served kindergarten students in the 2019-20 school year, 65 percent reported providing dance instruction to kindergarten students; 86 percent provided music instruction; 62 percent provided theater instruction; and 96 percent provided visual arts instruction (see Figure 2).



Arts Instruction Provided to Grades 1-5

Of the 684 responding schools serving grades 1-5 in the 2019-20 school year (including elementary, K-8, and K-12 schools), 99 percent reported providing instruction in at least one arts discipline (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 64 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 2019-20 school year (see Table 2). This percent has been largely consistent over the past five years.

Table 1. Percent of Schools Serving Grades 1-5 That Offered One or More Arts Disciplines to Any Grade 1-5 (2015-16 through 2019-20)

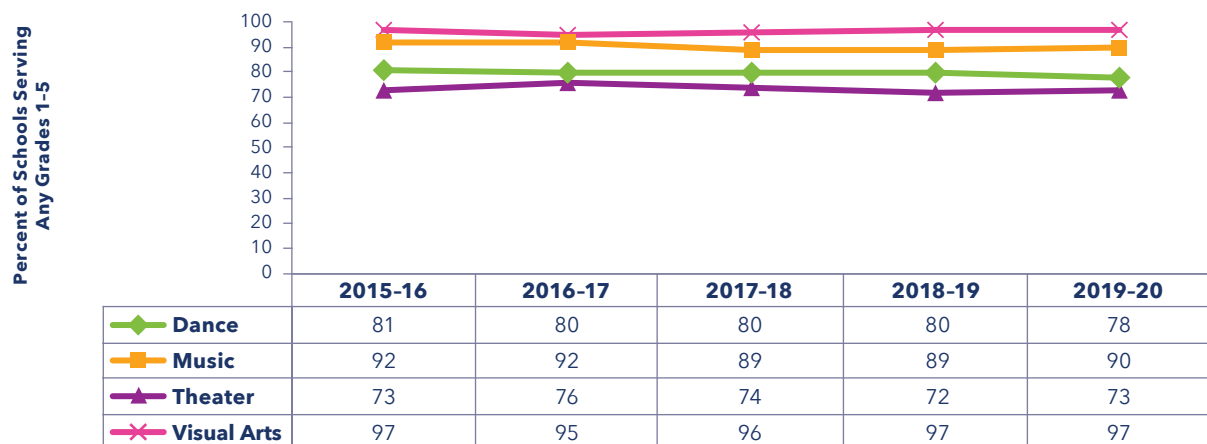
Number of Arts Disciplines	2015-16	2016-17	2017-18	2018-19	2019-20
One or More Arts Disciplines	100%	100%	99%	99%	99%
Two or More Arts Disciplines	97%	96%	95%	94%	94%
Three or More Arts Disciplines	84%	84%	84%	81%	81%
Four Arts Disciplines	63%	64%	62%	63%	64%

Table 2. Percent of Schools Serving Grades 1-5 That Provided All Four Arts Disciplines to All Grades 1-5 (2015-16 through 2019-20)

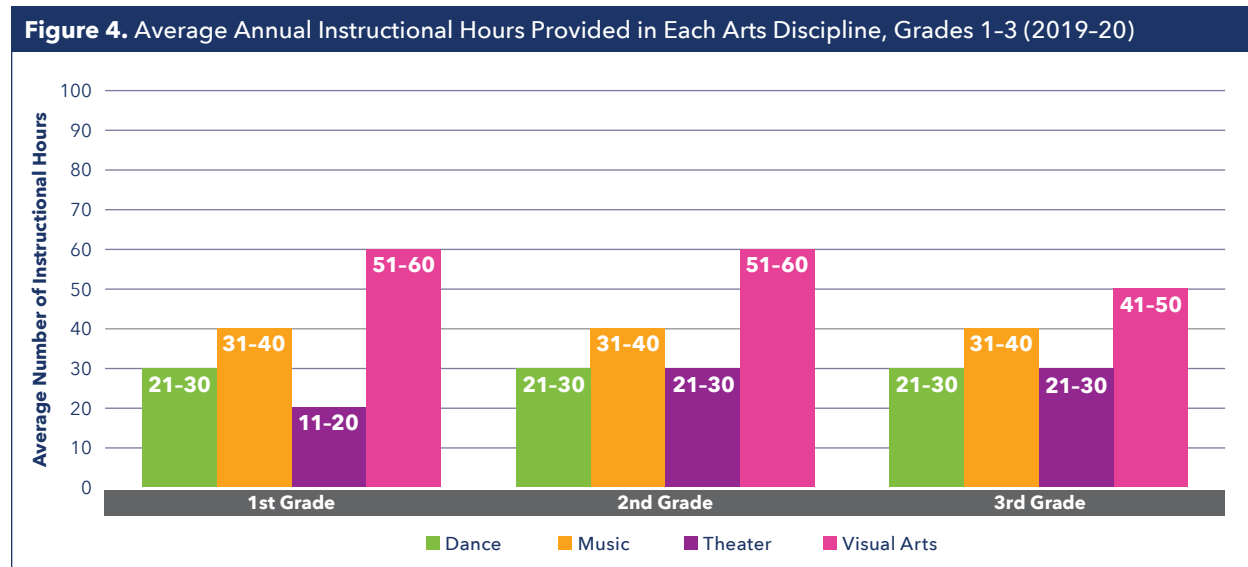
	2015-16	2016-17	2017-18	2018-19	2019-20
Four Arts Disciplines	44%	45%	44%	44%	44%

In the 2019-20 school year, 78 percent of responding schools reported providing dance; 90 percent reported providing music; 73 percent reported providing theater; and 97 percent reported providing visual arts to any grade 1-5 (see Figure 3).

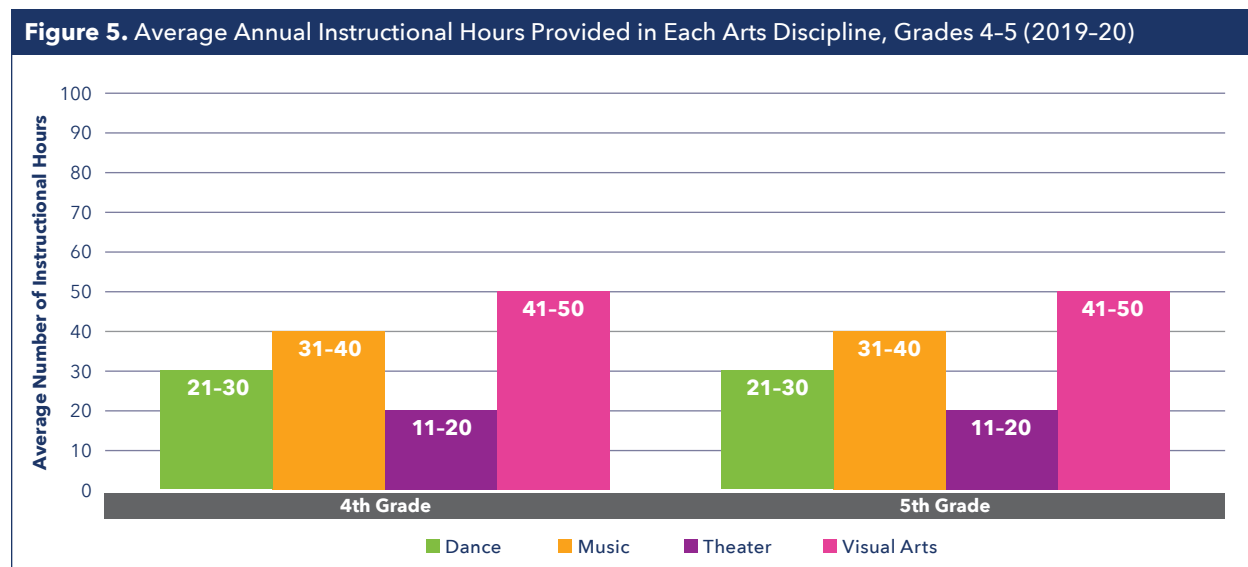
Figure 3. Percent of Schools Serving Grades 1-5 That Offered Arts to Any Grade 1-5, by Arts Discipline (2015-16 through 2019-20)



Responding schools serving grades 1-3¹ reported that during the 2019-20 school year, students received an average of 21-30 hours of dance instruction; 31-40 hours of music instruction; 11-30 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 2018-19 school year.



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 2018-19.



1 First grade N=676; second grade N=673; third grade N=664; differences in the method of instruction should be considered for the period of March-June 2020.
 2 Fourth grade N=660; fifth grade N=656; differences in the method of instruction should be considered for the period of March-June 2020.

Middle School Grades

Schools serving middle school grades (N=359) 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

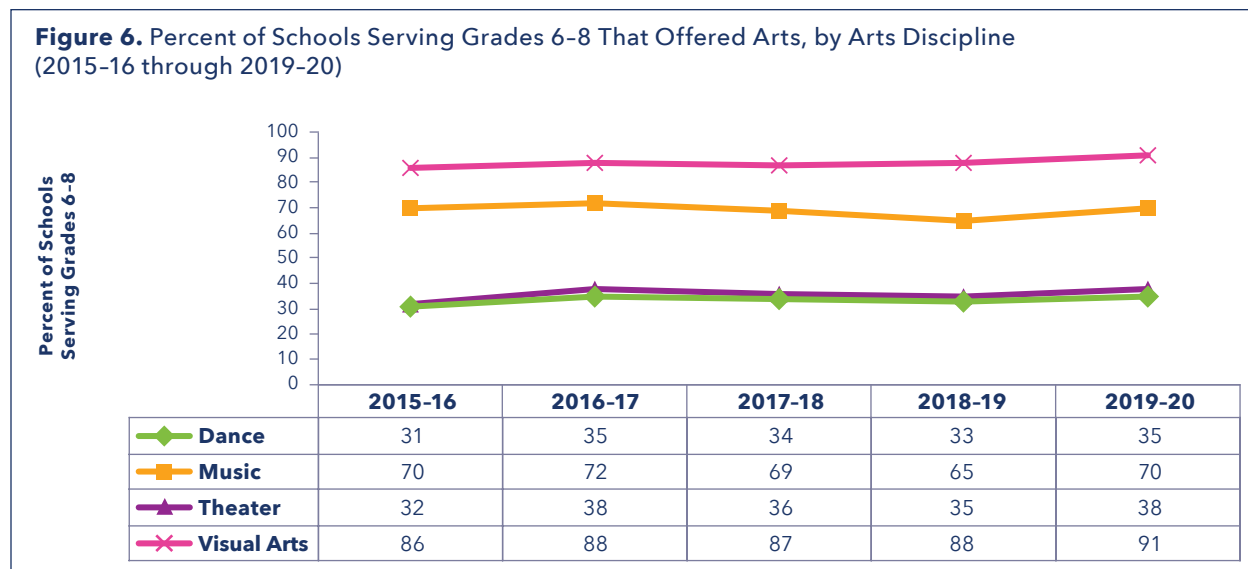
In the 2019-20 school year, 99 percent of responding schools serving middle school grades offered at least one of the four arts disciplines to students in any grade 6-8; 80 percent provided at least two arts disciplines; 39 percent provided at least three arts disciplines; and 15 percent provided all four arts disciplines (see Table 3).

Table 3. Percent of Schools Serving Grades 6-8 That Offered Arts to Any Grade 6-8 (2015-16 through 2019-20)

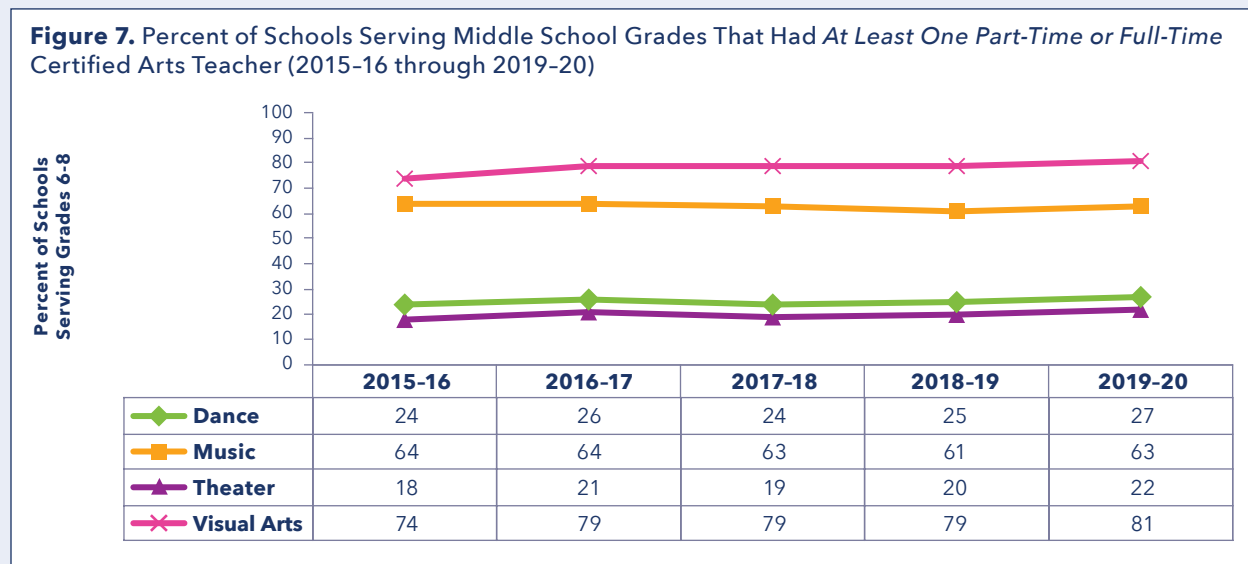
Number of Arts Disciplines	2015-16	2016-17	2017-18	2018-19	2019-20
At Least One Arts Discipline	97%	99%	98%	97%	99%
At Least Two Arts Disciplines	77%	80%	77%	75%	80%
At Least Three Arts Disciplines	35%	41%	38%	36%	39%
Four Arts Disciplines	11%	13%	13%	12%	15%

Of the responding schools serving grades 6-8 during the 2019-20 school year, 35 percent reported providing dance instruction; 70 percent reported providing music; 38 percent reported providing theater; and 91 percent reported providing visual arts instruction (see Figure 6).

Figure 6. Percent of Schools Serving Grades 6-8 That Offered Arts, by Arts Discipline (2015-16 through 2019-20)



Of responding schools serving middle school grades in 2019-20, 27 percent reported having at least one certified dance teacher (part-time or full-time); 63 percent reported having at least one certified music teacher; 22 percent reported having at least one certified theater teacher; and 81 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 (dance, music, theater, or visual arts) that are taught by certified arts teachers over the course of seventh and eighth grades. In 2019-20, 35 percent of eighth-grade students met this requirement by the end of their eighth-grade year (see Table 4). As shown in Table 5, 85 percent of students had completed two or more arts courses (half-units) in any arts discipline by the end of their eighth-grade year.

Table 4. Percent of 8th-Grade Students Who Met the NYSED Arts Requirement (2015-16 through 2019-20)

8th Grade NYSED Requirement	2015-16	2016-17	2017-18	2018-19	2019-20
Completed Two Arts Courses in Two Different Arts Disciplines by a Certified Arts Teacher	34%	33%	36%	34%	35%

Table 5. Percent of 8th-Grade Students Who Completed Two or More Arts Courses by the End of 8th Grade (2015-16 through 2019-20)

Number of Arts Courses	2015-16	2016-17	2017-18	2018-19	2019-20
Two or More Half-Units of Arts Instruction in Any Arts Discipline	88%	87%	89%	87%	85%

High School Grades

Schools serving high school grades (N=319) 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

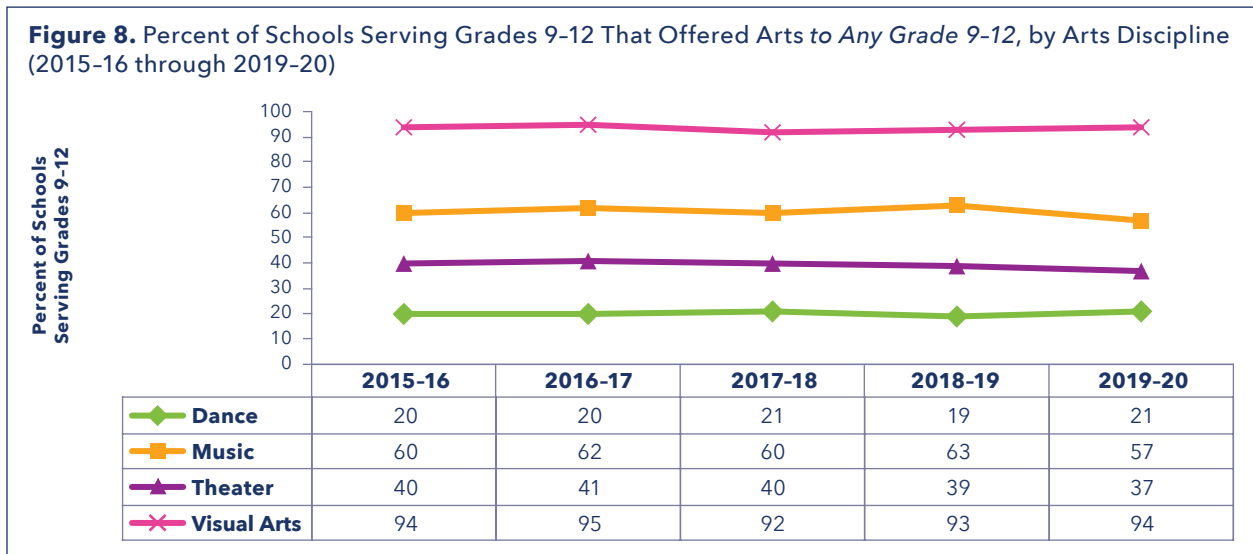
Nearly all responding schools serving grades 9-12 provided at least one arts discipline (99 percent), and 10 percent provided all four arts disciplines to any grade 9-12 during the 2019-20 school year (see Table 6).

Table 6. Percent of Schools Serving Grades 9-12 That Offered Arts to Any Grade 9-12 (2015-16 through 2019-20)

Number of Arts Disciplines	2015-16	2016-17	2017-18	2018-19	2019-20
At Least One Arts Discipline	99%	100%	99%	100%	99%
At Least Two Arts Disciplines	71%	71%	70%	71%	67%
At Least Three Arts Disciplines	34%	34%	34%	34%	32%
Four Arts Disciplines	11%	12%	10%	10%	10%

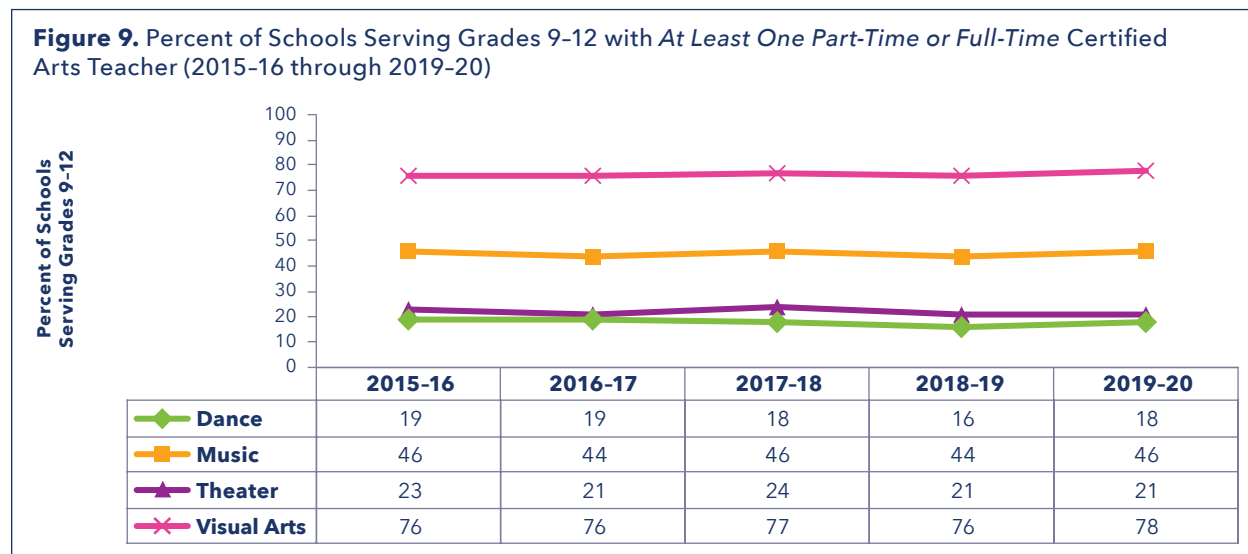
In the 2019-20 school year, 21 percent of responding schools serving grades 9-12 provided dance instruction; 57 percent provided music; 37 percent provided theater; and 94 percent provided visual arts instruction to any grade 9-12 (see Figure 8).

Figure 8. Percent of Schools Serving Grades 9-12 That Offered Arts to Any Grade 9-12, by Arts Discipline (2015-16 through 2019-20)



ARTS IN SCHOOLS

Of responding schools serving high school grades in 2019-20, 18 percent reported having at least one certified dance teacher (part-time or full-time); 46 percent reported having at least one certified music teacher; 21 percent reported having at least one certified theater teacher; and 78 percent reported having at least one certified visual arts teacher (see Figure 9).



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 2019-20 school year, all (100 percent) high school graduates from responding schools graduated with two or more credits in the arts (see Table 7).

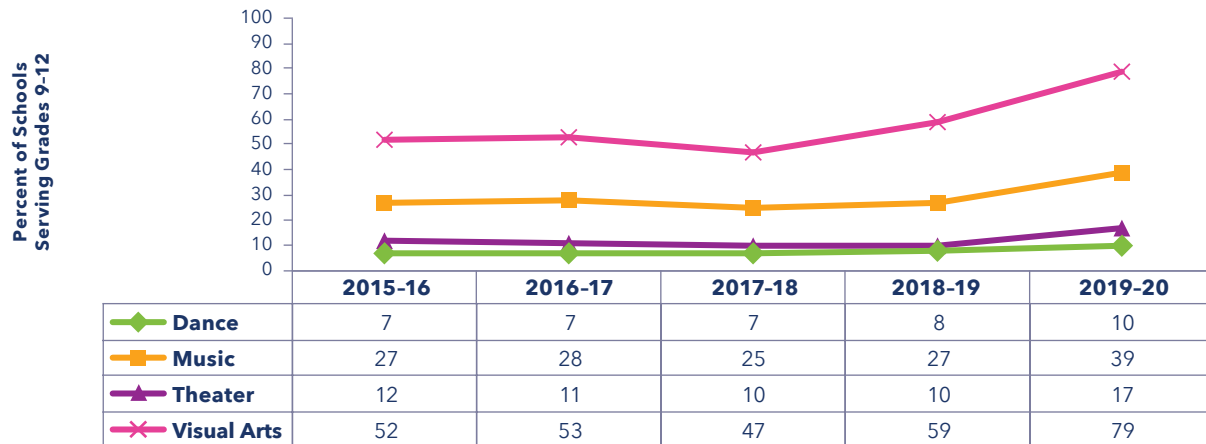
Table 7. Percent of High School Graduates Who Met the NYSED Arts Requirement (2015-16 through 2019-20)

	2015-16	2016-17	2017-18	2018-19	2019-20
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 10 percent in dance to 79 percent in visual arts during 2019-20 (see Figure 10).

Figure 10. Percent of Schools Serving Grades 9-12 That Offered At Least One 6-Credit Arts Sequence, by Arts Discipline (2015-16 through 2019-20)

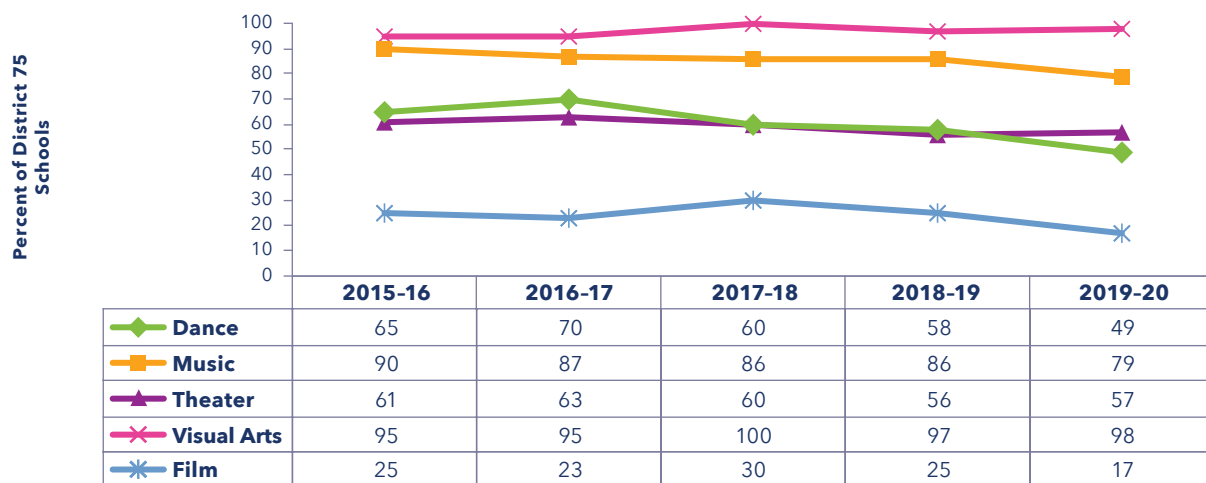


Arts Instruction Provided in District 75 (Grades K-12)

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.

