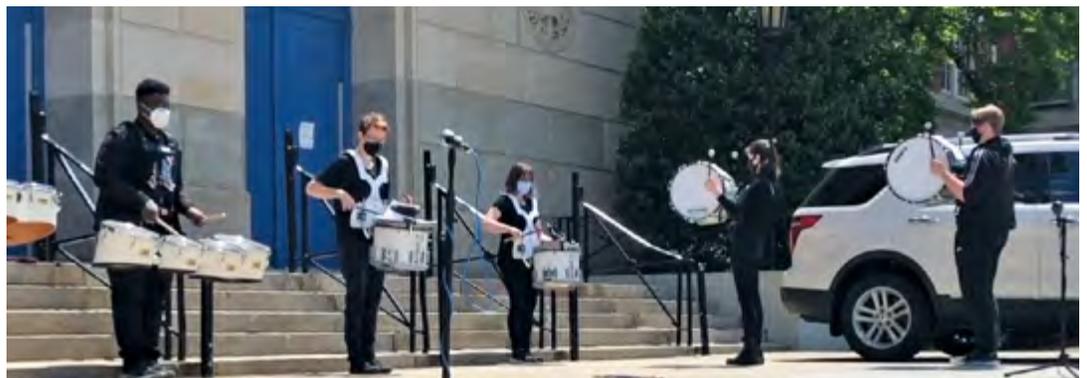




ARTS IN SCHOOLS REPORT 2020-2021





“A rich foundation in the arts is absolutely essential to a well-rounded education. ... The arts give our students ownership of ideas, acquisition of knowledge, and responsibility for their own learning in ways that are so empowering.”

—Chancellor Meisha Porter

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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.

Letter from the Chancellor



As we recover and rebuild following the impacts of Covid-19, it is essential that we recognize and celebrate the transformative power of the arts to heal, restore, and create bonds in our school communities. As the mother of a dancer who thrived in high school with the arts at the center of her academic experience, I have seen firsthand how a rich foundation in the arts is essential to a well-rounded education. As a former teacher, principal, superintendent, and executive superintendent, I deeply understand how critical the arts are to our young people.

The arts help us reconnect with our humanity, bring us solace and joy, and empower the diverse voices that make up our city. The arts allow us to process our emotions, engage in our culture, and