Of the responding District 75 schools (N=53), greater percentages reported that they offer visual arts (98 percent) and/or music (79 percent) than dance (49 percent), theater (57 percent), and/or film (17 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 (2015-16 through 2019-20)



Cultural Arts Organizations

New York City’s cultural arts organizations are a tremendous asset to NYCDOE public schools, providing students and teachers with access to quality arts instruction and world-class performances and exhibitions. The majority of responding schools (82 percent) reported partnering with at least one cultural arts organization over the course of the 2019-20 school year (see Table 8).

Table 8. Percent of Schools Partnered with At Least One Cultural Arts Organization (2015-16 through 2019-20)

	2015-16	2016-17	2017-18	2018-19	2019-20
At Least One Arts Provider	87%	82%	85%	84%	82%

In the 2019-20 school year, at least 449 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 (2015-16 through 2019-20)

	2015-16	2016-17	2017-18	2018-19	2019-20
At Least One Arts Provider	399+	441+	431+	445+	449+

Table 10 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. This is most likely due to the conditions that prevailed during the pandemic.

Table 10. Schools’ Expectations Regarding Continuation of Services with Cultural Arts Organizations (2015-16 through 2019-20) (N=1,240)

Responses	2015-16	2016-17	2017-18	2018-19	2019-20
School Will Continue Service with At Least One Cultural Arts Organization	88%	87%	88%	86%	77%
School Will Discontinue Service with At Least One Cultural Arts Organization	5%	5%	4%	5%	5%
School Is Uncertain about Continuation of Services with At Least One Cultural Arts Organization	23%	26%	24%	26%	36%

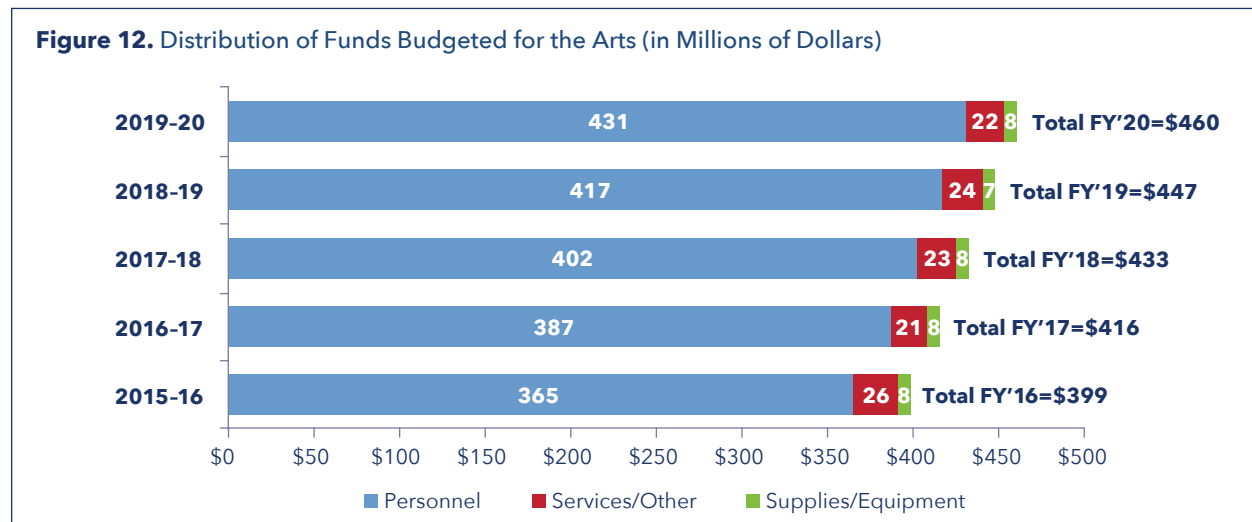
Table 11 provides the reasons reported for schools’ plans to discontinue services with at least one cultural arts organization. In 2019-20, a greater proportion of schools reported that they planned to discontinue services due to reduced school budgets than in previous years. Nearly one-third of schools provided other reasons for discontinuing services, including uncertainties around future funding levels, the need for social distancing, and restrictions on conducting field trips.

Table 11. Reasons for Schools Reporting Discontinuation of Services from Cultural Arts Organizations (2015-16 through 2019-20) (N=71)

Responses	2015-16	2016-17	2017-18	2018-19	2019-20
High Cost of Services	13%	7%	14%	30%	1%
Limited Capacity of Provider	7%	7%	16%	3%	4%
Reduced School Budget	20%	18%	14%	30%	56%
Unsatisfactory Quality of Services	10%	12%	16%	21%	7%
Other Responses	51%	56%	41%	17%	31%

Funds Budgeted for the Arts

In the 2019-20 fiscal year, the overall budget for the arts was \$460,224,173.³ This includes \$431,015,507 budgeted for personnel; \$21,633,947 for arts services/other (e.g., cultural arts organizations); and \$7,574,718 for arts supplies/equipment (e.g., instructional materials, equipment repair) (see Figure 12).



³ The sum of budgets for personnel services and equipment/supplies may not equal the total budget due to rounding.



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 2019-20 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 2019-20 school year, 78 percent (N=1,240) of all NYCDOE schools responded to the survey. In addition, data were collected from other NYCDOE databases. For a further description of the methods used to calculate the data presented, see the Methodology section on page 105.

The Arts Education in New York City Public Schools section of this report is organized by grade and school level (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 111 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 13 through 15 present the numbers of students in grades 1 through 12 receiving arts instruction during the 2019-20 school year. These numbers include all schools except those in District 75. 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.

Figure 13. Number of Students in Grades 1-5 Participating in Arts Instruction in the 2019-20 School Year, by Arts Discipline

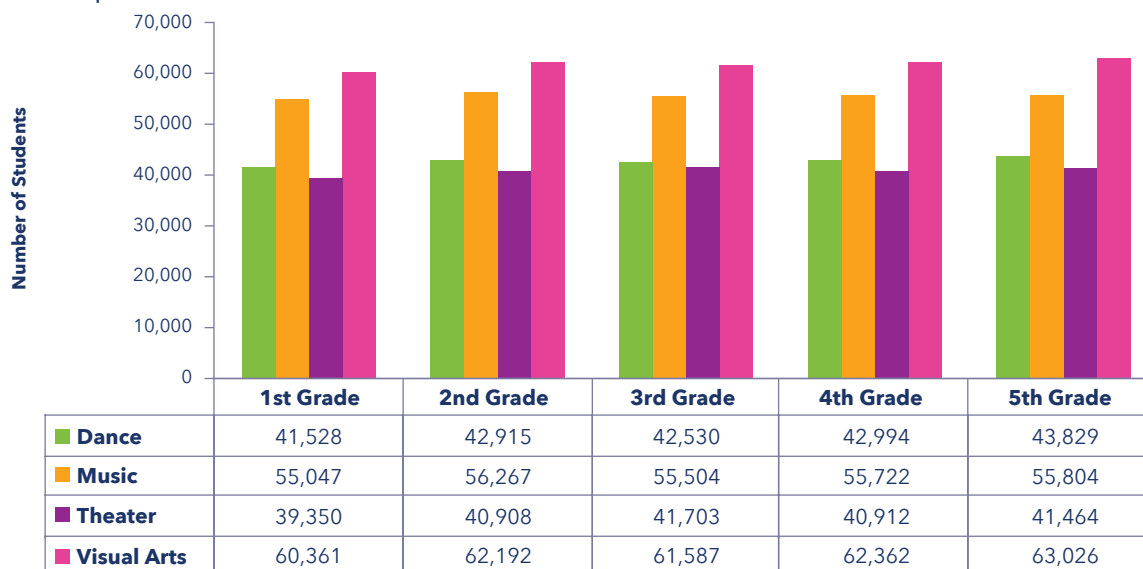


Figure 14. Number of Students in Grades 6-8 Participating in Arts Instruction in the 2019-20 School Year, by Arts Discipline

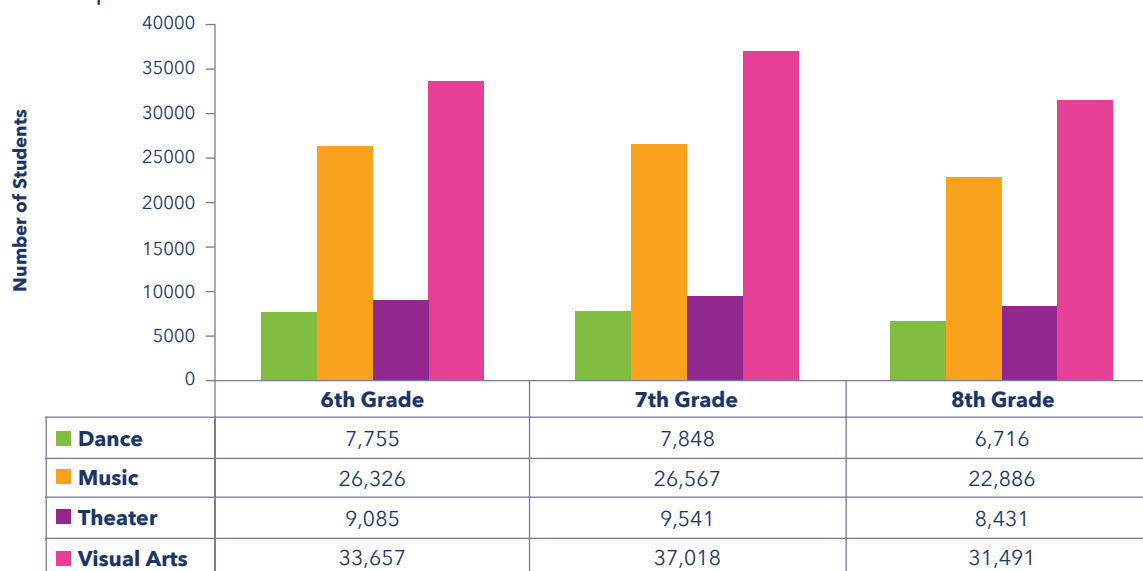
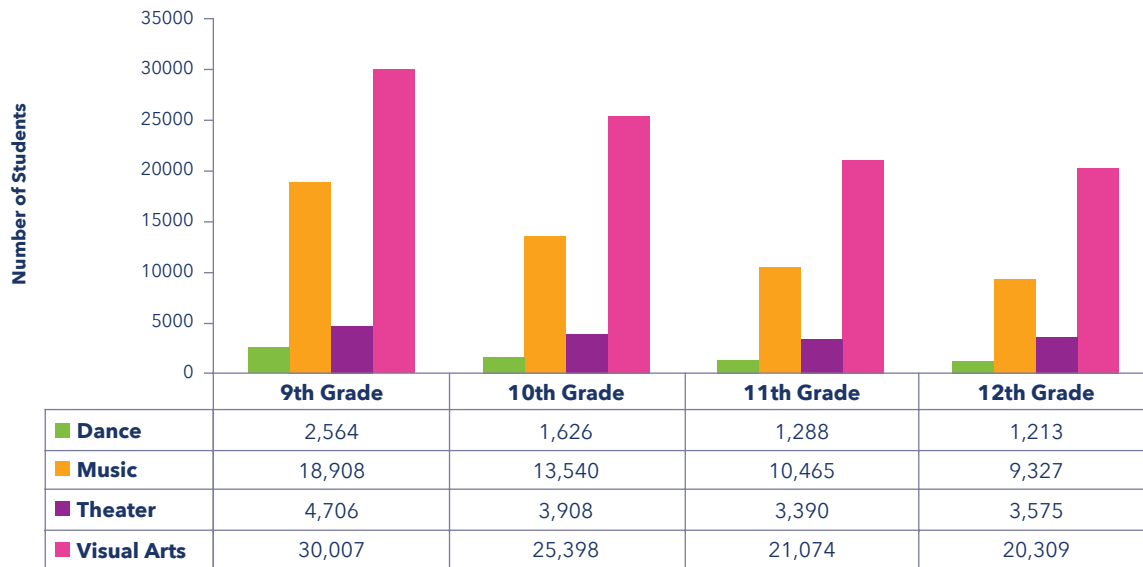


Figure 15. Number of Students in Grades 9-12 Participating in Arts Instruction in the 2019-20 School Year, by Arts Discipline



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 have 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*.

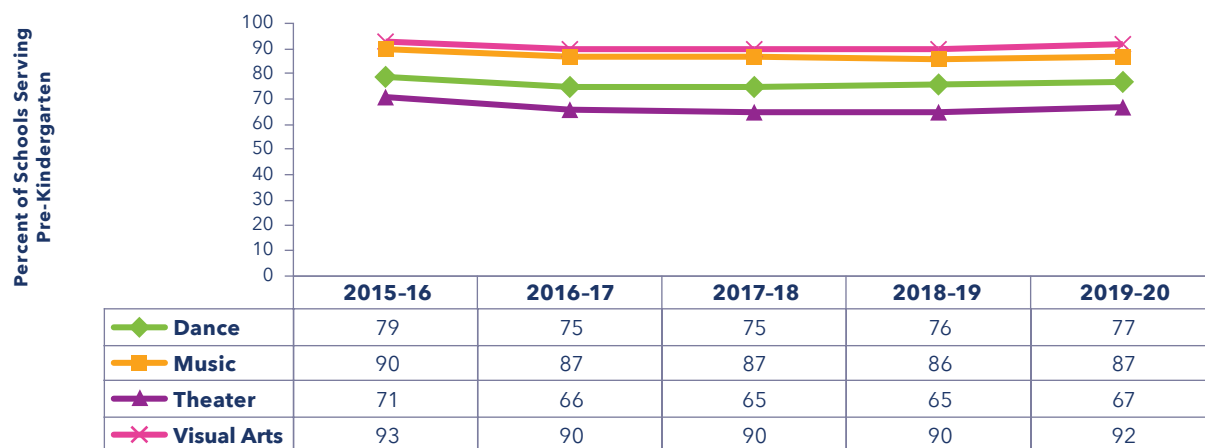
In 2019-20, 55 percent (N=684) of all schools that responded to the survey were classified as elementary schools (N=550) or multi-grade schools serving at least one elementary school grade (i.e., grades 1-5) (N=134). Overall, 555 responding schools served pre-kindergarten students and 678 schools served kindergarten students.

ARTS IN SCHOOLS

Arts Instruction Provided to Pre-Kindergarten and Kindergarten Students

Figure 16 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 2015-16 through 2019-20 school years. Data on the percent of responding schools providing arts instruction to pre-kindergarten and kindergarten students through any instructional provider (i.e., classroom teachers, school-based arts teachers, and/or cultural arts organizations) are shown in Figures 1 and 2 of the Executive Summary, respectively.

Figure 16. Percent of Schools Serving Pre-Kindergarten That Offered Arts Taught by School-Based Staff, by Arts Discipline (2015-16 through 2019-20) (N=555)



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

Tables 12 and 13 and Figures 17 through 19 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 12 shows the number of arts disciplines provided to any grade 1-5 in the 2019-20 school year in elementary schools and in multi-grade schools serving grades 1-5. Table 13 presents the percent of responding elementary and multi-grade schools that offered all four arts disciplines to all grades 1-5 from 2015-16 through 2019-20. The types of arts disciplines offered to any grade 1-5 from 2015-16 through 2019-20 are displayed in Figure 17 for elementary schools only. Information on the average number of instructional hours provided in the arts in the 2019-20 school year is presented in Figures 18 (grades 1-3) and 19 (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.

Table 12. Percent of All Schools by Number of Arts Disciplines Provided by Any Instructional Provider to Any Grade 1-5 in the 2019-20 School Year

Number of Arts Disciplines	
Elementary Schools (N=550)	
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=134)	
At Least One Arts Discipline	99%
At Least Two Arts Disciplines	95%
At Least Three Arts Disciplines	76%
Four Arts Disciplines	55%

ARTS IN SCHOOLS

Table 13. Percent of Schools That Offered All Four Arts Disciplines Taught by *Any Instructional Provider*, to All Grades 1-5 (2015-16 through 2019-20)

	2015-16	2016-17	2017-18	2018-19	2019-20
Elementary Schools (N=550)					
All Four Arts Disciplines to All Grades 1-5	48%	48%	47%	47%	47%
Multi-Grade Schools (N=134)					
All Four Arts Disciplines to All Grades 1-5	27%	35%	33%	30%	34%

Figure 17. Percent of Elementary Schools by Type of Arts Disciplines Taught by *Any Instructional Provider* to *Any Grade 1-5* (2015-16 through 2019-20) (N=550)

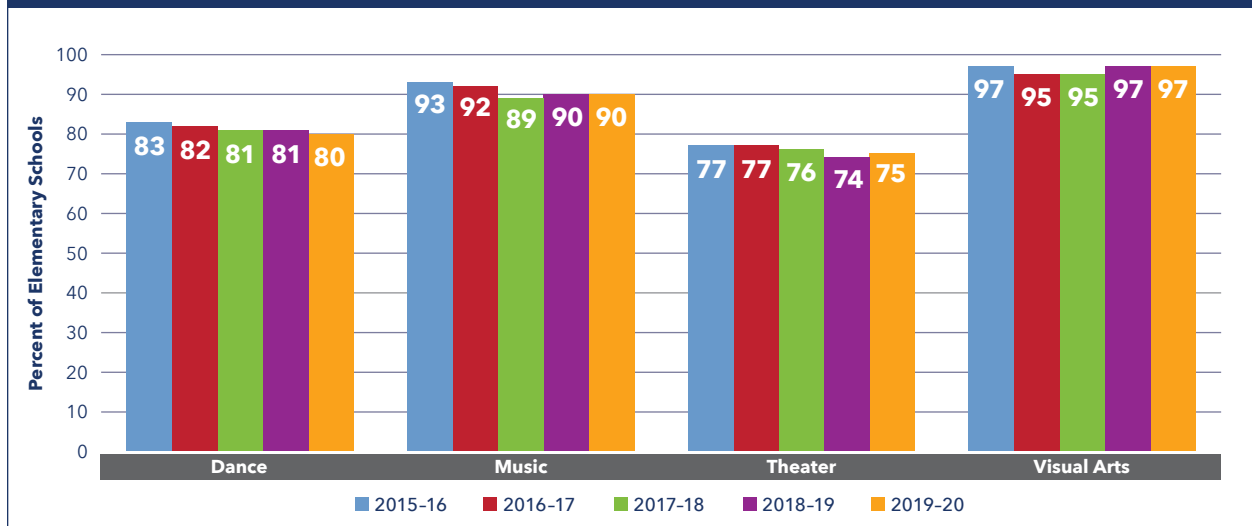


Figure 18. Average Annual Instructional Hours Taught in Elementary Schools by *Any Instructional Provider* in the 2019-20 School Year, by Arts Discipline (Grades 1-3) (N=550)

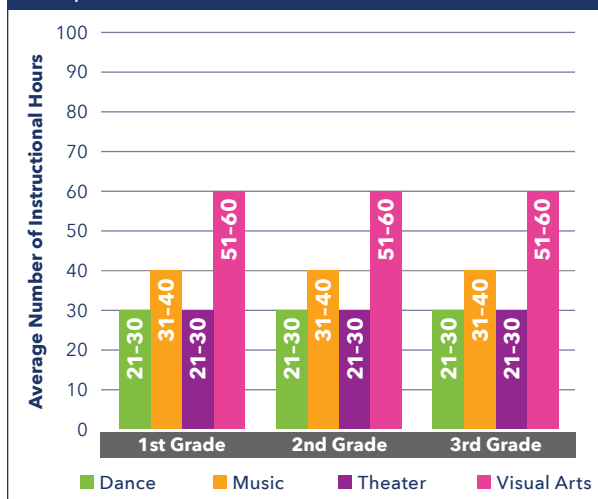
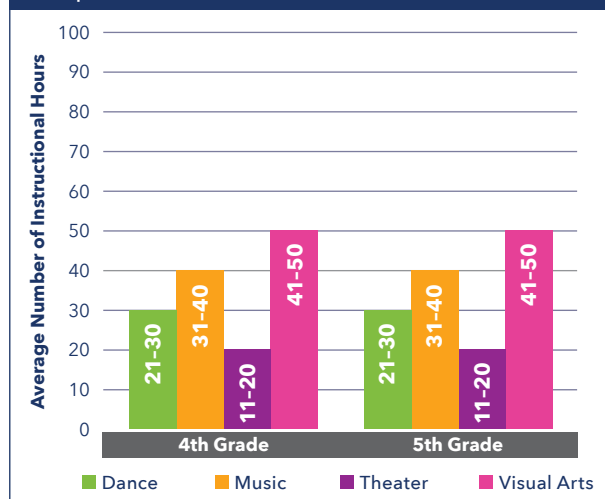


Figure 19. Average Annual Instructional Hours Taught in Elementary Schools by *Any Instructional Provider* in the 2019-20 School Year, by Arts Discipline (Grades 4-5) (N=550)



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

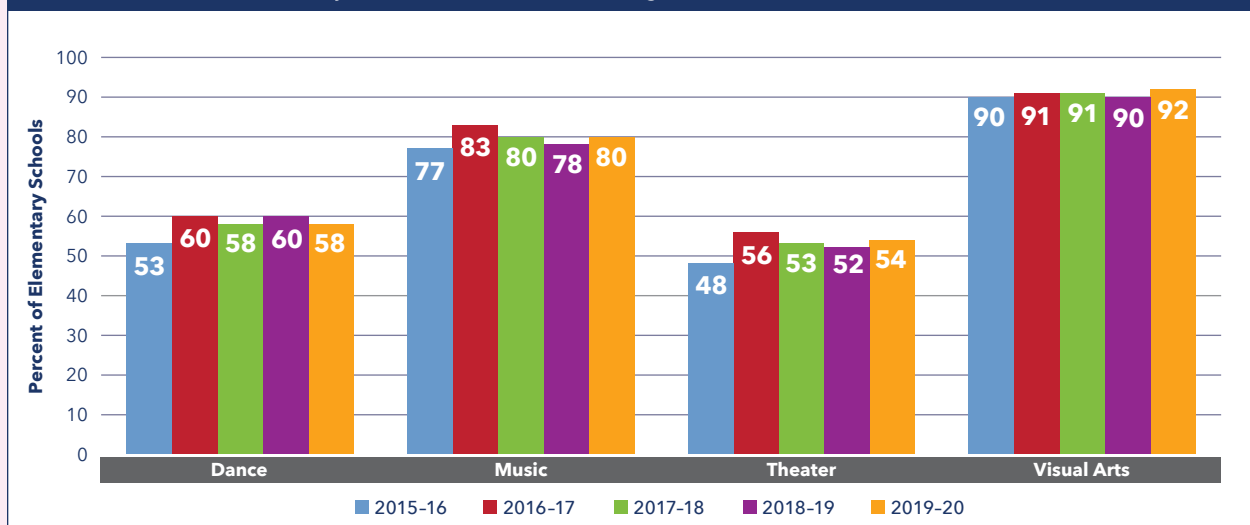
Table 14 and Figure 20 present data on arts instruction in dance, music, theater, and/or visual arts provided to students in grades 1-5 by *school-based arts teachers or classroom teachers*.

Table 14 shows the number of arts disciplines taught by school-based arts teachers or classroom teachers to any grade 1-5 in the 2015-16 through 2019-20 school years (elementary schools vs. multi-grade schools).

Table 14. Percent of All Schools Serving Grades 1-5, by Arts Disciplines Taught by *School-Based Arts Teachers or Classroom Teachers* (2015-16 through 2019-20)

Number of Arts Disciplines	2015-16	2016-17	2017-18	2018-19	2019-20
Elementary Schools (N=550)					
At Least One Arts Discipline	98%	98%	97%	96%	97%
At Least Two Arts Disciplines	79%	85%	84%	82%	85%
At Least Three Arts Disciplines	53%	62%	59%	59%	59%
Four Arts Disciplines	38%	45%	41%	43%	44%
Multi-Grade Schools Serving Grades 1-5 (N=134)					
At Least One Arts Discipline	97%	99%	99%	99%	97%
At Least Two Arts Disciplines	82%	91%	87%	86%	89%
At Least Three Arts Disciplines	44%	57%	53%	55%	55%
Four Arts Disciplines	26%	36%	33%	33%	34%

Figure 20. Percent of Elementary Schools by Type of Arts Disciplines Provided by *School-Based Art Teachers or Classroom Teachers* to Any Grade 1-5 (2015-16 through 2019-20) (N=550)



ARTS IN SCHOOLS



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

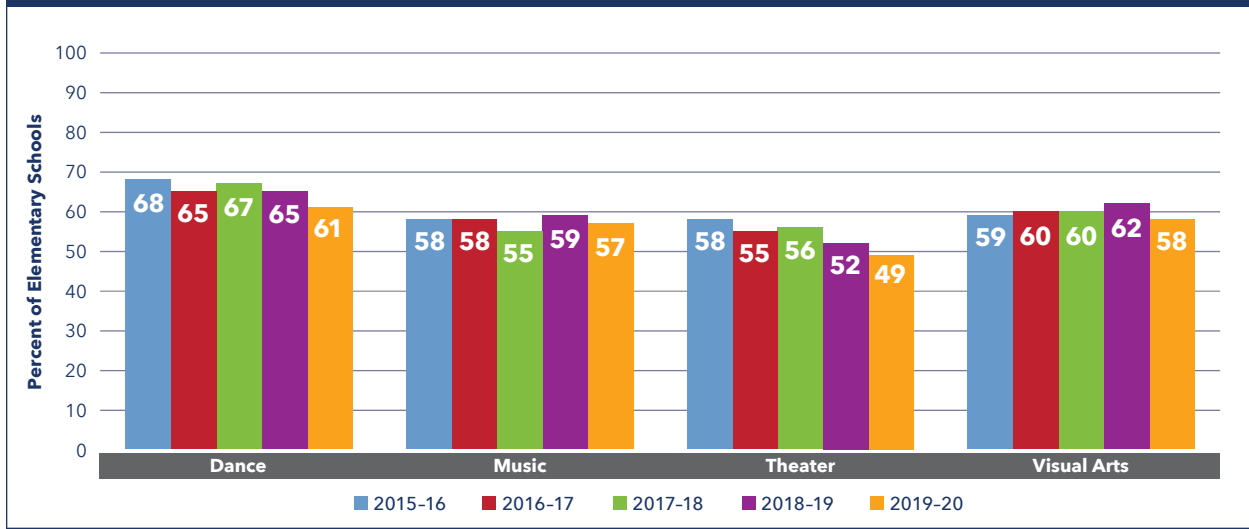
Table 15 and Figure 21 present data on arts instruction in dance, music, theater, and/or visual arts provided by cultural arts organizations.

Table 15 shows the percent of schools that offered one or more arts disciplines to any grade 1-5, provided by cultural arts organizations in the 2015-16 through 2019-20 school years (elementary schools vs. multi-grade schools). The types of arts disciplines provided by cultural arts organizations to any grade 1-5 from 2015-16 through 2019-20 are displayed for elementary schools only in Figure 21.

Table 15. Percent of All Schools Serving Grades 1-5, by Number of Arts Disciplines Provided by *Cultural Arts Organizations* (2015-16 through 2019-20)

Number of Arts Disciplines	2015-16	2016-17	2017-18	2018-19	2019-20
Elementary Schools (N=550)					
At Least One Arts Discipline	89%	93%	89%	89%	85%
At Least Two Arts Disciplines	69%	74%	70%	71%	67%
At Least Three Arts Disciplines	51%	53%	51%	48%	46%
Four Arts Disciplines	33%	27%	27%	29%	28%
Multi-Grade Schools Serving Grades 1-5 (N=134)					
At Least One Arts Discipline	81%	82%	83%	77%	75%
At Least Two Arts Disciplines	56%	60%	56%	55%	54%
At Least Three Arts Disciplines	43%	43%	33%	31%	36%
Four Arts Disciplines	26%	26%	20%	15%	17%

Figure 21. Percent of Elementary Schools by Type of Arts Disciplines Provided by Cultural Arts Organizations to Any Grade 1–5 (2015–16 through 2019–20) (N=550)



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 through the 2019-20 *Annual Arts Education Survey*. District 75 schools are not included. In 2019-20, of all schools that responded to the survey, 15 percent (N=187) were classified as middle schools, and 14 percent (N=172) were classified as multi-grade schools serving grades 6-8.



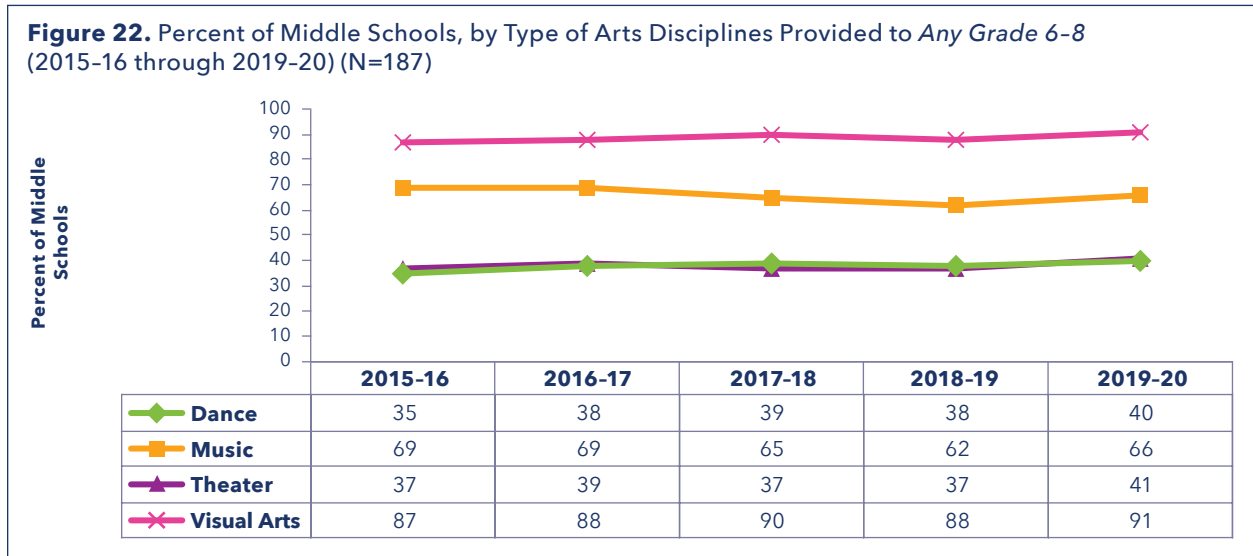
Arts Instruction Provided to Grades 6-8

Table 16 shows the number of arts disciplines provided to any grade 6-8 from the 2015-16 through 2019-20 school years (middle schools and multi-grade schools). The types of arts disciplines provided by cultural arts organizations to any grade 6-8 from 2015-16 through 2019-20 are displayed for middle schools only in Figure 22.

Table 16. Percent of All Schools by Number of Arts Disciplines Provided to Any Grade 6-8 by Any Instructional Provider (2015-16 through 2019-20)

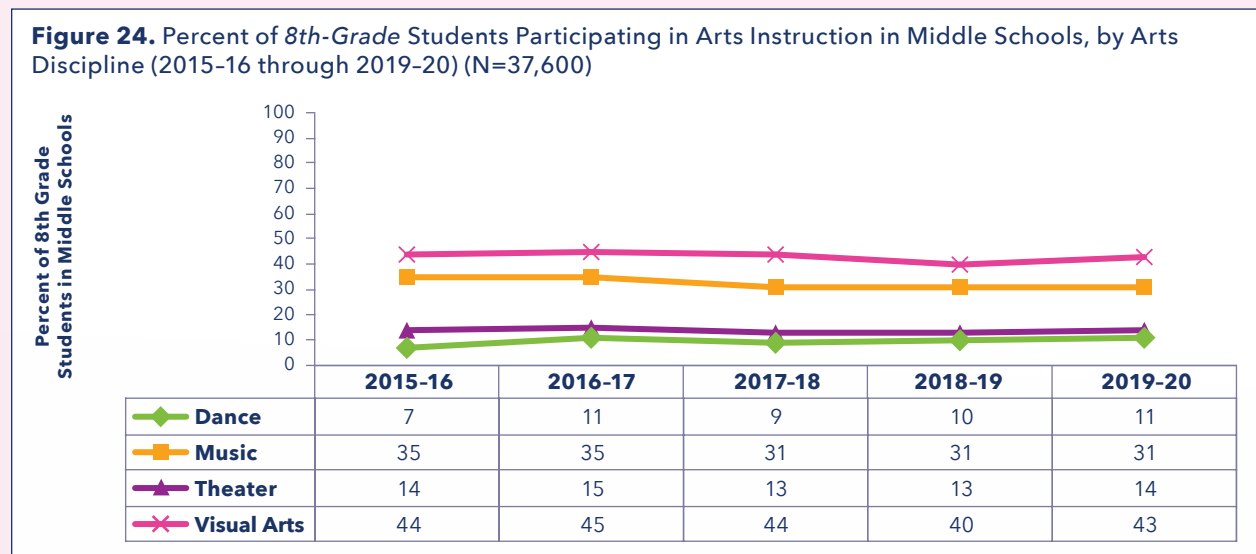
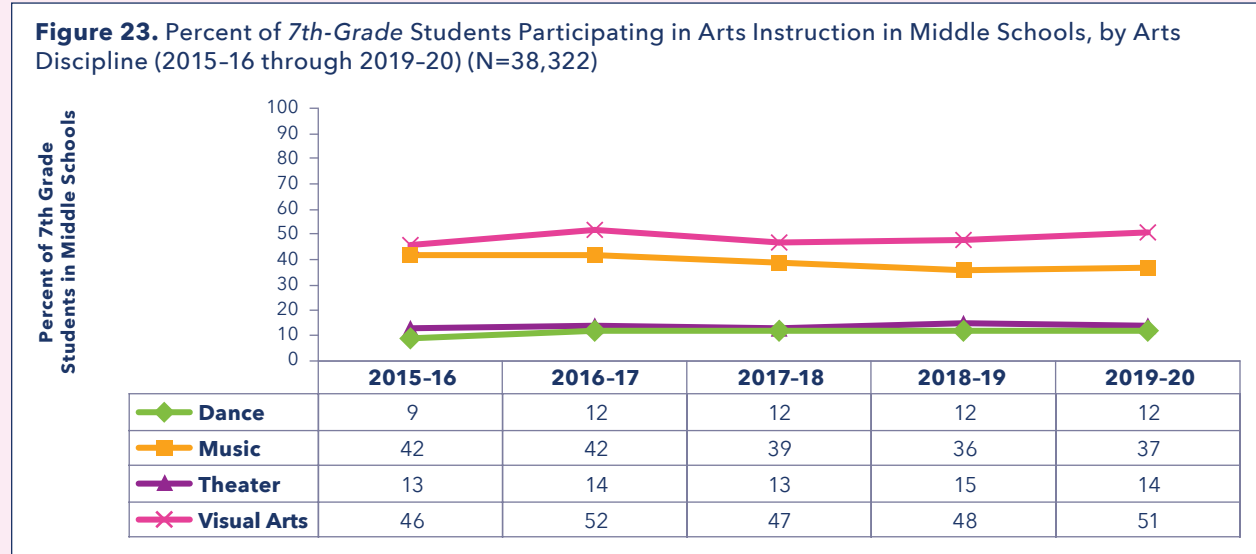
	2015-16	2016-17	2017-18	2018-19	2019-20
Middle Schools (N=187)					
At Least One Arts Discipline	98%	99%	98%	98%	99%
At Least Two Arts Disciplines	75%	78%	76%	73%	78%
At Least Three Arts Disciplines	39%	44%	43%	41%	44%
Four Arts Disciplines	15%	14%	14%	14%	18%
Multi-Grade Schools (N=172)					
At Least One Arts Discipline	95%	99%	98%	97%	98%
At Least Two Arts Disciplines	78%	82%	79%	76%	83%
At Least Three Arts Disciplines	31%	38%	32%	32%	34%
Four Arts Disciplines	7%	12%	12%	10%	12%

Figure 22. Percent of Middle Schools, by Type of Arts Disciplines Provided to Any Grade 6-8 (2015-16 through 2019-20) (N=187)



Student Participation in Grades 7 and 8

Figures 23 and 24 display the percent of seventh-grade and eighth-grade students, respectively, who participated in arts instruction from the 2015-16 through 2019-20 school years. Data are displayed by arts discipline.



ARTS IN SCHOOLS

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 17 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 18 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 grades.

Table 17. Percent of 8th-Grade Students Who Met the NYSED Requirement, by School Type (2015-16 through 2019-20)

School Type	2015-16	2016-17	2017-18	2018-19	2019-20
Middle Schools (N=187)	30%	31%	31%	30%	30%
Multi-Grade Schools (N=172)	45%	44%	50%	46%	48%

Table 18. 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 (2015-16 through 2019-20)

School Type	2015-16	2016-17	2017-18	2018-19	2019-20
Middle Schools (N=187)	88%	88%	88%	87%	85%
Multi-Grade Schools (N=172)	89%	90%	90%	90%	86%



High School Grades

In 2019-20, 21 percent (N=264) of all schools that responded to the *Annual Arts Education Survey* were classified as high schools, and 4 percent (N=55) 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 2019-20 *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 19 shows the percent of responding high schools and multi-grade schools that screened students before admission during the 2015-16 through 2019-20 school years.

Table 19. Percent of All Schools Serving Students in Grades 9-12 That Screen in the Arts Before Admission (2015-16 through 2019-20)

School Type	2015-16	2016-17	2017-18	2018-19	2019-20
High Schools (N=264)	6%	5%	6%	5%	6%
Multi-Grade Schools (N=55)	8%	7%	8%	6%	6%

Arts Instruction Provided to Grades 9-12

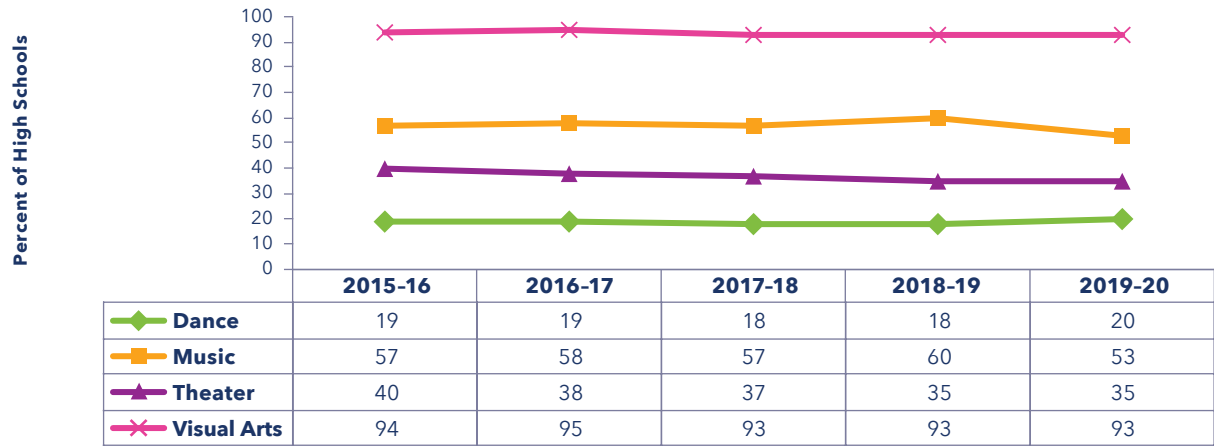
Table 20 shows the number of arts disciplines provided to any grade 9-12 from the 2015-16 through 2019-20 school years (high schools vs. multi-grade schools). The types of arts disciplines provided to any grade 9-12 from 2015-16 through 2019-20 are displayed for high schools only in Figure 25.

Table 20. Percent of All Schools Serving Grades 9-12, by Number of Arts Disciplines Provided to Any Grade 9-12 (2015-16 through 2019-20)

Number of Arts Disciplines	2015-16	2016-17	2017-18	2018-19	2019-20
High Schools (N=264)					
At Least One Arts Discipline	99%	100%	100%	100%	99%
At Least Two Arts Disciplines	68%	68%	67%	66%	63%
At Least Three Arts Disciplines	32%	31%	31%	32%	30%
Four Arts Disciplines	11%	11%	9%	9%	10%
Multi-Grade Schools (N=55)					
At Least One Arts Discipline	98%	97%	97%	100%	100%
At Least Two Arts Disciplines	82%	87%	83%	90%	89%
At Least Three Arts Disciplines	41%	46%	50%	47%	42%
Four Arts Disciplines	10%	20%	15%	12%	11%

ARTS IN SCHOOLS

Figure 25. Percent of High Schools, by Type of Arts Discipline Provided to Any Grade 9-12 (2015-16 through 2019-20) (N=264)



Student Participation in Grades 9-12

Figures 26 through 29 display the percent of ninth- through twelfth-grade students in responding high schools who participated in arts instruction. Data are shown from the 2015-16 through 2019-20 school years.

Figure 26. Percent of 9th-Grade Students Participating in Arts Instruction, by Arts Discipline (2015-16 through 2019-20) (N=51,777)

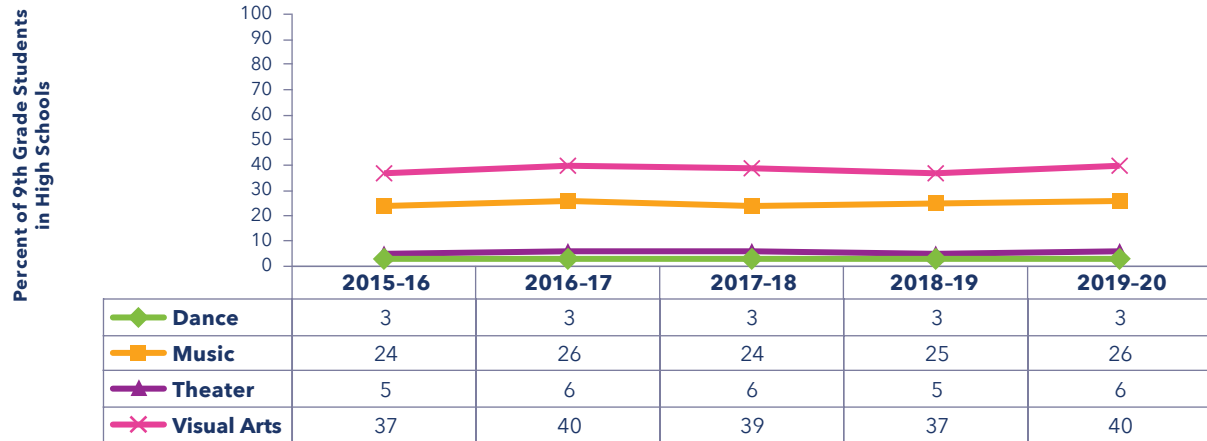
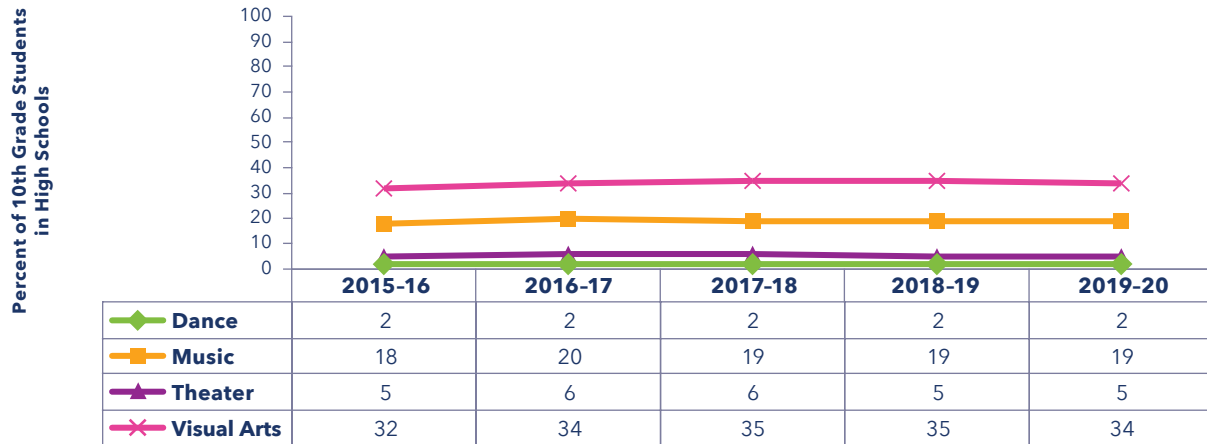


Figure 27. Percent of 10th-Grade Students Participating in Arts Instruction, by Arts Discipline (2015-16 through 2019-20) (N=48,783)



ARTS IN SCHOOLS

Figure 28. Percent of 11th-Grade Students Participating in Arts Instruction, by Arts Discipline (2015-16 through 2019-20) (N=44,061)

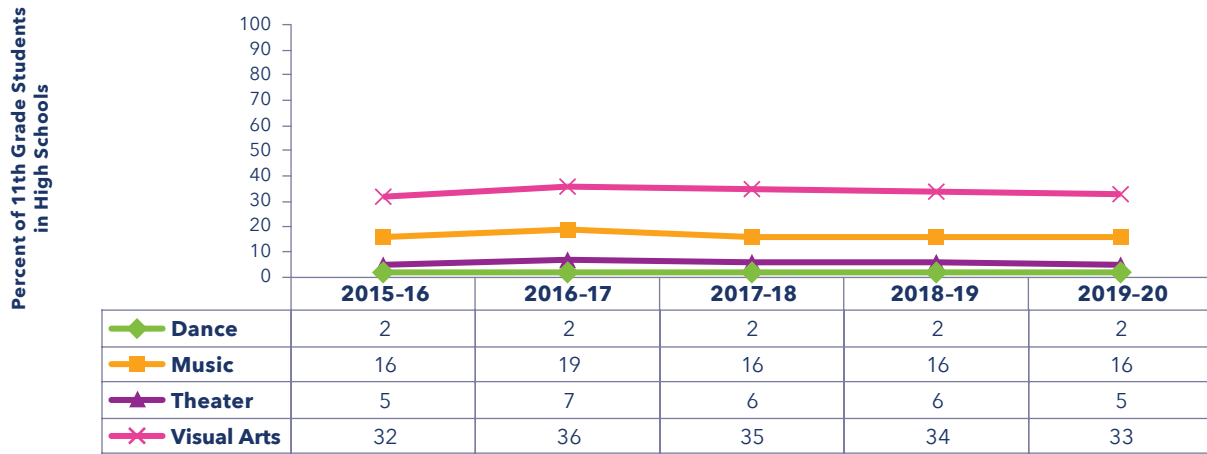
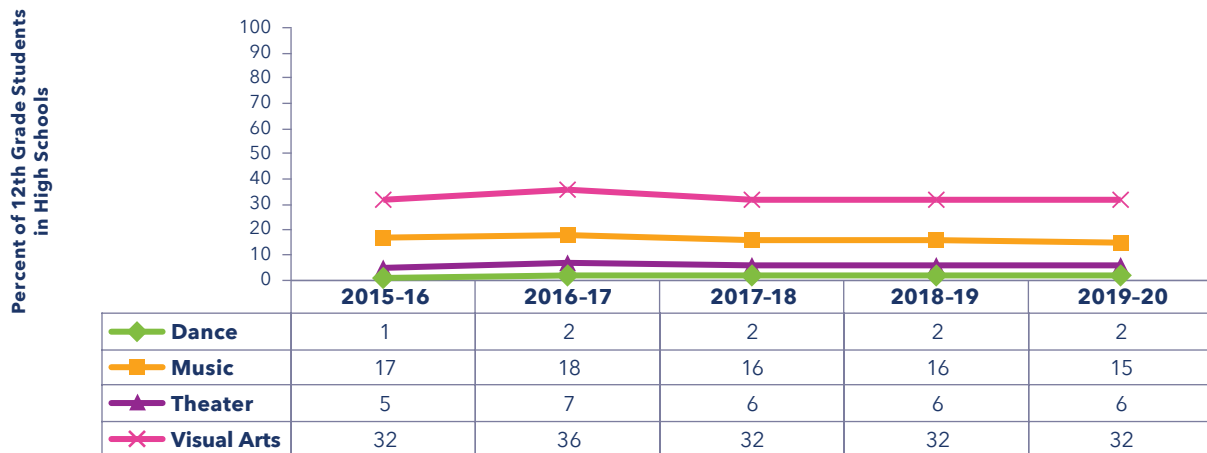


Figure 29. Percent of 12th-Grade Students Participating in Arts Instruction, by Arts Discipline (2015-16 through 2019-20) (N=43,130)



Arts Sequences

Figure 30 shows data on the percent of responding high schools offering at least one arts sequence of six or more credits from the 2015-16 through 2019-20 school years. Data are shown by arts discipline. Table 21 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 2019-20 school year.

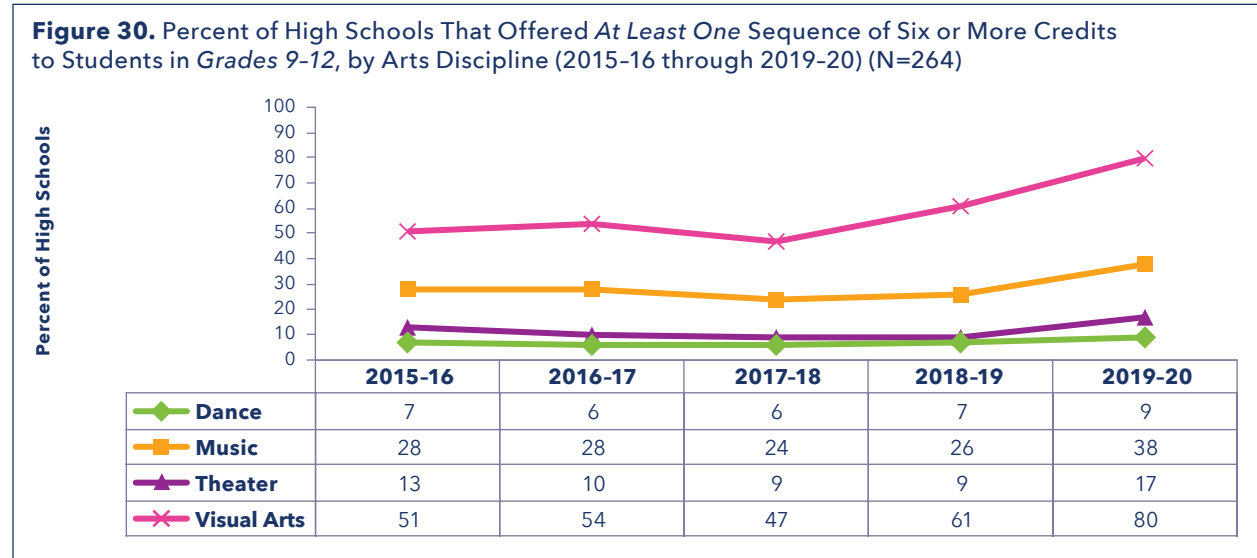


Table 21. Percent of High Schools That Offered At Least One Arts Sequence to Students in Grades 9-12 by Borough (2019-20) (N=264)

Borough	Credits	Dance	Music	Theater	Visual Arts
Bronx (N=59)	6-8	5%	25%	12%	70%
	9 or more	3%	12%	5%	27%
Brooklyn (N=70)	6-8	10%	46%	13%	83%
	9 or more	10%	20%	9%	37%
Manhattan (N=71)	6-8	6%	20%	7%	69%
	9 or more	4%	10%	11%	27%
Queens (N=55)	6-8	11%	58%	26%	84%
	9 or more	7%	35%	6%	44%
Staten Island (N=9)	6-8	11%	67%	56%	100%
	9 or more	11%	67%	22%	67%

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 22 displays the percent of students who graduated meeting this requirement. Data are shown from the 2015-16 through 2019-20 school years. The percentages were calculated using data from the STARS database.

Table 22. Percent of High School Graduates Who Met the NYSED Requirement, by School Type (2015-16 through 2019-20)

School Type	2015-16	2016-17	2017-18	2018-19	2019-20
High Schools	100%	100%	100%	100%	100%
Multi-Grade Schools	99%	100%	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 2019-20 *Annual Arts Education Survey*. Of all schools that responded to the survey, 4 percent (N=53) were District 75 schools serving any grade pre-kindergarten through 12.

Arts Instruction Provided to Grades Kindergarten to 12

Figure 11 of the Executive Summary shows the percent of District 75 schools that provided the arts to students in any grade pre-Kindergarten through 12, by type of arts discipline across school years 2015-16 through 2019-20.

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 2019-20 *Annual Arts Education Survey* gave District 75 schools the opportunity to report on how teachers used the arts to advance students' IEP goals. Figures 31 through 36 display how District 75 schools reported aligning arts instruction with IEP goals.

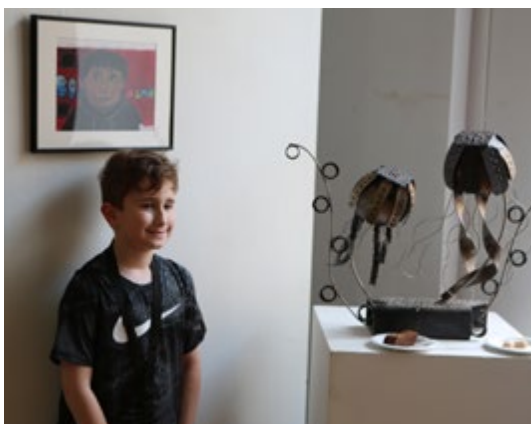


Figure 31. Percent of District 75 Schools that Report Teachers Used the Arts to Advance Students' *Academic IEP*, by Arts Discipline (2019–20) (N=53)

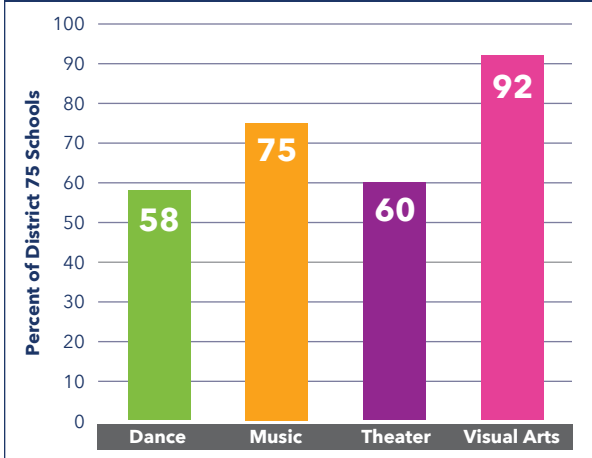


Figure 32. Percent of District 75 Schools that Report Teachers Used the Arts to Advance Students' *Differentiating Student Learning IEP Goals*, by Arts Discipline (2019–20) (N=53)

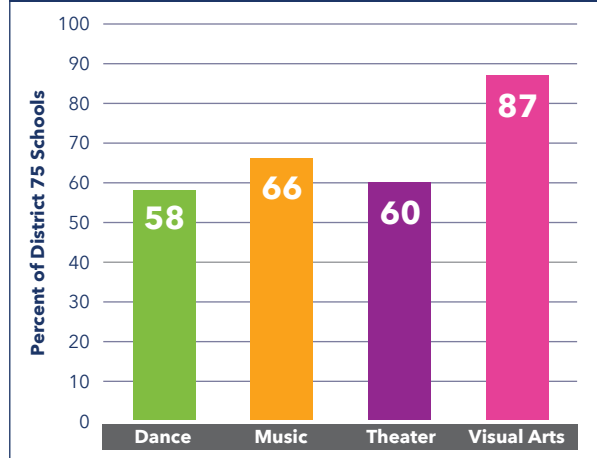


Figure 33. Percent of District 75 Schools that Report Teachers Used the Arts to Advance Students' *Social Skills IEP Goals*, by Arts Discipline (2019–20) (N=53)

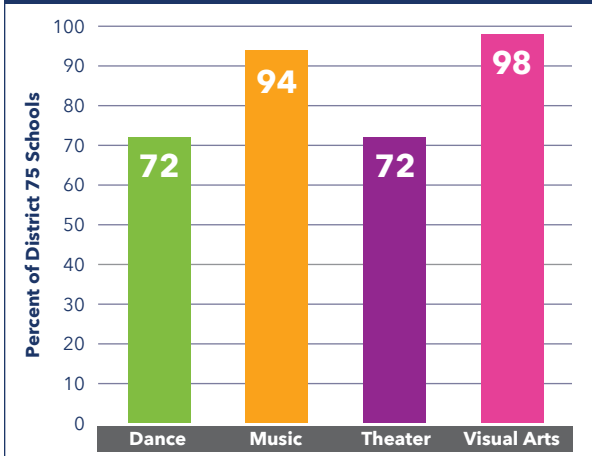


Figure 34. Percent of District 75 Schools that Report Teachers Used the Arts to Advance Students' *Management Skills IEP Goals*, by Arts Discipline (2019–20) (N=53)

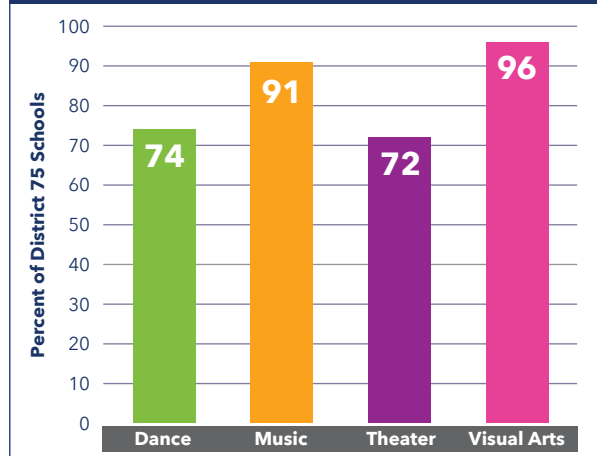


Figure 35. Percent of District 75 Schools that Report Teachers Used the Arts to Advance Students' *Physical Development IEP Goals*, by Arts Discipline (2019–20) (N=53)

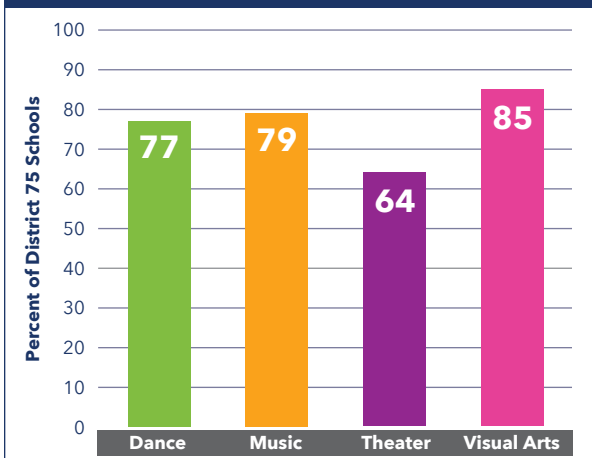
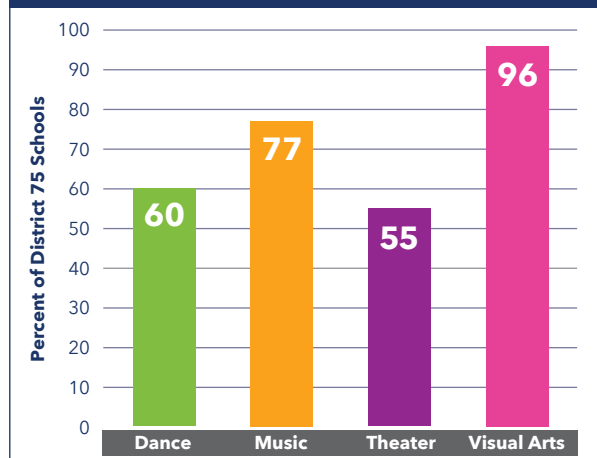


Figure 36. Percent of District 75 Schools that Report Teachers Used the Arts to Advance Students' *Fine Motor Skills IEP Goals*, by Arts Discipline (2019–20) (N=53)





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 learning 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 includes schools of all levels, including District 75 schools.

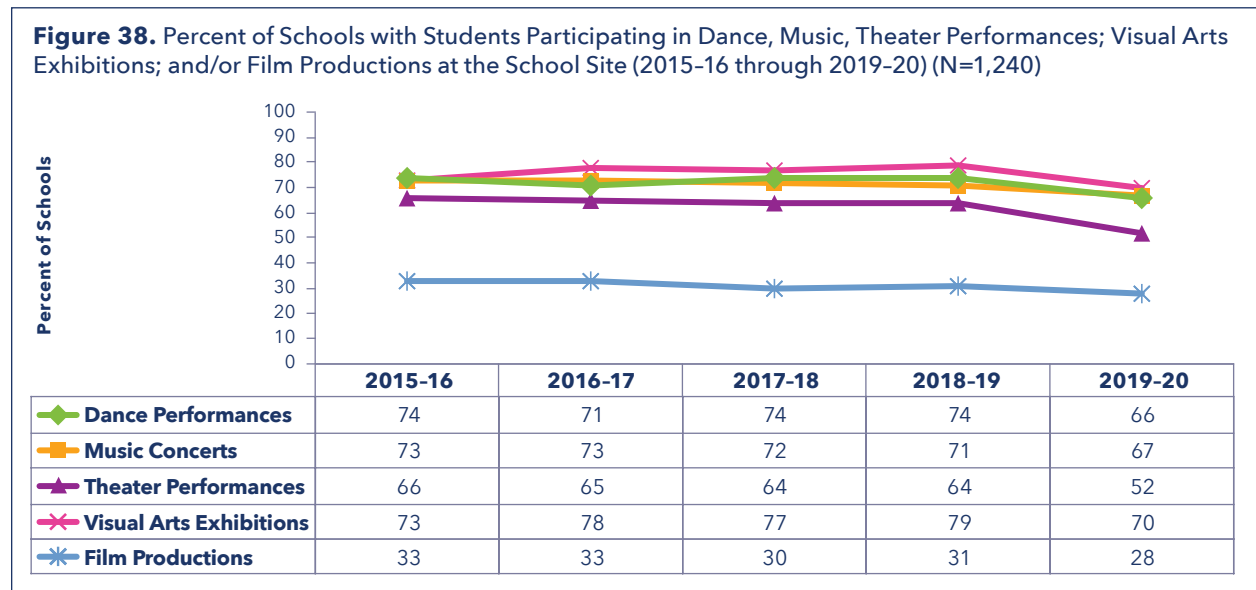
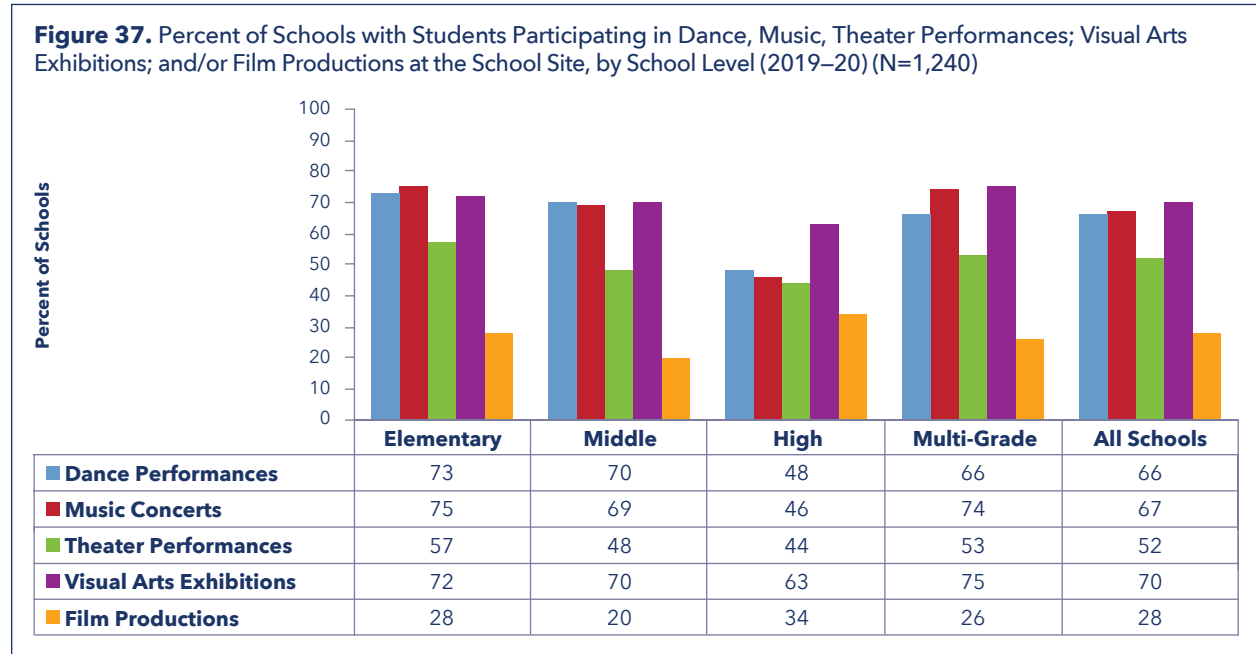
Student Participation in the Arts

The data in this section provide information on the percent of responding schools (N=1,240) 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 37 displays the percent of responding schools that reported having students participating in arts performances, exhibitions, and/or productions at the school site in the 2019-20 school year by school level. Figure 38 displays these data for responding schools from the 2015-16 through 2019-20 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 2019-20 *Annual Arts Education Survey*, and through data provided from the NYCDOE Division of Human Resources.

Assessment in the Arts

Table 23 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 2015-16 through 2019-20 school years.

Table 23. Percent of Schools That Used the Following Methods of Evaluating Student Progress in the Arts (2015-16 through 2019-20) (N=1,240)

Assessment	2015-16	2016-17	2017-18	2018-19	2019-20
Culminating projects	81%	84%	85%	84%	87%
Teacher observations with descriptive feedback to students	77%	78%	78%	76%	83%
Conferences with students	65%	68%	70%	70%	75%
Student portfolios	60%	58%	58%	58%	63%
Arts performance assessments	66%	66%	66%	63%	65%
Student self and peer assessment	69%	71%	71%	69%	74%
Scaled rubrics with criteria	63%	65%	66%	63%	70%
Written assessments	55%	45%	44%	42%	49%
Student arts journals	33%	36%	33%	33%	43%



ARTS IN SCHOOLS

Arts-Based Professional Learning

Tables 24-27 present data on teacher participation in arts professional learning as well as the providers for the professional learning, as reported on the 2019-20 *Annual Arts Education Survey*.

Tables 24 and 25 display the percent of schools that reported having school-based arts teachers and/or non-arts teachers who participated in arts-based professional learning. Data are shown by school level, from the 2015-16 through the 2019-20 school years. Table 26 presents the average annual hours of arts-based professional learning attended by school-based arts teachers and/or non-arts teachers by school level. Table 27 presents these same data by discipline in the 2019-20 school year.





Table 24. Percent of Schools Reporting That School-Based Arts Teachers Attended Arts-Based Professional Learning, by School Level (2015-16 through 2019-20) (N=1,240)

School Level	2015-16	2016-17	2017-18	2018-19	2019-20
Elementary	86%	84%	88%	85%	86%
Middle	85%	89%	88%	89%	90%
High	85%	85%	86%	84%	89%
Multi-Grade	90%	92%	92%	92%	89%
All Schools	86%	86%	88%	87%	88%

Table 25. Percent of Schools Reporting That Non-Arts Teachers Attended Arts-Based Professional Learning, by School Level (2015-16 through 2019-20) (N=1,240)

School Level	2015-16	2016-17	2017-18	2018-19	2019-20
Elementary	51%	48%	45%	44%	45%
Middle	39%	36%	32%	37%	35%
High	39%	38%	33%	34%	36%
Multi-Grade	40%	45%	42%	34%	37%
All Schools	45%	44%	40%	39%	40%

ARTS IN SCHOOLS

Table 26. Average Annual Hours of Arts-Based Professional Learning Across All Arts Disciplines, by School Level and Teacher Type (2019-20) (N=1,240)

School Level	School-Based Arts Teacher	Non-Arts Teacher
	Mean Hours	Mean Hours
Elementary	31+	13-18
Middle	31+	13-18
High	24-31	13-18
Multi-Grade	31+	13-18
All Schools	31+	13-18

Table 27. Average Annual Hours of Arts-Based Professional Learning Across All Arts Disciplines, by Arts Discipline and Teacher Type (2019-20) (N=1,240)

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



School-based arts teachers and non-arts teachers can receive arts-based professional learning from a variety of providers, such as staff from the central NYCDOE, colleges or universities, or cultural arts organizations. Figure 39 displays the percent of all responding schools that reported having arts teachers or non-arts teachers attend arts-based professional learning. Data are presented by provider for the 2019-20 school year. Table 28 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 2018-19 and 2019-20 school years.⁵

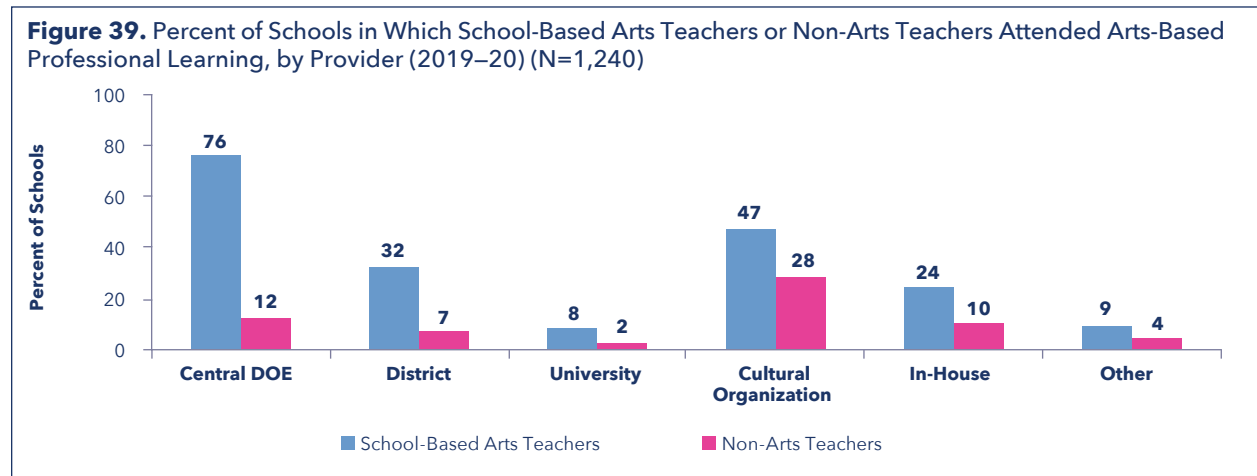


Table 28. Percent of Schools in Which School-Based Arts Teachers Attended Arts Professional Learning, by Provider (2018-19 and 2019-20) (N=1,240)

Professional Learning Network	Elementary		Middle		High		Multi-Grade		All Schools	
	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
Central DOE ⁶	72%	76%	76%	78%	62%	72%	79%	79%	72%	76%
District	32%	37%	31%	30%	20%	19%	25%	27%	29%	32%
University	8%	7%	10%	7%	14%	14%	9%	6%	10%	8%
Cultural Arts Organizations	48%	46%	49%	45%	43%	50%	52%	52%	47%	47%
In-House	18%	19%	29%	34%	24%	31%	24%	23%	23%	24%
Other	8%	8%	12%	9%	14%	12%	9%	10%	10%	9%

⁵ In 2019-20, schools that responded “Other” listed specific central NYCDOE, district, and/or cultural arts organization professional learning.

⁶ Since the 2015-16 school year, professional learning 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 (T&L).

Certified School-Based Arts Teachers

Tables 29 and 30 show the number of full-time certified arts teachers in NYCDOE schools. The data are shown by discipline (Table 29) and school level (Table 30) for the 2015-16 through 2019-20 school years. 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=1,583).

Table 29. Number of Full-Time Certified School-Based Arts Teachers, by Arts Discipline (2015-16 through 2019-20) (N=1,583)

Arts Discipline	2015-16	2016-17	2017-18	2018-19	2019-20
Dance	227	239	253	263	264
Music	998	1,029	1,048	1,057	1,039
Theater	167	178	202	200	221
Visual Arts	1,289	1,324	1,334	1,329	1,332
Total	2,681	2,770	2,837	2,849	2,856

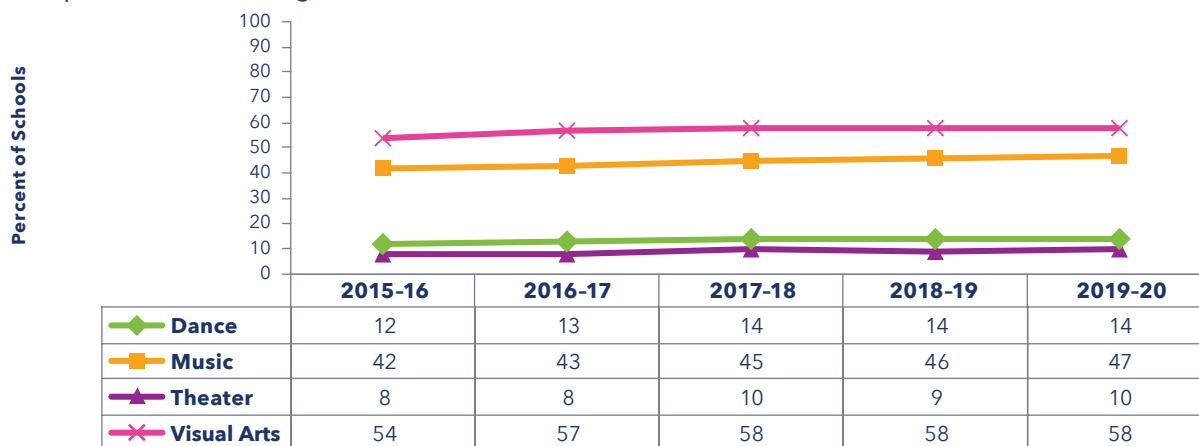


Table 30. Number of *Full-Time* Certified School-Based Arts Teachers, by School Level (2015-16 through 2019-20) (N=1,583)

School Level	2015-16	2016-17	2017-18	2018-19	2019-20
Elementary	227	239	253	263	264
Middle	998	1,029	1,048	1,057	1,039
High	167	178	202	200	221
Other ⁷	1,289	1,324	1,334	1,329	1,332
Total	2,681	2,770	2,837	2,849	2,856

The figures below display the percent of schools with at least one full-time certified school-based arts teacher (Figure 40) and the percent of schools with at least one part-time certified school-based arts teacher (Figure 41). (Data on the number of part-time certified school-based arts teachers on staff were reported by schools through their *Annual Arts Education Survey*, while data on the full-time certified school-based arts teachers were gathered through NYCDOE Division of Human Resources.) Figures 42 through 45 display the percent of schools with at least one full-time certified school-based arts teacher by arts discipline for the 2015-16 through 2019-20 school years.

Figure 40. Percent of Schools with At Least One *Full-Time* Certified School-Based Arts Teacher, by Arts Discipline (2015-16 through 2019-20) (N=1,583)



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

ARTS IN SCHOOLS

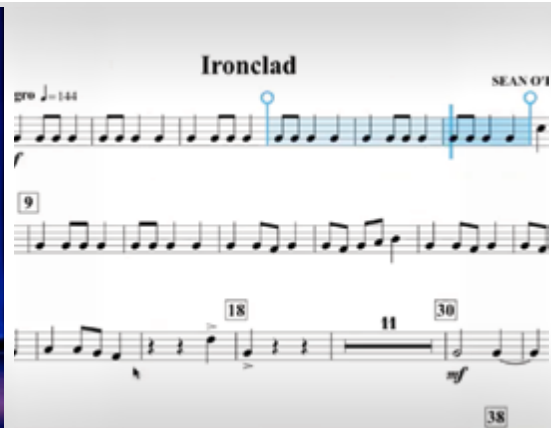


Figure 41. Percent of Schools with *At Least One Part-Time Certified School-Based Arts Teacher*, by Arts Discipline (2015-16 through 2019-20) (N=1,240)

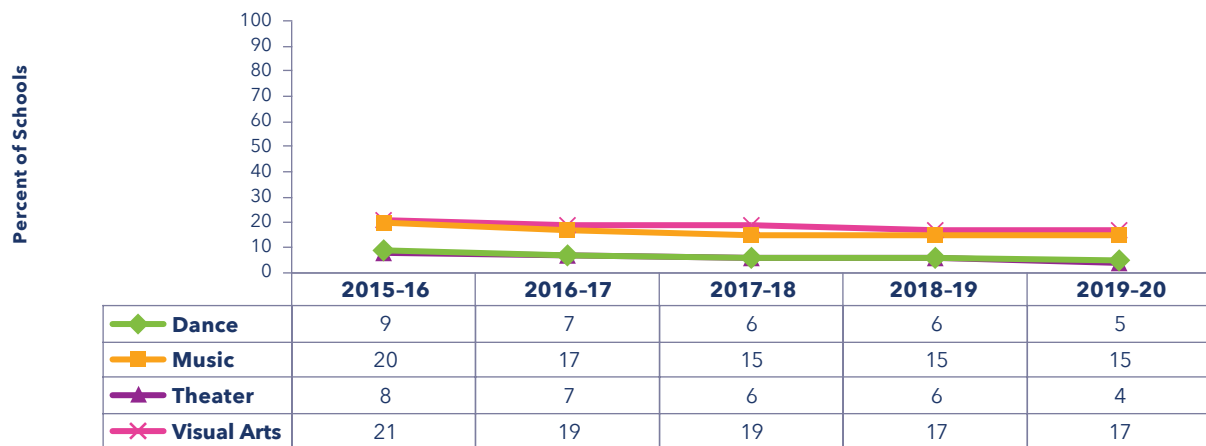


Figure 42. Percent of Schools with *At Least One Full-Time Certified School-Based Dance Teacher* (2015-16 through 2019-20) (N=1,583)

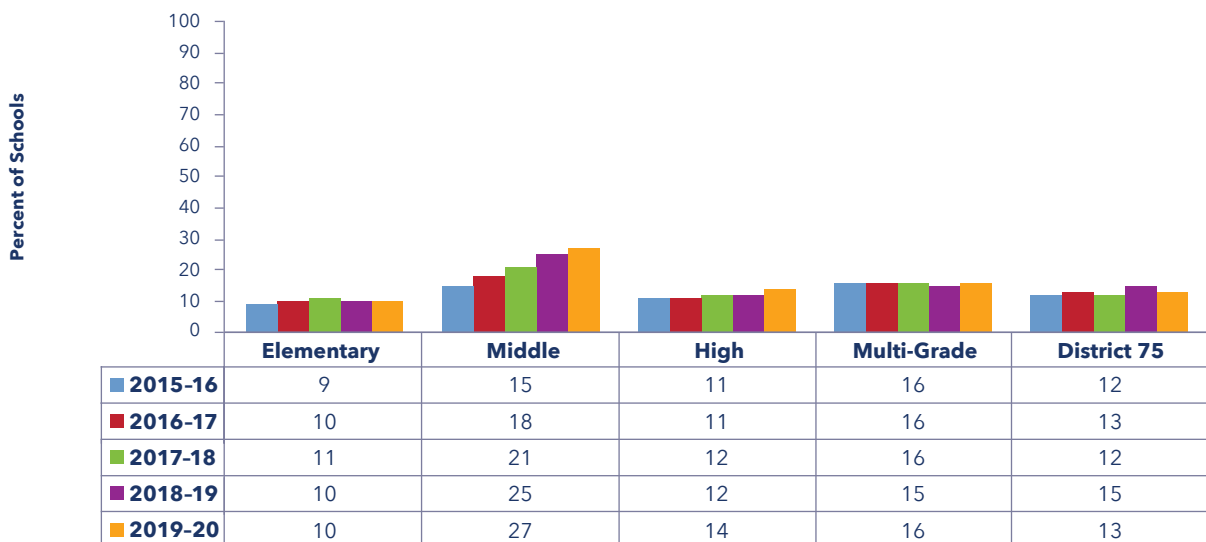


Figure 43. Percent of Schools with *At Least One Full-Time Certified School-Based Music Teacher* (2015-16 through 2019-20) (N=1,583)

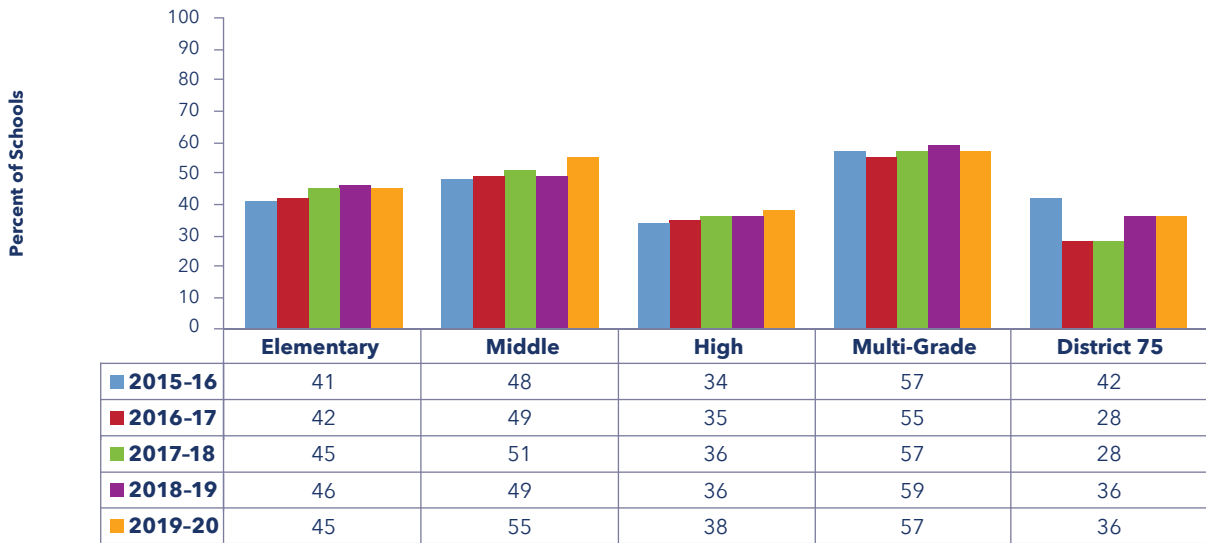


Figure 44. Percent of Schools with *At Least One Full-Time Certified School-Based Theater Teacher* (2015-16 through 2019-20) (N=1,583)

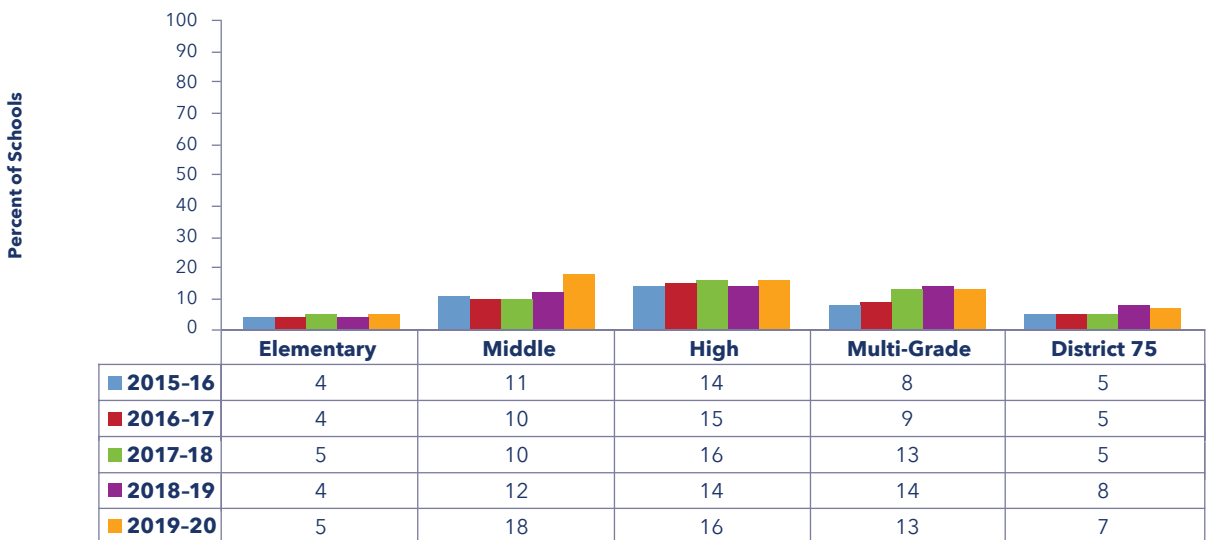
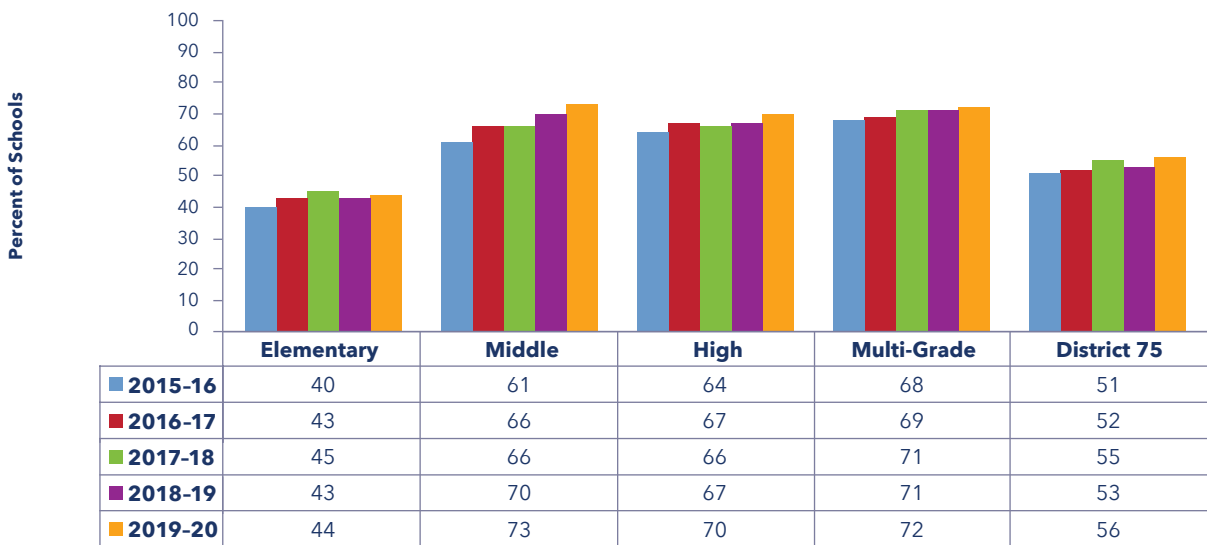


Figure 45. Percent of Schools with At Least One Full-Time Certified School-Based Visual Arts Teacher (2015-16 through 2019-20) (N=1,583)



Cultural Arts Organizations

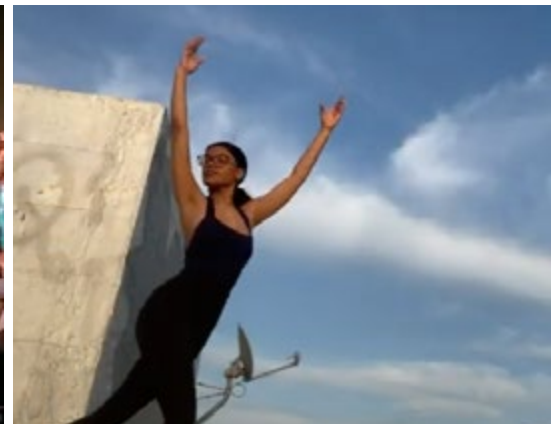
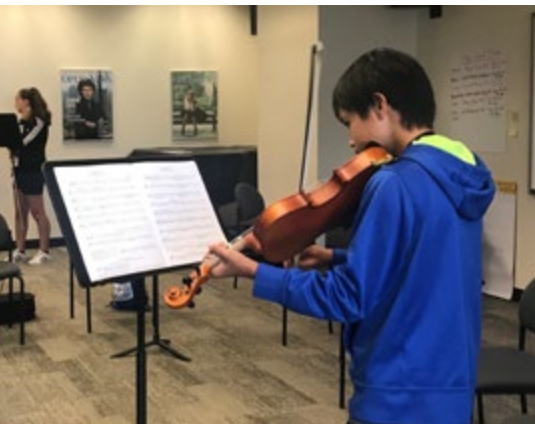
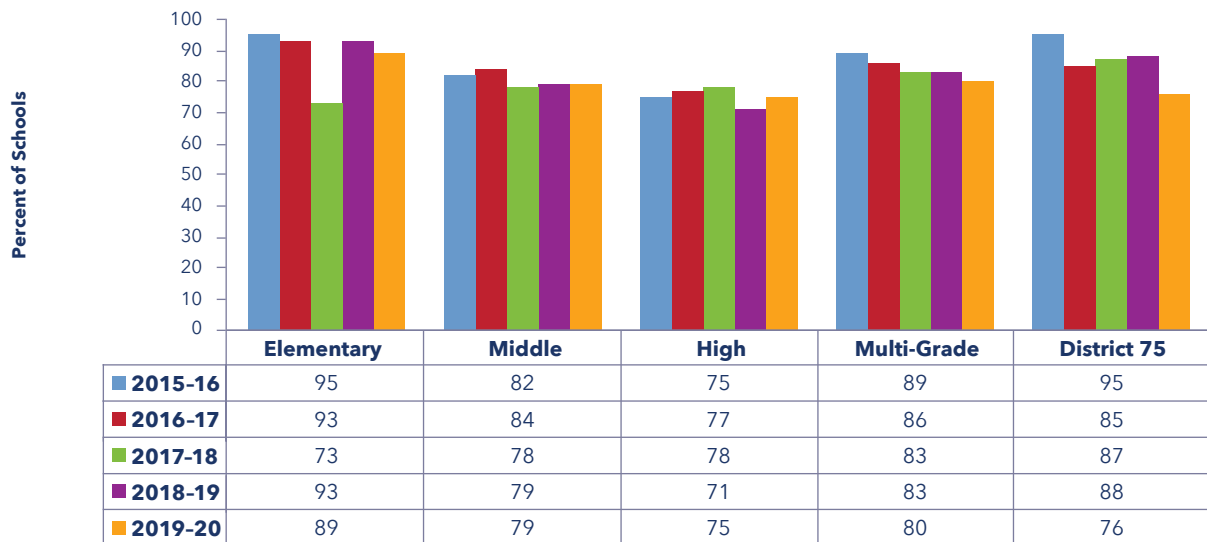
New York City’s cultural arts organizations are a tremendous asset to the public schools, providing students and teachers with access to quality arts instruction and world-class performances and exhibitions. Professional artists and performers work directly with schools to engage students in exciting 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.

On the 2019-20 *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=1,240) that reported working with at least one cultural arts organization are shown for school years 2015-16 through 2019-20 in Table 8 of the Executive Summary. Table 31 below presents these data by borough. The number of cultural arts organizations partnered with responding schools from 2015-16 through 2019-20 is displayed in Table 9 of the Executive Summary. Figure 46 below presents data on the percent of responding schools that reported working with at least one cultural arts organization for the 2015-16 through 2019-20 school years. Data for this table are shown by school level.

Table 31. Percent of Schools Partnered with *At Least One* Cultural Arts Education Organization, by Borough (2015-16 through 2019-20) (N=1,240)

Borough	2015-16	2016-17	2017-18	2018-19	2019-20
Bronx	81%	85%	73%	83%	80%
Brooklyn	86%	85%	78%	83%	81%
Manhattan	93%	90%	78%	85%	87%
Queens	87%	84%	83%	82%	81%
Staten Island	96%	91%	87%	95%	84%

Figure 46. Percent of Schools Partnered with *At Least One* Cultural Arts Education Organization, by School Level (2015-16 through 2019-20) (N=1,240)



ARTS IN SCHOOLS

Tables 32 and 33 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 2015-16 through 2019-20 school years.

Table 32. Percent of Schools Reporting the Type of Services Provided by Cultural Arts Organizations (2015-16 through 2019-20) (N=1,240)

Type of Services	2015-16	2016-17	2017-18	2018-19	2019-20
Arts-Related Field Trips	35%	32%	35%	34%	32%
In-School Student Workshops	14%	15%	14%	14%	17%
Residency (direct instruction to students)	46%	48%	47%	48%	45%
Teacher Professional Development	5%	4%	5%	4%	6%

Table 33. Percent of Schools Reporting the Quality of Services Provided by Cultural Arts Organization (2015-16 through 2019-20) (N=1,240)

Quality of Services	2015-16	2016-17	2017-18	2018-19	2019-20
1 (Poor)	0.2%	0.2%	0.1%	0.2%	0.1%
2	0.6%	1%	0.4%	0.4%	0.3%
3	3%	3%	2%	3%	2%
4	15%	14%	12%	12%	10%
5 (Excellent)	82%	82%	85%	84%	88%



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 34 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. This is most likely due to the conditions that prevailed during the pandemic.

Table 34. Schools' Expectations Regarding Continuation of Services with Cultural Arts Organizations (2015-16 through 2019-20) (N=1,240)

Responses	2015-16	2016-17	2017-18	2018-19	2019-20
School Will Continue Service with At Least One Cultural Arts Organization	88%	87%	88%	86%	77%
School Will Discontinue Service with At Least One Cultural Arts Organization	5%	5%	4%	5%	5%
School Is Uncertain about Continuation of Services with At Least One Cultural Arts Organization	23%	26%	24%	26%	36%

Table 35 provides the reasons reported for schools' plans to discontinue services with at least one cultural arts organization. In 2019-20, a greater proportion of schools reported that they planned to discontinue services due to budget concerns than in previous years. Nearly one-third of schools provided other reasons for discontinuing services, including uncertainties around future funding, the need for social distancing, and restrictions on conducting field trips.

Table 35. Reasons for Schools Reporting Discontinuation of Service from Cultural Arts Organizations (2015-16 through 2019-20) (N=71)

Responses	2015-16	2016-17	2017-18	2018-19	2019-20
High Cost of Services	13%	7%	14%	30%	1%
Limited Capacity of Provider	7%	7%	16%	3%	4%
Reduced School Budget	20%	18%	14%	30%	56%
Unsatisfactory Quality of Services	10%	12%	16%	21%	7%
Other Responses	51%	56%	41%	17%	31%

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

Figure 47 displays the percent of responding schools (N=1,240) that reported having students who participated in arts performances, exhibitions, and/or productions outside the school site by school during the 2019-20 school year. Figure 48 displays these data for all schools during the 2015-16 through 2019-20 school years.

Figure 47. Percent of Schools with Students Participating in Dance, Music, Theater Performances; Visual Arts Exhibitions; and/or Film Productions *Outside the School Site*, by School Level (2019-20) (N=1,240)

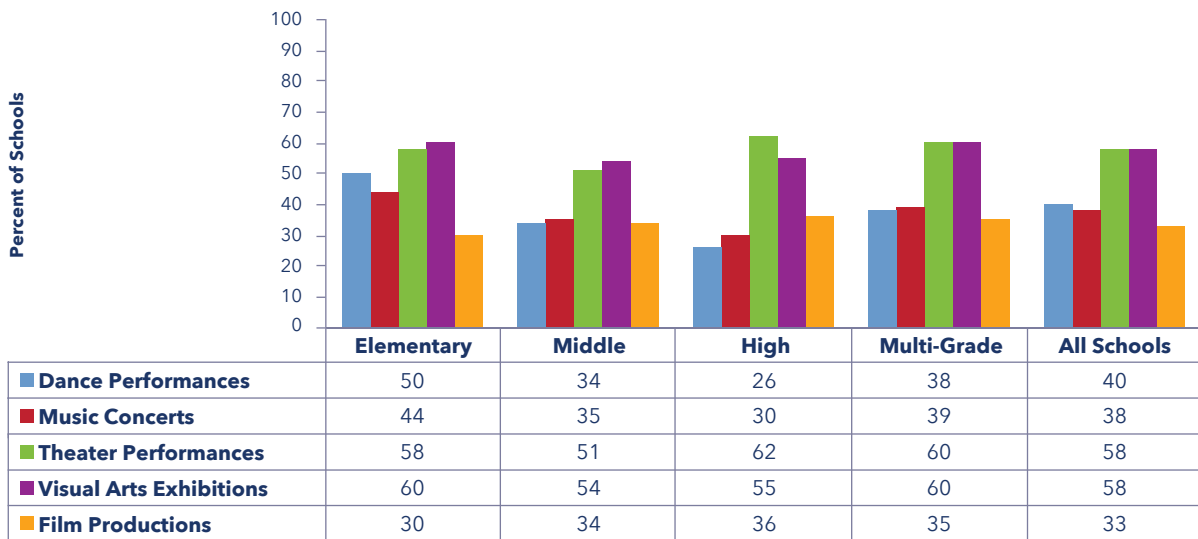
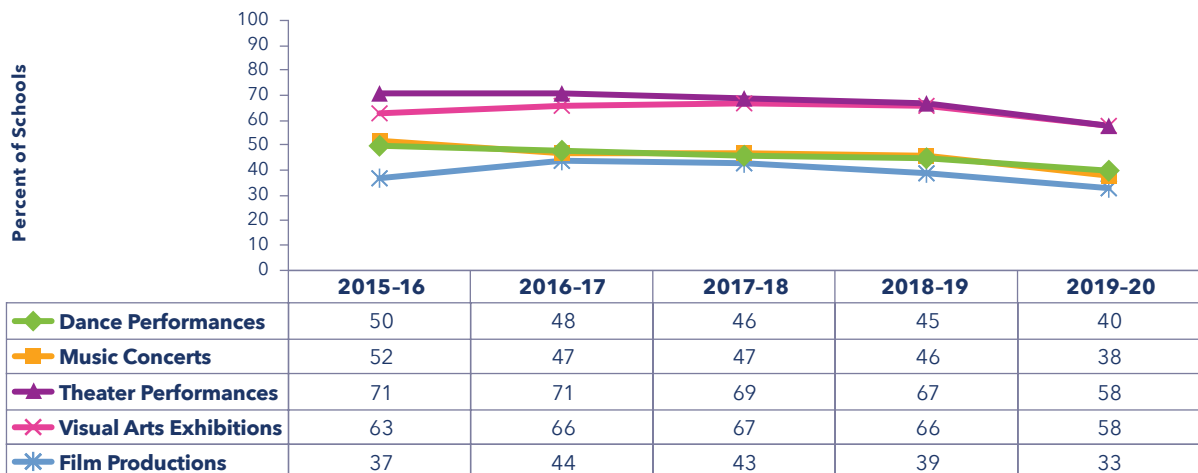


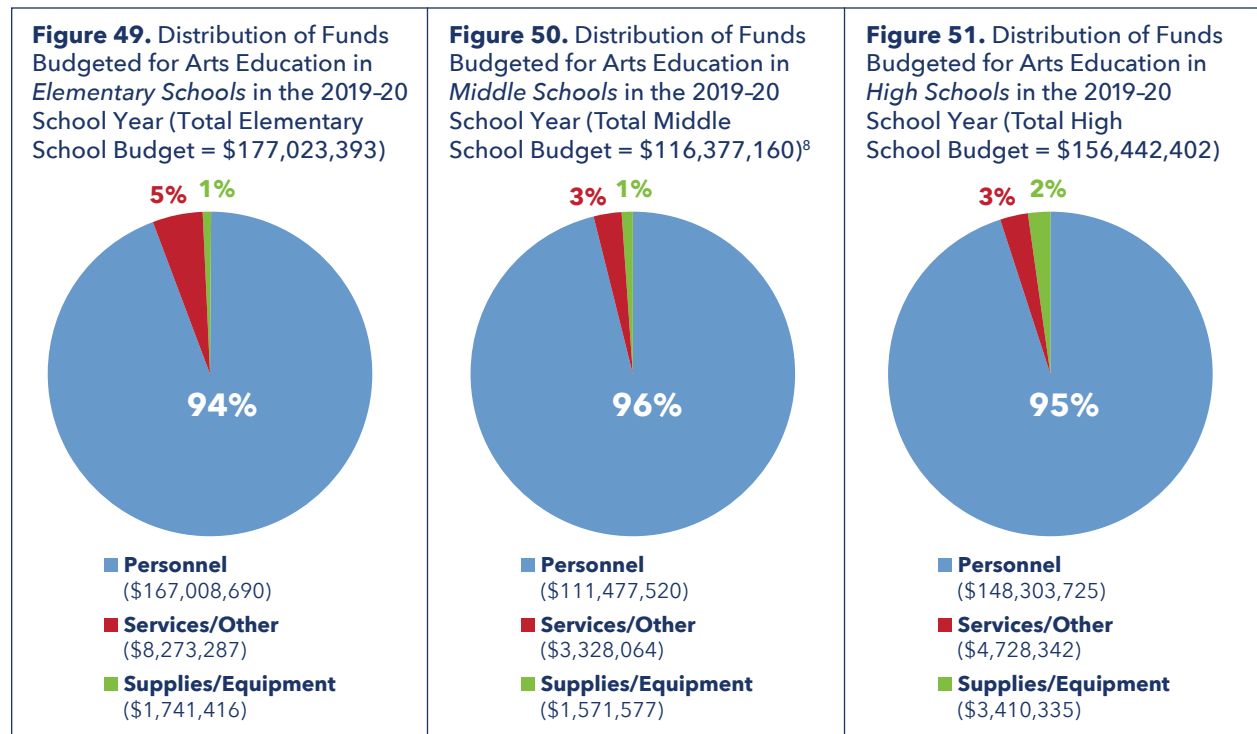
Figure 48. Percent of Schools with Students Participating in Dance, Music, Theater Performances; Visual Arts Exhibitions; and/or Film Productions *Outside the School Site* (2015-16 through 2019-20) (N=1,240)





Arts Budgeting by Schools

Schools' arts budgets include staff salaries, equipment/supplies, and services, such as cultural arts organization partnerships. The data in Figures 49 through 51 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 2015-16 through 2019-20 fiscal years is shown in Figure 12 of the Executive Summary. Figures 49 through 51 display the arts education budgets for elementary, middle, and high schools, respectively, in the 2019-20 fiscal year.



8 The sum of budgets for personnel services and equipment/supplies may not equal the total budget due to rounding.

ARTS IN SCHOOLS

External Funding for Arts Education

On the 2019-20 Annual Arts Education Survey (N=1,240), school administrators were asked to report on the use of external funding for arts education. Table 36 shows the percent of schools that reported using external funding for arts education in the 2018-19 and 2019-20 school years. Data are according to the funding sources and the school levels.

Table 36. Percent of Schools Reporting Use of External Funding for Arts Education, by Sources and School Level (2018-19 and 2019-20) (N=1,240)

Funding Sources	Elementary		Middle		High		Multi-Grade		All Schools	
	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
Private Foundation	13%	10%	14%	18%	13%	14%	20%	17%	15%	13%
Local Business or Corporation	6%	55%	4%	4%	5%	6%	7%	8%	6%	6%
PTA/PA	36%	36%	22%	22%	13%	14%	28%	26%	27%	27%
State, County, Local Arts Organization or Agencies	20%	20%	13%	10%	8%	9%	17%	13%	16%	15%
Federal, State, or City Grants	53%	51%	47%	50%	35%	38%	45%	40%	46%	46%
Cultural Arts Organizations	42%	36%	37%	34%	25%	25%	37%	41%	36%	34%



Arts Space

Classrooms or other school facilities designed and used solely for arts instruction are essential for teaching each arts discipline. On the 2019-20 Annual Arts Education Survey (N=1,240), school administrators reported the number of classrooms or other school facilities designed and used solely for arts instruction. Administrators were also asked to report on the number of classrooms or other school facilities that are multipurposed for the arts. Table 37 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 2019-20 school year according to classroom type, school level or type, and arts discipline. Table 38 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 2019-20 school year. Data are shown by school level or type and arts discipline.

Table 37. Percent of Schools with At Least One Classroom or Other School Facility Designed and Used Solely for the Arts (2019-20) (N=1,240)

Classrooms or Other School Facilities Used for Arts Instruction	Elementary	Middle	High	Multi-Grade	District 75	All Schools
Dance	27%	46%	27%	30%	26%	30%
Music	60%	64%	48%	64%	49%	58%
Theater	33%	37%	29%	33%	26%	32%
Visual Arts	71%	77%	73%	76%	70%	73%
Media	39%	43%	37%	39%	32%	39%

Table 38. Percent of Schools with At Least One Classroom or Other School Facility Multi-Purposed for the Arts (2019-20) (N=1,240)

Classrooms or Other School Facilities Used for Arts Instruction	Elementary	Middle	High	Multi-Grade	District 75	All Schools
Dance	56%	29%	30%	46%	34%	44%
Music	60%	32%	34%	56%	45%	49%
Theater	58%	41%	44%	54%	38%	51%
Visual Arts	53%	36%	33%	46%	47%	45%
Media	39%	35%	43%	30%	26%	37%

Number of Arts Rooms

The NYCDOE School Construction Authority collects data on the number of arts rooms in school buildings. Table 39 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 2015-16 through 2019-20.

Table 39. Number of Arts Rooms, as Reported by the NYCDOE School Construction Authority (2015-16 through 2019-20)

	2015-16	2016-17	2017-18	2018-19	2019-20
Number of School Buildings with Arts Rooms	1,161	1,167	1,170	1,175	1,174
Number of Arts Rooms	3,785	3,771	3,880	3,925	3,958
Average Number of Arts Rooms per Building	3.3	3.2	3.3	3.3	3.4

Parent Involvement

Table 40 shows the percent of all responding schools that reported various types of parental involvement in arts programs at their schools. These data were gathered through the *Annual Arts Education Survey* and are shown for the 2015-16 through 2019-20 school years.

Table 40. Percent of Schools That Reported Parent Involvement in Arts Programs (2015-16 through 2019-20) (N=1,240)

Parent Involvement	2015-16	2016-17	2017-18	2018-19	2019-20
Attending School Arts Events	92%	92%	92%	92%	89%
Volunteering in Arts Programs or Classrooms	44%	44%	44%	43%	44%
Donating Arts Materials or Supplies	41%	40%	42%	41%	43%





OASP Support for Arts Education 2019–20

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

During his administration, the Chancellor has directed the New York City Department of Education to realign and direct resources with four Instructional 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 efforts to these priorities.

Student Programs

The **All-City High School Music Program** and **Borough-wide Salute to Music Program** (grades 4–8) afforded weekly Saturday music instruction as well as performance opportunities for approximately 950 students across the five boroughs through early March 2020. 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 Chorus in Manhattan and Queens; and Salute to Music Citywide Jazz Ensemble. Performance highlights include:

- In August 2019, the All-City High School Marching Band performed for an audience of 2,000+ principals, superintendents, executive superintendents, and members of NYCDOE senior leadership for Chancellor Carranza’s Back to School Kickoff.
- In December 2019, the Salute to Music Citywide Jazz Ensemble performed at the Chancellor’s Holiday Celebration.
- In December 2019, the All-City High School Latin Ensemble was featured on opening night at the New York State School Music Association (NYSSMA) Winter Conference in Rochester, New York. Met with palpable enthusiasm, the group was recognized as a model ensemble for music educators across the state. This historic performance marked the first time a NYCDOE student ensemble was showcased at this influential annual convening.

Because arts education resources were impacted by the pandemic as we adjusted to remote learning, the All-City High School Music program and the Salute to Music program were required to halt weekly instruction from mid-March through June. In addition, in-person culminating concert performances could not be held for All-City and Salute to Music parents and the general public. However, seven virtual performance videos were produced in partnership with BerkleeNYC to showcase student work. These videos can be accessed on the newly created *Celebrate Student Artists!* webpage (www.schools.nyc.gov/learning/subjects/arts/celebrate-doe-arts) as well as on the BerkleeNYC website.

ARTS IN SCHOOLS

Despite the challenges of Spring 2020, select All-City High School Music program graduating seniors were awarded scholarships for outstanding accomplishments in music. These scholarships were provided by the **Peter J. Wilhousky Foundation** and the **Bernard Donovan Foundation**.

With support from The Shubert Foundation, and under the guidance of a team of theater artist-educators, Director of Theater Peter Avery once again produced the NYCDOE's **All-IN(Clusive) All-City Teen Theatre Ensemble**. Twenty-four neurodiverse New York City high school students from different backgrounds, races, ethnicities, gender identities, abilities, and points of view were in the process of composing original music, improvising scenes, and rehearsing an original show when COVID-19 cut their process short. Although the pandemic shut down their in-person theater collaborations, the ensemble responded by remotely rehearsing and recording their opening number, "Beloved Land," a musical parable warning of climate and environmental concerns. This program has proven to be an invaluable, not only for our students but also as a youth advocacy and diversity awareness platform.

The **Art History Research Fellowship Project** fostered research for high school students. In partnership with **Studio in a School Institute** and the **Museum of Modern Art (MoMA)**, cross-school meetings for teachers and student researchers were held in late winter. Representing four high schools, the project gave students the opportunity to share research in progress and to engage with museum educators. In July 2020, the scholars, along with their teachers and their families, were honored at a virtual celebration hosted by Studio Institute, at which 12 students received monetary awards for their exemplary work. The top two awards were given in honor of Agnes Gund, president emerita of MoMA and founder of Studio in a School, and in memory of Paul L. King, past Executive Director of the Office of Arts and Special Projects. Excerpts of student research is posted on the Studio Institute's website.

The annual **Ezra Jack Keats Bookmaking Competition**, supported 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 May 2020, over 85 schoolwide-winning picture book covers were displayed at **Brooklyn Public Library**. The awards event honoring borough-wide and citywide winning students, honorable mentions, and teachers, usually held in May, was canceled due to COVID-19. However, the Ezra Jack Keats Foundation honored the students' work with its annual catalog and devoted a large part of its website to the competition and the winning students. As in the past, winners received monetary awards, this year totaling \$3,000. A fall 2019 workshop for visual arts teachers and librarians, "Designing and Maintaining a Bookmaking Program," supported the initiative. Noted author Jan Carr presented, bookmaking workshops were held, and teachers reviewed past winners in the *Ezra Jack Keats Catalogs*.

The second annual **Public School Film Festival**, produced by the **Mayor's Office of Media and Entertainment**, the OASP, and **Magic Box Productions**, premiered virtually on April 1, 2020. 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 15,000 students, families, and teachers viewed the films, and many participated in virtual paired learning activities over spring break that reinforced film concepts.

Broadway League’s Diversity Committee partnered with the OASP Theater Director for the eighth year to engage over 75 NYCDOE high school students from varied backgrounds in the **Broadway League/NYCDOE Theater Management Teen Diversity Shadowing Program**. Engaging students in panels, conversations, and presentations about 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. Participating students met with leading BIPOC and women professionals who spoke candidly with them about following passions, seizing opportunities, as well as facing some of the challenges as Broadway continues to strive to be more inclusive.

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. In response to the COVID crisis, New York State Regents waived the administration of Regents exams. Instead, students who received satisfactory grades in all necessary course work earned Regents credit. The 2,533 students who successfully passed all appropriate coursework received either the Regents Endorsed Diploma with Advanced Designation in the Arts or a Certificate of Arts Achievement. In lieu of a live commencement celebration, those students who received Chancellor’s Arts Endorsed Diplomas were recognized for their academic performance on a website (<https://sites.google.com/schools.nyc.gov/2020caed/home>) designed specifically to acknowledge their proficiency in the arts.

The **Dedalus Foundation** awarded scholarships to seven graduating high school seniors who participated in an art portfolio competition. Exemplary artwork by these scholarship recipients was exhibited on the Dedalus Foundation website.

The **DiverCity Lens Project** supported the work of two middle schools and 13 high schools. Visual arts teachers representing all five boroughs worked with a professional photographer and examined the rich diversity of our city through photographs and students’ written reflections. Teachers met to share and critique student work. The first meeting was hosted by the **International Center of Photography**. The teachers selected the work of 60 student photographers for an exhibition that was to be held at the Tweed Courthouse in May 2020. Although the exhibition could not take place, all student photographs and accompanying writing around the year’s theme, “Sanctuary,” appeared in the annual catalog. Participating visual arts teachers each had one of their own photographs in the catalog.

Plans were in progress to hold the **Honors High School Music Festival**, produced in conjunction with the **Music Educators Association of New York City** and projected to attract some 350 student participants from all boroughs. However, COVID-19-related circumstances resulted in the cancellation of this year’s festival. Parents, teachers, New York State School Music Association (NYSSMA) officers, and local community members had been invited and were looking forward to performances by the High School Festival Jazz Ensemble, Chorus, Concert Band, and Orchestra. Each ensemble was scheduled to be led by a recognized professional or university-level conductor, with celebrated conductors traveling from various locations across the United States.

The **National Chorale** was unable to present annual dual choral festivals for NYCDOE choral singers and their teachers. NYCDOE choral ensembles from all five boroughs would have performed for audiences of their peers under the direction of expert NYCDOE choral conductors at the High School Choral Festival and the Elementary/Middle School Choral Festival.

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PS Art 2020 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 121 works of art, representing 122 student artists, grades pre-K through 12, from all five boroughs, including District 75 schools. Student artwork is on exhibition at The Met, from October 2020 through February 2021. The NYCDOE continues to partner with **Studio in a School NYC** in the PS Art initiative. The annual PS Art catalog was produced by Studio in a School NYC online and it also sponsored the printing of catalogues given to each of the student artists and their teachers. Our annual collaboration with the **Times Square Advertising Council**, resulting in a June display of 30 PS Art works on a jumbotron screen in Times Square, will resume in 2021.

To encourage greater family viewing of the PS Art exhibition and attendance at **The Metropolitan Museum of Art**, teachers whose students' work is displayed in the 2020 exhibition are invited to create individualized museum guides to share with families. Each guide will include images of three museum works of art related to students' own artwork.

The **School Art League** and **The One Club for Creativity** delivered Saturday art-career workshops to more than 50 students in the fall 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. 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 (SVA)**, **Pratt Institute**, and **The One Club for Creativity**, in partnership with the OASP, disseminated information about programs, student scholarships, and awards. The annual June awards event held at **The Metropolitan Museum of Art** had to be canceled due to COVID-19, but in a virtual ceremony, The School Art League presented seven awards of \$1,000 each to exemplary students. In addition, the School Art League, SVA, and Pratt Institute presented scholarships to students who will be continuing their studies of art at Pratt and SVA. Also, this year's award recipients continue their studies at SVA, Cooper Union, Lafayette College, Fashion Institute of Technology, and SUNY New Paltz.

In spring 2020, 75 students representing five high schools and one middle school participated in the second year of the **Judiciary and the Arts Program**. Funded by the **Matisse Foundation**, visual arts teachers met in the Thurgood Marshall U.S. 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. Because of the COVID-19 pandemic, trips to the courthouse and working with research lawyers and their teachers were canceled, but were due to resume virtually in

the 2020-21 school year. However, the program did culminate with student artwork reflecting knowledge gained. This artwork will be displayed on the Justice Resource Center website during the 2020-21 school year.

The Shubert Foundation High School Theatre Festival continued to showcase the diverse student theater produced in public high schools across the city. The festival's annual high-profile Broadway event was canceled as a result of the pandemic, but the virtual High School Festival in June was equally as powerful a way to highlight the impact of theater education for students on the stage and in life. Generous funding and production support from **The Shubert Foundation** enabled students from five schools to be featured in the virtual event hosted by the Foundation on shubert.nyc, once again highlighting curated excerpts from fully produced musicals or plays performed at their respective schools. Additionally, all participating students attended workshops with master artists from the Broadway community in musical theater performance, choreography, and the life of an actor. 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 2019-20, the program provided theater education at 30 schools across the city, and in addition, 66 schools that completed the program continued to produce musicals. Overall, this private-public partnership reaches a total of 372 teachers and 2,500 middle school students. In spring 2020, the OASP held its first virtual Broadway Junior Student Celebration online for students, families, friends, and the theater community in response to the COVID-19 in-person school shutdown. Participating Year 2 teachers worked with the OASP remotely to produce a virtual musical theater song in response to their interrupted musical rehearsals. This event not only served as a showcase for the committed diverse casts featured in the video, but also as a celebration of their dedication, collaboration, and hard work amid the challenges of the ongoing pandemic.

On account of the pandemic, the **Summer Arts Institute** canceled its intensive, four-week summer program for over 350 middle and high school students for the first time in nearly 20 years. The fully funded program, for students in dance, drama, film, instrumental band, string orchestra, vocal music, and visual arts, traditionally nurtures and challenges students to move into the next phase of growth as young artists. The program is an official summer school program carrying one elective arts credit.

In lieu of its intensive in-person program, the OASP is producing an **Audition Video Series** for *all* art forms that will provide all students and teachers with video access to in-depth approaches to audition techniques, audition preparation, repertoire and portfolio selection, as well as guidance on applying to schools, auditioning professionally, and a holistic look at careers in the respective art fields. With significant generous support from **Con Edison, Exploring the Arts, The Harkness Foundation, The Shubert Foundation, Sterling Bank,** and the **Julliard School**, the OASP is producing the series, contracting with some of New York City's leading cultural and arts education, including **American Ballet Theater, Carnegie Hall, Julliard Education, Magic Box Productions, New York Philharmonic, Opening Act!, Studio in a School NYC,** and the **Theater 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 give middle school students the opportunity to explore local social and historical topics, and to build identity and ownership through the arts and historical inquiry. Cultural partners include the **Brooklyn Museum**, the **Museum of Modern Art**, and **The Paley Center for Media**.

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 21 NYCDOE high schools. UCB artists provided professional learning, 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 is 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. Fifty-one schools participated, with 32 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. This year, the festivals could not take place in person, but over 7,000 teachers, school administrators, parents, community members, and students were able to view student work online. The five-borough virtual performances and visual arts exhibitions included over 1,000 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 spring 2019 through fall 2019 for rising eighth graders and their parents and guardians.

Note: Because of the uncertainty of the pandemic, the High School Fair and High School Audition and Application Workshops were postponed till the fall of school year 2020-21.

The District 75 Office of Arts Education provides opportunities for schools and families to increase student exposure to and engagement with the arts. Twice a year, it partners with EPIC Players and the District 75 Office of Parent Empowerment to host "District 75 Family Night at the Theater." This program continued during the COVID-19 pause, offering opportunities for family engage with virtual performances. Additionally, throughout the course of the year, the OASP works collaboratively with the **Guggenheim for All Program**, offering families the opportunity to visit the museum at specialized dates and times as a family day. This program also continued virtually.



Throughout this school year, the District 75 Office of Arts Education presented multiple student events and student professional learning. These events include: the D75 Music Festival; D75 Film Festival; Student Arts MakerSpace; Become a Filmmaker@D75 Productions; “Get Ready to Click-Photo” PD; D75 Lobby Gallery; D75 Is EPIC; All IN(Clusive) All-City Teen Theatre Ensemble; “Myself My World” Art Exhibition; D75 Annual Dance Festival; Festival of the Arts; arts residency programs; career readiness programs; and family engagement opportunities.

- Events like the D75 Annual Dance Festivals, the Annual D75 Festival of the Arts, and the newly added D75 Music Festival were paused during the 2019-20 school year because of the pandemic. During this pause, the District 75 Office of Arts Education worked to continue to provide district-wide events that occurred through a virtual platform.
- The “Myself My World” exhibition is based on the belief that students across District 75 are extremely talented and have an incredible sense of creativity and a powerful voice. This voice, through artist expression, gives students another platform to express themselves while celebrating human diversity. Student artists across District 75 were invited to submit artwork as individual artists or groups. One hundred and seventy-four pieces were submitted, based on the theme “Myself My World.” An esteemed panel of judges, including Ian Falconer, author and illustrator of the Olivia books, and designer and artist Ralph Rucci, selected the pieces featured in the exhibit. A total of 34 pieces were selected to be featured on the gallery walls, while the remainder of the artworks were projected in a slideshow. Also included were films, animations, and student performances. The “Myself My World” exhibition was to open in March 2020, and although the family and community celebration was postponed, we created a virtual immersive gallery to share the incredible student artwork with the world! To enter the gallery, click on <https://www.artsteps.com/view/5e9f68107433c41461989914>.
- The D75 Film Festival brings together the power of a story, storyboarding, script development, acting, and production. The partnership between the District 75 Office of Citywide Speech Services, and the District 75 Office of Arts Education believes we can use the process of creating films to foster collaboration between classroom, technology, and moving image or visual arts teachers with speech and language teachers. Student-created films were submitted, juried, and presented at a virtual event, and students, school communities, and families cheered on the students at the virtual District 75 Film Awards. The students were tasked with creating PSAs to follow the yearlong advocacy theme, and they shared their passions,

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advocating for people to understand their needs. Poetic films addressing voice output devices, the challenges facing students in the deaf community who receive HES (hearing education supports), and physical accessibility challenges throughout the subway system brought tears to the eyes of the viewers.

Arts and Cultural Community Support

The Office of Arts and Special Project activities include:

- Evaluating and scoring **Pre-Qualifying Solicitation Proposals** from the arts and cultural community for direct student services, parent services, and professional learning in the arts.
- Presenting the **33rd Annual Arts and Cultural Services Fair**, held virtually as the first-ever Arts and Cultural Education Services Week, where 63 arts organizations and cultural institutions interfaced with over 100 school leaders, arts education liaisons, and teachers over four consecutive days. Arts and Cultural Education Services Week offered 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 six ensembles (Chorus, Concert Band, Jazz Ensemble, Latin Ensemble, Marching Band, and Orchestra), artists-in-residence from the following organizations coached and performed alongside All-City students in their respective ensembles: **Jazz Power Initiative**, the **Metropolitan Opera**, the **New York Pops**, and the **New York Philharmonic**. Orchestra members of the New York Philharmonic were scheduled to perform with the All-City Concert Band and All-City Orchestra at the Jack H. Skirball Center for the Performing Arts at NYU. However, as a result of COVID-19-related circumstances, coaching was paused in March, and a culminating concert could not be held at the Skirball Center.
- Collaborating with **Carnegie Hall's Weill Music Institute** to offer **Ensemble Connect** in school residencies to 20 NYCDOE schools as well as related programming for Ensemble Connect Fellows and partner teachers.
- 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 production.



- Supporting the **Metropolitan Opera HD broadcasts** in five NYCDOE school sites (one per borough), accompanied by teacher professional learning and student learning opportunities, to introduce high-quality opera performances to communities across the city's five boroughs. There were five Met HD broadcasts prior to March 2020; the final (sixth) broadcast was canceled.
- Producing an original student song in partnership with the **Songwriters Hall of Fame**. Over 250 K-12 students from 34 schools across the five boroughs participated in the **NYC Song of Hope Project** to write and perform a new New York City anthem, "Stay Strong NY, We Love NY." The accompanying performance video has received over 4,800 views to date! In addition, at the height of the pandemic, the Songwriters Hall of Fame announced its inaugural **Songwriters of Tomorrow Scholarship**, awarded to a senior attending a NYCDOE high school who demonstrates the talent and desire to learn the craft of songwriting.
- Working with the **Brooklyn Museum**, the **Museum of Modern Art**, and **Poster House**, a fall short course was developed for visual arts teachers, K-12. Entitled "Bridging Differences: Expanding Our Frames of Reference," the course engaged art educators in discussions around a variety of issues raised by an exhibit at each museum, including those of social justice and anti-racism. Connections were made to art instruction. Collaborating with **The Metropolitan Museum of Art**, a spring short course was planned related to The Met's 150th anniversary exhibition and the role of its history and collection in classroom instruction. Although canceled, it was reconfigured as a virtual short course for fall 2020. Partnering with two museums, the annual professional learning series "Ticket for Two" was developed for 35 pairs of visual arts and social studies teachers. This year, the series was held in December at The Met, and in early March at the **Museum of Modern Art**. Teachers considered the theme "Maps and Mindsets: Diagramming Geographies and Personal Identities," collaborating with **Studio in a School NYC** to offer a full-day professional learning event at The Met centered on looking at student artwork in support of PS Art 2020. The PS Art 2019 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 *NYC High School Directory* cover competition.

Teacher and School Leader Supports and Professional Learning in the Arts

The American Voices Project provided middle and high school teacher teams—over 70 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 project's 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.

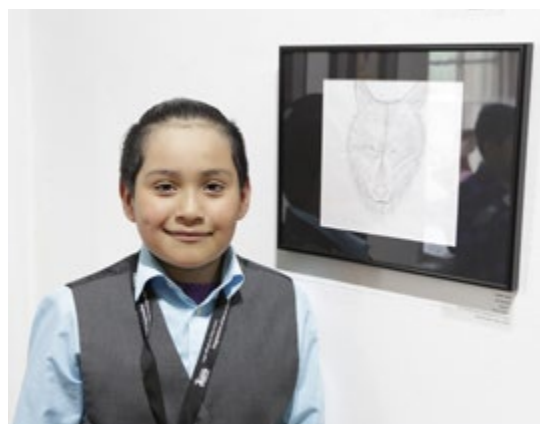
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The Arts Education Liaison Professional Learning Series focused on the role of culturally responsive education in the arts by exploring partnerships, identifying resources, and seeking opportunities to increase equity, access, and excellence. Using 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. Faced with interruptions caused by COVID-19, the OASP worked to continue providing professional learning opportunities by using virtual platforms.

The Arnhold New Dance Teacher Support Program provided first- and second-year dance teachers with mentoring, intervisitation opportunities, and instructional resources. In 2019-20, 48 dance teachers benefited from this support. With the generous support from **Jody and John Arnhold**, 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 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 eight 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 contemporary 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 via the Dance Google Classrooms for wide-scale application and inspiration. Dance teachers were encouraged to adapt these units to remote instruction and add them to their existing dance curriculum. Every year, 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, although this 2019-20 school year was canceled over COVID-19 concerns. Students and teachers were invited to participate in the creation of Dance Connects, a virtual dance sequence featuring original solos by a group of 26 K-12 dance students.

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 contemporary choreographers who 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 world-renowned choreographers such as Adam Baruch, Ronald K. Brown, and Andrea Miller. 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. 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 experiences to instructional applications. Participants were able to identify ways to implement choreographic devices and strategies into their teaching practice.

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 57 K-12 theater teachers (the Arthur Miller Fellows) in its fifth year of support. Fellows received onsite and remote 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 learning, including curriculum development and classroom community 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 learning. Outside the classroom, over 1,000 students experienced Broadway and off-Broadway productions through this initiative. With the COVID-19 pandemic, many of the supports and PD opportunities for Arthur Miller Fellows shifted to online experiences, including a series of masterclasses facilitated by Arthur Miller Mentors, and a pilot of the virtual Theater Lab, a partnership with Epic Theatre Ensemble that brought together 23 students from all five boroughs to devise a piece of virtual theater in response to living in quarantine. Additionally, 11 Fellows worked alongside Epic teaching artists for a unique professional development opportunity.

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

In its second year, the **National Association for Music Education (NAfME) and New Teacher Center (NTC) Music Mentoring Pilot Program** provided early career 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 three pilot cities invited to participate for a second year.

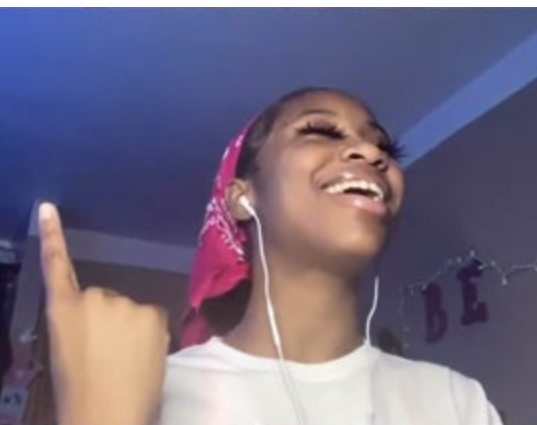
The **Paul Simon Music Fellows Program** was launched in August 2019 in support of early career music teachers serving students in grades 6-12. The program welcomed its first cohort of 20 Fellows (early career music teachers) from across the five boroughs and partnered each Fellow with a veteran music teacher for one-on-one mentorship and skills training. Each Fellow school also initiated expanded musical study with an artist-in-residence in a chosen musical genre outside the Western canon. Spring residencies were scheduled to meet twice a week for 11 weeks and comprised a diverse representation of the world's musical traditions, including several Latin American and Caribbean genres, traditional and contemporary Chinese music, jazz, and New Orleans second-line brass band music. Additionally, Fellow schools were scheduled to receive a series of three workshops/master classes by a roster of Paul Simon-curated artists. While mentoring continued throughout the school year, in-school residencies were paused in March 2020, and guest artist visits were postponed, as were culminating performances and the distribution of equipment and musical supplies to support Fellow school music programs. Teacher mentors received training through the NAFME-New Teacher Center Music Mentoring pilot program.

The Paul Simon Music Fellows program is made possible through the generosity of **Paul Simon** and the **Simon Family Foundation**.

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 "The Artistic Continuum: Exploring Perspectives on Art Making, Teaching, & Repertoire." The first two days of the professional learning series concentrated on sound perspectives and silent pictures with the **National Museum of the American Indian** and the **Museum of the City of New York** collections playing key roles in each respective theme. The third and final day was slated to concentrate on weaving picture and story together with the **Museum of the Moving Image**, but that professional learning session was not able to be completed as a result of the COVID-19 school shutdown in March 2020. All teacher participants were engaged in learning new media skills and techniques, including creating podcasts and stop-motion animations. The workshops were designed by the NYCDOE with Magic Box Productions.

Developing Musicianship through Improvisation: Where to Begin introduced 20 teachers to practical techniques designed to improve core musicianship, develop improvisation skills in a variety of musical styles, include improvisation as an integral part of teaching and learning, assess learning, and explore the relationships among music listening, improvisation, music reading, and composition. Working with Dr. Christopher Azzara (Eastman School of Music, University of Rochester) and Lynn Grossman (guest clinician and elementary school music teacher), attendees gained comfort and confidence in improvisation and implementing the steps/skill levels of Dr. Azzara's scaffolded, sequential approach to teaching improvisation. Attendees also received Dr. Azzara's *Developing Musicianship Through Improvisation, Book 1*.

Practical Guide to Teaching Improvisation and Composition was planned with the intention of deepening the capacity of music teachers to teach improvisation and composition. Thirty-one teachers were scheduled to explore techniques for approaching musical creativity incrementally and providing specific feedback to support continuous growth; repertoire, musical vocabulary, and exemplars for improvising and composing; and sequential curriculum that includes seven skills for learning to improvise. The first session was scheduled to include live demonstration and practice of pedagogical techniques onsite at a middle school; the



second session was scheduled to include live demonstration and practice of pedagogical techniques onsite at an elementary school. However, this short course was unable to be held because of COVID-19-related considerations.

Create: 3K and Pre-K and the Arts offered professional learning for 3K and pre-K teachers and site leaders in dance, music, theater, and visual arts. For the fifth 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 NYC**, implemented workshop series aligned with the New York State Prekindergarten Learning Standards and the *Blueprints for Teaching and Learning in the Arts*. The **Birth-2 Pilot** was launched in the late spring. The OASP and Division of Early Childhood, in conjunction with the Children's Museum of Manhattan and Spellbound offered professional learning for Birth-2 teachers and site leaders, and parent workshops and family engagement events. These initiatives are supported by **Jody and John Arnhold, New York Community Trust**, and the **AG Foundation**.

Find Your Light: Theatrical Stage Lighting 101: Eighteen theater teachers participated in a unique hands-on theatrical lighting course focused on the sometimes overwhelming and underutilized aspect of technical theater. Co-taught by professional lighting designer/educator Daryl Embry and peer NYCDOE theater teacher Andre Vazquez, theater teachers gained applicable knowledge of how to better utilize their existing lighting systems while also developing skills to apply key lighting design concepts to enhance productions and events. Sessions addressed how to facilitate students in discussion about the design and lighting process, and teachers model small-group collaborative work to design and light diverse scene excerpts. Over three practical workshops, participants learned how to set up and control a theatrical lighting system; console programming and operation and troubleshooting strategies; how to work with conventional and LED lighting fixtures; hang and focus standards; design theory to increase production value; and how to empower student designers.

Bustin Moves: The Art of Co-Choreography with Everyone: Twelve theater teachers engaged in a high-energy, choreographic movement-driven devising workshop focused on a participant-centered approach where everyone is a "dancer." The workshop series delved through a spectrum of exercises and methods intended to quickly generate specific movement choices from diverse content, demystify the creative process, and empower teachers and students to "use what you've got." Teachers explored personal, partner, and group movement exercises designed to free the body, release nonverbal expression, and highlight how using a collaborative movement process fosters student investment. Working from an artistically

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and culturally responsive approach, Tony Award-nominated choreographer Sam Pinkleton led participants in an exploration of improvised movement and original choreography driven by individual tastes, experiences, and traditions of the participants.

Musical Theater Improv: After moving to a virtual setting, 11 theater teachers participated in this interactive improv workshop via Zoom. Presented by Alan Kliffer of the Improv Asylum, this workshop explored the basics of musical improv, culminating in an online performance. Teachers modeled exercises on how to create a completely improvised musical as well as creative parody musical performances.

The Digital Theater Project: An innovative program where teachers and students from 11 schools across the city explored the intersection of theater, social justice, student voice, digital technology, and education. Participating students generated original digital theater on individuals, families, and communities. Teachers and students then shared their processes in an online virtual rehearsal room—collaborating with students across New York City as well as in 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, 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 learning and administrative support were also provided jointly to the NYCDOE teachers and the Ensemble Connect musicians.



The Shubert Arts Leadership Series supported by **The Shubert Foundation** provided a cohort of principals and assistant principals, with a four-day workshop series. School leaders, who are responsible for programming, supporting, and evaluating teachers of the arts, were invited to participate in this workshop series. These administrators collaborated to address challenges of instruction practice, observations, and feedback, using tools like the *Blueprints for Teaching and Learning in the Arts*, the Instructional Leadership Framework, the *Specific Considerations in the Arts*, and assessment practices for learning in the arts.

Supporting Quality and Innovation

Connected Learning Communities: Supporting Teacher Effectiveness and Student Achievement in the Arts is USDOE grant in collaboration with ArtsConnection. The grant program is designed to provide arts teachers with blended professional learning focused on translating standards into learning targets, and using formative assessment to analyze learning and, accordingly, adjust teaching practice to improve learning. This grant was timely and poised to assist teachers as they transitioned to remote learning in spring 2020.

Arts for ELLs and SWD grants give schools the opportunity to participate in partnerships that provide tailored arts education programs to multilingual learners and students with disabilities. Partnership goals include increasing student achievement in and through the arts while addressing the particular needs of diverse student learners. Eighty-one arts and cultural organizations provided these services to 343 schools in 2019-20.

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 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 2018-20, 25 schools have had theaters, dance studios, and visual art spaces undergo enhancements through the ArtsSPACE grant. Additionally, a subset of schools received pop-up theaters, ballet barres, and dance flooring.

Joy of Giving Something Photography Equipment Grants: In partnership with the Fund for Public Schools and with generous support from **The Joy of Giving Something Foundation**, six schools that serve students in grades 6 through 12 were awarded a grant to strengthen their existing photography programs.

Visual Arts and Multilingual Program: With ongoing 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-5 classes with a program designed to maximize authentic language development for MLLs by providing robust arts instruction in the visual arts and general classrooms. The program is based on a collaborative, co-planning model. TESOL, visual arts, and classroom teacher colleagues worked together with Studio in a School NYC teaching artists 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 by practicing and developing arts-appropriate Advanced Literacy instruction; and (2) to increase schools' and teachers' capacities to develop and implement

ARTS IN SCHOOLS

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. Upper grades completed their residencies before COVID-19. Residencies with two of our partner schools were canceled, while programming with two schools pivoted to remote learning for the remainder of the school year.

Music and Multilingual Learners Program: This was the pilot year for the Music and Multilingual Learners program, which like its counterpart for visual arts, is for elementary school students that aims to improve language and arts skills acquisition through increased learning in the arts. The program leverages a unique collaboration between New York Children’s Theater (NYCCT) and the OASP. Trained NYCCT teaching artists facilitated 15-session “Literature at Play” residencies for second-grade classrooms in each of five public elementary schools with high percentages of multilingual students in the Bronx’s District 10. This program was awarded one of only four new Mayor’s Grants for Cultural Impact by the NYC Department of Cultural Affairs (DCA). The goals of the grant are to provide opportunities for agencies to test and expand programs, support partnerships between agencies and cultural organizations, and increase New York City residents’ access to the arts. Mayor’s Fund support allowed the program to be piloted during spring 2020 with the goal of creating a replicable model for how to effectively use music to support language acquisition and music/theater skills. The funding supported program implementation, pre-planning sessions, and evaluation. After a short delay, residencies with three out of five schools continued remotely.



REPORT 2019-2020



Students with Disabilities: This year, our Arts & Students with Disabilities professional learning offering, **Practical Approaches for Teaching Students with Disabilities in the Arts**, was held at **The Metropolitan Museum of Art**, where we hosted more than 90 teachers for the three-day series. The short course was aimed at helping teachers feeling overwhelmed by trying to meet the needs of many different types of learners. Participants learned about disability types, how to make the Individualized Education Program (IEP) work in arts settings, brainstorm proactive classroom management techniques, plan for differentiated instruction, and create practical, classroom-ready tools.

The Arts Teacher Studio Funding supported 3,542 teachers of the arts at 1,386 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. The District 75 Office of Arts Education provided meaningful, research-based professional learning, and created resources for teachers and organizations in order to target appropriate adaptations for individual students, as well as increasing opportunities for communication and independence. The office developed relationships with community partners and cultural institutions to support community integration and career readiness. We also supported family engagement, providing opportunities for schools and families to increase student exposure to and engagement with the arts.

District 75 and the Center for Educational Innovation (CEI) have been 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 art and music to teach English language arts and math, and to directly support students and teachers of grades 3, 4, and 5 in District 75.

Through a series of researched-based professional learning opportunities, in-school coaching support, and an online learning model for professional learning, participating teachers strengthened their skills and knowledge in social communication, increased opportunities for independence, and adaptations to design instruction, as well as instructional strategies to

support students with needs. Teachers continued to receive support through a District 75 Arts Community Microsoft team. This team meets in a collaborative thinking space designed for teachers to work together and share ideas virtually.

- Partnering with several community-based organizations, District 75 works to bring classrooms into the community. The community integration initiative creates opportunities for students to engage in onsite learning programs at several cultural institutions. This year, students engaged in multipart programs occurring in the classroom and at the **Solomon R. Guggenheim Museum** and the **Museum of Modern Art**.
- 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. Because of interruptions caused by COVID-19, students who participated in the program attended synchronous, twice-a-week virtual sessions for eight weeks.
- District 75 and ALPHA Workshops established a partnership to create a Decorative Design Micro-Enterprise, which started with six schools and has grown to 14. 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.
- The arts residency programs are developed with community organizations to train teachers on specific art skills and strategies and are also provided to increase student exposure to diverse or accessible art forms.
- Arts residency programs also consist of initiatives developed between offices in District 75. The D75 Theater Initiative, a partnership of Citywide Speech Services, the Office of Autism, and the D75 Office of Arts Education, is designed to promote partnerships between SLPs and drama teachers to increase communication, socialization, and peer-to-peer interactions.

F-status Arts Teacher Initiative was created to better serve middle and high schools with small student enrollments. The F-status Arts Teacher pilot was launched in 2015 and continued to serve 15 schools with teachers during the 2019-20 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. The COVID-19 shutdown in March made some of these F-status arts programs unable to continue in the spring.

The **Accelerated Arts Teacher Certification Pilot** was launched in fall 2019 to support a cohort of 15 elementary school-assigned cluster teachers with Common Branch certification to earn their Supplementary Certification in the arts. In collaboration with **District 31 (Staten Island)**, the **College of Staten Island, CUNY**, and the **NYCDOE Office of Teacher Recruitment and Quality**, these teachers took coursework in the arts studios to deepen content knowledge and instruction for their elementary student artists.

Middle School Arts Audition Boot Camp is a two-week arts program for public school students from Title 1 schools entering eighth grade in the fall. The boot camp offers students who do not have access to audition 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 NYC, Carnegie Hall/Weill Institute of Music, the New York Philharmonic, Jazz at Lincoln Center, the New York Performing Arts Library at Lincoln Center, and the Juilliard School.** In response to the pandemic and with the generous support from Lincoln Center and Studio in a School NYC, a virtual audition camp was offered, which 236 students attended.





The Impact of COVID-19



The Office of Arts and Special Projects was on track to make steady progress toward its goals in the 2019-20 school year until the pandemic hit in March, resulting in school buildings closing for the rest of the academic year, and instruction pivoting quickly to an entirely remote format in an extraordinarily short time period.

The pandemic had devastating consequences to the social and cultural fabric of society, with the arts being especially hard hit. Broadway went dark, and throughout New York City, concert halls and museums were shuttered, and tourist traffic grinded to a halt. New York was faced with a \$9 billion tax revenue hit across the 2020 and 2021 fiscal years. The city, therefore, was forced to take action to achieve savings in order to balance its budget. The NYCDOE carried a heavy burden of the cuts. The Mayor's Arts Education Advancement funding specifically received a \$15.5 million cut with the FY 2021 budget. It is hard to overstate how devastating the economic effects of COVID-19 have been. The pages that follow provide details on the changes and cancellations that took place due to the pandemic, as well as the ways in which OASP modified arts programming for students and teachers. In fact, several new initiatives grew out of the pandemic, allowing for innovative opportunities even in these worst of times.

Overview of OASP Initiatives

Changes and Cancellations

- In-person, end-of-year culminating performances and exhibits were not possible.
- In-person teacher mentoring and site visits were canceled.
- In-person professional learning for teachers was not held.
- Parts of the high school culminating assessments were not implemented with students.
- Hard-copy catalogs and other documents for dissemination were not printed.

Accomplishments and Adaptations

- The OASP was able to pivot very quickly, resulting in few activities that had to be completely eliminated.
- The Office of Arts and Special Projects developed "[Considerations for Blended and Remote Learning in the Arts](#)" that provided guidance to school leaders and teachers to safely delivering arts instruction and strategies for effective instruction in remote and blended learning.
- Weekly instructional resources were posted on TeachHub to support teachers of dance, music, theater, visual arts, and media as they transitioned to remote teaching.
- Most culminating performances and exhibitions were moved online.
- Most professional learning opportunities were conducted remotely.
- Some mentoring and site visits occurred virtually.
- Videotapes of performances and catalogs of student artwork were put online and celebrated virtually as program directors hosted viewing parties for families.
- New initiatives, such as the Songwriters of Tomorrow Scholarship, were initiated during the pandemic.

Responding to COVID-19

OASP Initiatives

Impact, Adaptations, & Accomplishments

Borough Arts Festivals

- While it was not possible to host in-person performances or gallery exhibitions, we pivoted to virtual performances and exhibitions, which allowed us to showcase work accomplished in the remote instructional setting.

Office Hours

- Due to the abrupt end to onsite teaching, Borough Arts Directors offered office hours as an innovation to support arts teachers in their transition to remote teaching. Meetings were arranged by discipline in each borough. These once-per-week meetings offered teachers support, training in use of remote technology, and opportunities for collaboration.

Visual Arts and Multiingual Learners

- Residencies with two of our four partner schools were canceled due to the severity of the impact of COVID-19 on these school communities. Programming with the remaining two schools pivoted to remote learning for rest of the school year.
- Studio in a School teaching artists collaborated with ENL providers to create instructional videos for our partner teachers to use with their classes.
- Studio in a School launched a series of instructional videos that are available for families on its website as an extension of what we learned together with our partner schools.

Music and Multilingual Learners

- Residencies with two of our five partner schools were canceled due to the severity of the impact of COVID-19 on these school communities. Programming with the remaining three schools pivoted to remote learning for the remainder of the school year.
- NYC Children's Theatre's teaching artists hosted synchronous and asynchronous residency session for participating classes. Planning meetings were held via Zoom.
- Our evaluation with Metis Associates was adapted so we would host focus groups with teachers from all five schools.

District 75 Programming

- Twice a year, District 75 Office of Arts Education, EPIC players, and D75 Office of Parent Empowerment partner to host "District 75 Family Night at the Theater." This program continued during the COVID-19 pause, offering opportunities for families to engage with virtual performances.
- In collaboration with the Guggenheim Museum for All program, families were offered the opportunity to virtually visit the museum during specialized times.

ArtSPACE (Supporting Performing Arts and Creative Education) Facilities

- Seven of the 20 renovation projects could not be completed.
- No electrical and stage lighting work was carried out.
- Thirteen of the 20 renovation projects and materials deliveries were completed during June.

Citywide Arts Commencement Exams

- Students were not able to participate in the Performance and Portfolio components of the exam.
- An in-person event to celebrate the earning of the Arts Endorsements with students and families was not held.
- Students were awarded the Arts Endorsed Diploma based on modified criteria.
- A website was developed to honor and recognize graduates in each borough who earned Arts Endorsements.

Responding to COVID-19

OASP Initiatives

Impact, Adaptations, & Accomplishments

Arts Studio Funding

- Arts education resources were impacted by the pandemic as a result of both budgetary and operational factors as we adapted to remote learning.

F-status Arts Teacher Program

- Many of the F-status arts programs could not continue in the spring because of building closures.
- Virtual credit-bearing arts instruction at five schools was able to continue after March.

Accelerated Arts Teacher Certification Pilot

- In-person CUNY courses were not possible; however, they were continued online.

Middle School Arts Audition Boot Camp

- Although in-person screening and auditions were canceled for the spring, a total of 236 students had registered for the audition camp.
- A virtual camp was developed, created, and implemented with the generous contributions of cultural partners.

Shubert Arts Leadership

- While the Leadership Series was truncated, the last event focusing on partnerships, the Arts and Cultural Education Services Fair, took place virtually.

Create Professional Learning Series for: Birth-2 Years, 3K, and Pre-K

- Coaching residencies that were slated to take place from March-June 2020 were canceled.
- All professional learning sessions, planning meetings, and the end-of-term Share Fair were presented virtually.

Arts Education Liaisons Professional Learning

- The final two sessions (Sessions 7 and 8) were not possible to conduct in person.
- Both sessions were conducted virtually. Session 7 (Arts Survey Technical Assistance) was presented at three different times on three different days to accommodate the requests of our registered participants, including approximately 100 different participants each day.

Arts for ELLs and SWD Grants

- Approximately half of schools (54 percent) were unable to complete residencies because of the disruption of the pandemic.
- A total of 46 percent of schools were able to complete residencies adapting them from in-person instruction to remote instruction via Google Classroom and Zoom.

Arts and Family Engagement Grants

- Approximately two-thirds (66 percent) of schools were unable to complete residencies begun before the crisis.
- Just over one-third of the schools were able to complete residencies remotely.

Responding to COVID-19

OASP Initiatives

Impact, Adaptations, & Accomplishments

ArtsCount

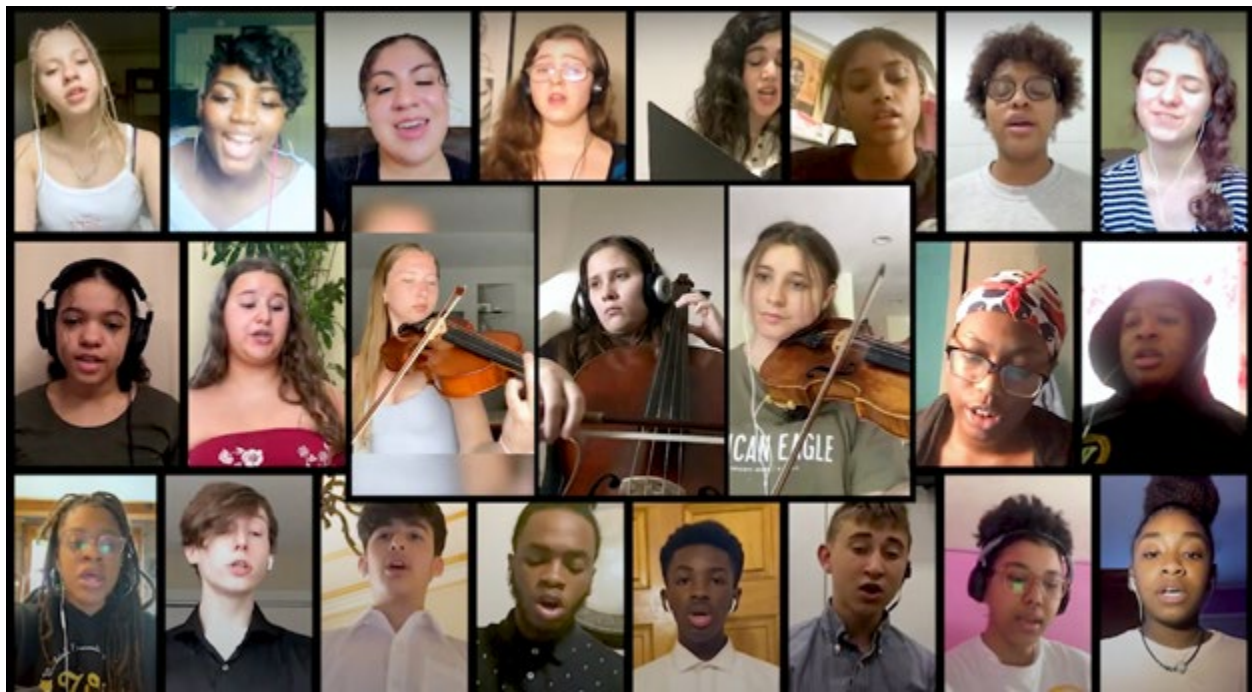
- The survey launch, which was slated to take place in April 2020, was delayed as schools prioritized the shift to remote instruction. However, the launch did take place prior to the end of the school year, and the survey was completed by approximately three-quarters of the city's schools.
- School response rate was also affected. The response rate for the 2019-20 report was approximately 78 percent, while it has been 90+ percent for more than six years.
- The *Arts in Schools Report* was completed on schedule.
- New York State Education Department directed that schools were expected to maintain instructional continuity in students' programs, but flexibility was given to schools in providing arts instructional time to their students during the period of March through June. Therefore, arts instructional hours at the elementary level could not be accurately calculated.
- The Annual Arts in Schools Report release cannot take place in person, but is slated to take place virtually.

NYC Public School Film Festival

- The in-person events, including the Student Film Festival, the College and Career Fair, and the Industry panel did not take place.
- A virtual festival premiered on April 1, 2020 and was rolled out citywide as part of spring break student arts activities and events. Associated teacher lesson plans were included in the rollout.
- Over 15,000 students and family members viewed the student films!

The Blueprint for Teaching and Learning in the Moving Image Professional Learning Series

- The third and final professional learning day with the Museum of the Moving Image in April 2020 was canceled. This day was slated to concentrate on weaving picture and story together.
- Moving image online teacher resources were provided on TeachHub.



Responding to COVID-19

OASP Initiatives

Impact, Adaptations, & Accomplishments



DANCE

Considerations for Blended and Remote Learning

- “Considerations for Blended and Remote Learning in the Arts” in dance provided guidance to school leaders and teachers to safely deliver arts instruction and strategies for effective instruction in remote and blended learning.
- Weekly instructional resources to assist dance teachers in the transition to remote and blended learning were posted on TeachHub.

Citywide Dance Professional Learning Series

- The last session of this professional learning series was held virtually and adapted for online engagement.
- Planning 2020-21 Dance Professional Learning will take place during three virtual sessions of three hours each.

Dance Educators Choreographers Professional Learning Series

- The first three full-day sessions focused on a contemporary choreographer were implemented successfully.
- The last three sessions of this series were canceled.
- The instructional materials of the fourth session were distributed to all dance educators digitally.

Dance Commencement Assessment

- Qualified students were awarded the Arts Endorsed Diploma in Dance based on credits earned and modified criteria, waiving the usual in-person and project-based components.
- The exam comprised two sections, compared with the usual three-section exam.

Dance Connects Project

- This virtual inclusive choreographic project was inspired by a series of connected solos by contemporary choreographers.
- Dance Connects included 26 dance students of diverse backgrounds, dance training and abilities. These students and their dance teachers came together from schools across NYC’s five boroughs to produce this dance film. The solos are the students’/dancers’ original choreography.
- The film was shared via NYCDOE social media.

Sixth Annual Dance Educators Collective Concert

- Dance educators/choreographers continued to work while dance studios remained open, but the concert was ultimately canceled due to the closing of the performance space at the 92th Street Y.
- This year the concert will be fully virtual.
- The choreographic project from last year will be adapted to film and will be streamed in the concert for the current 2020-21 year.

Arnhold New Dance Teacher Support Program

- School closures during COVID resulted in difficulties for new teachers to fully expend their \$2,500 stipends.
- Mentors continued to work remotely with the new teachers/mentees to support their remote dance instruction.
- The last two inter-visitations were canceled
- All meetings, supports, and communications were via Zoom.
- For the 2020-21 year the program is fully virtual.

Dance Unit Project

- The Dance Unit book including the compilation of dance units in all benchmarks was distributed digitally at the end of the school year to all dance educators.
- Some dance units in the book included extensions for remote dance instruction.

Responding to COVID-19

OASP Initiatives

Impact, Adaptations, & Accomplishments



MUSIC

Considerations for Blended and Remote Learning

- "Considerations for Blended and Remote Learning in the Arts" in music provided guidance to school leaders and teachers to safely deliver arts instruction and strategies for effective instruction in remote and blended learning.
- Weekly instructional resources to assist music teachers in the transition to remote and blended learning were posted on TeachHub.

All-City High School Music and Salute to Music Programs

- Seven virtual performance videos were produced in partnership with BerkleeNYC to showcase ensembles.
- End-of-year viewing parties were held with student ensemble members and videos were posted to the newly created Celebrate DOE Arts webpage, OASP YouTube channel, and BerkleeNYC website.

Music Commencement Assessment

- Students were awarded the Diploma Endorsement in Music based on modified criteria.
- Students sat for the written component of the Music Commencement Exam; NYSSMA solo performance and portfolio requirements were waived.
- A website was developed to honor and recognize graduates in each borough who earned Arts Endorsements.

Citywide Music Professional Learning Three-Part Series

- The concluding session of the professional learning series was conducted online in an abbreviated format. Professional learning for 2020-21 will be implemented virtually.

Paul Simon Music Fellows Program

- Mentor teachers continued working with their Fellows/mentees (i.e., early career music teachers) virtually to support remote music instruction.

NYC Song of Hope Project

- Born out of the pandemic, this new project included over 250 students (K-12) from 34 schools across the city's five boroughs to write and perform a new NYC anthem, "Stay Strong NY, We Love NY."
- This original student song, produced by OASP in partnership with the Songwriters Hall of Fame, has received over 4,800 views to date!

Songwriters Hall of Fame Songwriters of Tomorrow Scholarship

- The Songwriters Hall of Fame announced its inaugural Songwriters of Tomorrow Scholarship, awarded to a senior attending a NYCDOE high school.

Ensemble Connect Program

- Virtual residencies for partner schools continued through the end of the school year, including support for special performance projects.

Metropolitan Opera HD Broadcasts

- All broadcasts, except the final in-person broadcast, were held at designated school sites in every borough.

Responding to COVID-19

OASP Initiatives

Impact, Adaptations, & Accomplishments



THEATER

Considerations for Blended and Remote Learning

- “Considerations for Blended and Remote Learning in the Arts” in theater provided guidance to school leaders and teachers to safely deliver arts instruction and strategies for effective instruction in remote and blended learning.
- Weekly instructional resources to assist theater teachers in the transition to remote and blended learning were posted on TeachHub.

Student Theater Festivals and Citywide Performances

- A virtual Shubert High School Theatre Festival of student productions, seen by several thousand, was broadcast and lives on Shubert.NYC—featuring introductions by Chancellor Carranza and prominent Broadway performers.
- The ALL IN(Clusive) All-City Teen Theatre Ensemble, comprising student artists of diverse races, gender identities, backgrounds, abilities, and points of view pivoted and produced an original musical theater video based on the environment.

Theater Commencement Assessment

- Qualified students were awarded the Arts Endorsed Diploma in Theater based on credits earned and modified criteria, waiving the usual in-person and project-based components.
- A website was developed to honor and recognize graduates in each borough who earned Arts Endorsements.

Citywide Theater Teacher Professional Learning

- Following in-person sessions in November 2019 and January 2020 for nearly 200 NYCDOE theater teachers, the concluding citywide professional learning session in June was held virtually via Zoom, focusing on lessons learned from teaching remotely and celebrating student theater.
- Ongoing theater-educator training short courses continued online with three-part Musical Theater Improvisation sessions engaging teachers as artists and students. Earlier in-person sessions, “Bustin’ Moves—Choreography for Non-Dancers” and “Find Your Light—Introduction to Theatrical Lighting Design,” engaged teachers prior to the pandemic.

Arthur Miller Foundation Theater Education Program

- Mentors virtually completed all visits with their Fellows/mentees (i.e., early career theater teachers) to support remote theater teaching and learning.
- A pilot virtual theater lab for 20 high school students across the city was implemented, including professional learning for Fellows.
- A formal evaluation of Arthur Miller supports focused on the pivot to remote teaching (instruction, socio-emotional learning impact, etc.) with Dr. Gess LeBlanc from Hunter College.

Digital Theater Project

- Students and teachers continued producing work virtually for this innovative international project focused on the intersection of student voice, applied theater, digital media, and social justice issues.

Shubert/MTI Broadway Junior Musical Theater Outreach Program

- Year 2 middle schools teacher teams and their assigned cultural partner advisors worked remotely with their student casts to produce musical theater number videos.
- The year-end Broadway student celebration finale pivoted to a virtual performance hosted on YouTube for Broadway Junior school communities and supporters across the city.

Theater Lesson Units & Plans for NYCDOE Teachers

- Uploaded weekly theater units on diverse relevant topics for varying grade levels (K-2, 3-5, 6-8, 9-12). Student-facing units provided teachers with quality lessons to engage students remotely in creative expression and content learning in both synchronous and asynchronous activities.

Responding to COVID-19

OASP Initiatives

Impact, Adaptations, & Accomplishments



VISUAL ARTS

Considerations in Blended and Remote Learning

- "Considerations for Blended and Remote Learning in the Arts" in visual arts provided guidance to school leaders and teachers to safely deliver arts instruction and strategies for effective instruction in remote and blended learning.
- Weekly instructional resources to assist visual arts teachers in the transition to remote and blended learning were posted on TeachHub.

PS Art

- In-person adjudication of the exhibit was not possible and shifted to virtual final judging using digital images of semi-finalists' artwork.
- The June reception at The Metropolitan of Art was postponed until October 2020 and reconfigured as a virtual reception.
- Studio in a School printed catalogs to distribute to students. A digital catalog was produced with all artwork, and student and teacher comments. It is posted on The Met and Studio in a School websites, as well as on WeTeach.

DiverCity Lens

- The exhibit and display of student work could not be installed at Tweed Courthouse because of the pandemic. Student photographs were included in an online catalog of all photos and text.
- The spring semester meetings of all participating teachers were held virtually.

Art History Research Program

- The annual reception at the Museum of Modern Art was not held, but a virtual reception hosted by Studio Institute was held at the end of the school year.
- All student work was accomplished and submitted with awards sent to winners.
- Excerpts of all research papers were posted on Studio Institute's website.

Dedalus Portfolio Scholarships

- More than 50 digital portfolios were submitted for judging with seven winners.
- The adjudication was successfully completed virtually.
- Student portfolios are beautifully displayed on the Dedalus Foundation website.

Judiciary and the Arts

- Most of the teachers were able to complete the art projects with their classes.
- An extensive guide was created to sustain the program going forward.
- Culminating art projects could not be displayed in the Thurgood Marshall U.S. Courthouse as in the previous year, but will live online at the Justice Resource Center.

Ezra Jack Keats Bookmaking Competition Program

- The annual May awards ceremony could not be held, but the work was celebrated through postings on the Ezra Jack Keats official website.
- The annual catalog was printed and is online.
- All citywide and borough-wide winners received their awards by mail.



Lily
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2020 Arts Committee Report to the Panel for Education Policy (PEP)

NYC public schools have made significant strides in ensuring a more equitable arts education over the last six years. Paul King's leadership as the Executive Director for the Office of Arts and Special Projects was seminal in this progress, and his contributions to NYC schools are countless. His passing in February 2020 is a profound loss to our principals, teachers, and students as well as to the arts education field in general.

Chancellor Carranza publicly endorsed a strategic arts education plan to the PEP on December 18, 2019. That plan would further equity and universal access to high-quality, sequential arts education, and includes a clear path for implementing those changes and programs.

Shortly after this, Covid-19 hit and the ensuing economic impact was devastating. The city is facing tremendous financial hardship totaling over \$7 billion in revenue losses. In total, the NYCDOE's budget has been cut by \$1 billion, and the NYCDOE has been forced to make incredibly difficult decisions. The challenges of decimated funding and reassignment of arts teachers have prevented vital arts education services, instruction, and resources from reaching students. Often the students who need it most.

This is a time of unprecedented decision-making and need for leadership. The cracks of inequity have been fully exposed through the Covid-19 pandemic and the racial justice uprisings. The need for arts education, for creating the next generation of artists, audiences, and patrons for our great cultural city, for supporting the socio-emotional needs of our youth, and the current inequity of arts education access has never been so clear. The building blocks for equitable arts education are at risk of being dismantled.

We have learned so much over the last year. New Yorkers have demonstrated time and time again that arts are essential to our resilience and recovery. The arts demonstrate our common humanity and connectedness across culture, class, and race, and help us endure pain and loss, find calm, and imagine a new future.

The lives of our students, especially those in communities of color, in public housing, in homeless shelters, in under-resourced communities, and particularly those with disabilities, are being negatively impacted. The places of retreat they had—their schools, playgrounds, streets, friends, arts classes—have been taken for many months now. If remote and blended arts education classes can provide a lifeline for these youth, we must not take away the arts education infrastructure currently supporting this work. Our students are undergoing a trauma that we cannot now fully comprehend. To not understand that arts education can help address that trauma would be short-sighted.

Our certified arts teachers are the cornerstone of a quality, sequential arts education. Supported by professional learning and necessary arts supplies and instruments, our teachers are our children's mentors, and each day they guide and support their creativity, imagination, and problem-solving skill development.

Our arts and cultural organizations are key resources in our neighborhoods; they are community lifelines—proven each and every day throughout this pandemic. They don't only deliver arts—they are the connection for students—to each other, to their role models, to community centers, to food, to health, to housing. These organizations are anchors in our communities.

These anchors—our arts education partners—the small, medium, and large-sized arts and cultural organizations—have been hurt by Covid-19. These organizations help bolster our arts education to ensure more equitable access to quality arts education. They are indispensable for curriculum development, program delivery, and professional development.

While the funding may be limited at the moment, there are policy recommendations and immediate actions that can be pursued to sustain our progress and begin to move the needle incrementally. These include:

At the city level, work within the NYCDOE to:

- Communicate the Chancellor's priorities, inclusive of arts education, to:
 - Executive Superintendents so that they are able to enforce arts education leadership at the borough-wide field offices and with school leaders.
 - NYCDOE staff in budgeting and contract roles so that they are able to streamline the process for fund allocation toward arts education.
 - Principals so that they are able to deploy arts teachers in their arts content area.
- Ensure that arts education is discussed as part of every Fund for Public Schools fundraising portfolio supported by a clear public commitment to the arts education strategic plan.
- Lift freeze on registering and approving new contracts for arts education providers and extend those contracts that will be expiring so that organizations can be eligible for procurements over \$25,000 and are able to work without schools needing to secure three bids.
- Require arts education to be included in the Comprehensive Education Plan for each school, and require that at least one arts teacher be on each School Leadership Team.
- Continue to support NYC Pre-K Create, which supports foundational early childhood arts learning by training early childhood teachers in strategies to incorporate the visual arts, dance, theater, and music into instruction to provide opportunities for children to explore new concepts, express themselves, and make connections across learning domains.
- Coordinate with the NYC Department of Cultural Affairs to shift funds allocated to the Cultural After School Adventures program to during-school arts education opportunities for schools with flexibility for remote delivery of instruction.
- Label arts rooms in the space utilization "blue book" of the School Construction Authority as "separate/special" rooms so that they will return to arts rooms post-pandemic.

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.

Report to the PEP

We remain fully invested in the vision for an equitable, high-quality, sequential arts education for all New York City students. We strongly recommend that NYCDOE move forward with the Chancellor’s Strategic Arts Plan with a pragmatic timeline and plan for implementation and the limited, cost-conscious steps outlined above to begin to build back the hard-won progress that has been made.

Looking toward the future, funding must be secured. The Mayor’s Budget for FY21 reduced centrally administered arts programs for students and schools by \$15.5 million. The remaining \$7.5 million that the Mayor allocated this year and in outyears must be secured and every effort made to restore funding as the city’s economy improves. The programs this funding supports are essential for the City to realize its vision of equity and universal access to high-quality, sequential arts education for students.

In addition, the role of the Office of Arts and Special Projects (OASP) cannot be underestimated. The OASP is critical in the implementation of equitable, quality, data-driven and sequential arts education. OASP must continue to administer citywide student programs; offer school and local support for arts education; and provide professional learning for thousands of PreK-12 teachers to ensure that we continue to make progress on behalf of all students.

The Chancellor must not only state that the arts are essential, but create clear policies and equitable funding that make the arts non-negotiable for remote and blended learning, while ensuring a stable arts teaching force and continued partnerships with the arts and cultural community that binds this city together.



Arts Education Advisory Committee Members

Candace Anderson, Executive Director, Cool Culture

Jody Gottfried Arnhold, 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)

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:

Gonzalo Casals, Commissioner/New York Department of Cultural Affairs

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

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

Trenton Price, Director of Operations/Office of Arts and Special Projects/NCYDOE

Juan Rosales, Special Assistant to the Chancellor/Office of the Chancellor/NYCDOE





Next Steps For Arts Education

EQUITY & EXCELLENCE FOR ALL

When Mayor Bill de Blasio assumed office in 2014, he made a historic commitment to arts education and baselined an additional \$23 million dollars for arts education in a solid effort to ensure all students across our schools have access to a quality arts education. The Mayor stated: “The investments we are making here won’t just help our students explore music, dance, and the arts. They will help these children grow in a way that helps them succeed in school and in life.”

New York City schools have made significant strides toward realizing that vision over the last six years. Under Paul King’s exceptional leadership, the NYCDOE, through the Office of Arts and Special Projects, invested strategically to address gaps in equity: hiring additional certified arts teachers; improving arts facilities in schools; forging new partnerships with cultural institutions; expanding arts opportunities for students with disabilities (SWD) and multilingual learners (MLLs); providing studio materials, supplies, and equipment, and professional learning for arts teachers focused on outcomes for students. The results were seismic.

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.

In his role as Executive Director of the Office of Arts and Special Projects, Paul King led this comprehensive and collaborative process—held from November 2018 through January 2019 with 11 focus groups—which 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.

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



Accelerate Learning and Instruction

- Continue to expand supports for standards/*Blueprint*-based sequential arts instruction with grade-level guidance.
- Expand teacher professional learning opportunities, with additional focus on SWD and MLL students.
- Build on NYCDOE's existing strong *Blueprint*-based instructional foundation for sequential arts learning.
- Leverage blended and remote learning instructional resources created during the pandemic to enhance teacher resources.

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.
- Coordinate partner remote and blended materials to expand arts instructional resources for teachers.
- 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.
- Build the capacity of arts teachers to use technology to deliver blended and remote 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 SWD and MLLs.
- Ensure all arts programming and professional learning is grounded in culturally responsive education and standards-based sequential arts instruction.
- Ensure that blended and remote arts learning is inclusive and responsive to needs of students.

Supporting Quality and Innovation

- High-quality professional learning for principals and teachers to support standards/Blueprint-based sequential arts instruction for all students, including SWD and MLLs
- Adoption of policies that support and assure pre-K to 12 arts instruction and accountability
- Enhancement of Create 3K and pre-K to support early childhood arts learning in training early childhood teachers in developmental practices that are the building blocks for early success for thousands of students
- 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

Critical Policy Considerations for Arts Equity (2021-2025)

Adoption and implementation of policies will advance the work of arts education at no cost.

Accountability and Equitable Distribution of Resources

- Include measurement of schools' arts programming and instructional quality in principal and school review processes and ratings.
- Require arts statement and goal as part of the CEP.
- Determine equitable and appropriate levels of school-based funding for the arts to assure quality arts education for all, including traditionally underserved communities (phase-in process).

Elementary Level

- Direct policy that states any vacancies in elementary arts positions must be filled by K-12 certified teachers of the arts.

- Develop supports, funding, and resources for currently assigned elementary cluster teachers to earn their Supplementary Arts Certification.
- Promote shared arts faculty within districts/boroughs to support small schools in meeting requirements or expanding arts program offerings.

Secondary Level

- Expand options for middle school compliance with NYSED arts requirements to include programming of sequential arts learning provided by a certified arts teacher (2020).
- Enforce requirement for certified teachers of the arts providing arts instruction at the middle and high school levels as required by NYSED.
- Promote shared arts faculty within districts/boroughs at secondary level to support smaller schools in meeting requirements or expanding arts program offerings.

Moving Forward

This arts strategic plan will further equity and universal access to high-quality sequential arts education, and sets forth a clear plan for implementing those changes and programs. Paul King's passing in February 2020 is a profound loss to arts education in New York City. The COVID-19 pandemic struck with catastrophic impact on our city's economy and devastating consequences on the education budget and nearly every aspect of our social, cultural, and economic lives in New York. This plan was premised on baselined \$23 million for strategic citywide arts education programming. Reinstatement of these funds as well as necessary resources must be dedicated to make measurable progress in accomplishing equity goals. Economic realities demand a reimagined timeline for this plan. We must prepare to pivot to innovative solutions, flexibility, and resourcefulness. Key to our success will be:

- Reliance on the innate and essential value of the arts and arts teachers for our students, schools, and communities, and resilience in restoring the vitality of our great city
- Creativity and innovation—our teachers and school leaders are up to the challenge; our students demand no less than meaningful, effective action
- Strengthened strategic and aligned partnerships with the arts education community
- Galvanized advocacy at every level coupled with vigorous fundraising efforts
- Coordination of public/private investments in the arts, arts education, and our students
- Ongoing engagement with stakeholders to assure responsiveness to needs of parents, teachers, school leaders, cultural partners working together on behalf of our diverse 1.1 million students

The pandemic may have confronted us with a once-in-a-century crisis. We will have much to do to recover from the aftermath of the crisis and rebuild our economy. In New York City, the arts are an integral part of the way that the city will thrive once again. At the same time, we are entrusted with the mission of guaranteeing all students a comprehensive arts education pre-K to 12. Our commitment to this goal will be richly rewarded by our students as they fulfill their individual potential; use their artistic voices; become lifelong, curious learners; and assume their place as creative, productive citizens of our great and diverse city.



Opera Guild
NEWS

Alex



Methodology

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

2019-20 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; 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 learning; 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 41 shows the overall response rates for the survey for school years 2015-16 through 2019-20. Out of a total of 1,583 schools,⁹ 78 percent (N=1,240) completed the *Annual Arts Education Survey* in spring 2020. Table 42 provides the response rate by school level and type. The response rate was lower than usual in the 2019-20 school year due to demands that schools faced in pivoting to remote learning.

Table 41. *Annual Arts Education Survey* Response Rate, by School Year (2015-16 through 2019-20)

School Year	Responding Schools	Total Schools	Response Rate
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%
2019-20	1,240	1,583	78%

⁹ Accounts for schools not required to complete the survey, such as schools that were started in 2019-20 and District PK Centers.

Table 42. 2019-20 Annual Arts Education Survey Response Rate, by School Level

School Level	Responding Schools	Total Schools	Response Rate
Elementary	550	640	86%
Middle	187	259	72%
High	264	383	69%
Multi-Grade	186	240	78%
District 75	53	61	87%
All Schools	1,240	1,583	78%

Calculation of Mean Arts Instructional Hours

Arts instruction provided to students in first through fifth grades 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 multistep procedure was followed. First, the minutes per week reported in STARS were converted to annual hours. Assuming 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 midpoint 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).

Changes to the 2019-20 Annual Arts Education Survey

Typically, the OASP modifies the *Annual Arts Education Survey* each year to further align the data collection with NYSED arts requirements and reduce the number of survey questions where data are available in other NYCDOE databases. However, no changes were made this year to the 2019-20 *Annual Arts Education Survey*.

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 2019-20 school year.

Student Participation and Graduation Data

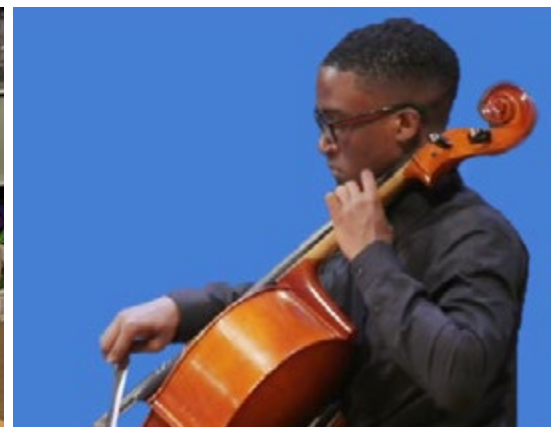
The STARS (Scheduling, Transcripts, and Academic Reporting System) database is a student-scheduling and grade-reporting application. This database provided the amount of arts instruction offered to students in each first- through fifth-grade class. Arts enrollment data for students in grades 6 through 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 for this report.

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 NYCDOE's Division of Budget Operations and Review 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 learning. 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 (SCA), are compiled from the annual *Building Condition and Assessment Survey* and the *Building Capacity and Utilization Report*. The SCA builds new public schools and manages the upgrades and renovations of large capital construction projects.







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.

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.

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, 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.

ARTS IN SCHOOLS

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.

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).



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.

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.

2019-
2020

REPORT



“We want every child to feel the spark that comes from learning something they are passionate about. And so often, it’s taking up an instrument, honing an artistic craft, or performing for the first time that helps a young person come into their own for the first time. The investments we are making here won’t just help our students explore music, dance, and the arts. They will help these children grow in a way that helps them succeed in school and in life.”

—Bill de Blasio, Mayor



ARTS IN SC



NYC™ Department of
Education
Chancellor Richard A. Carranza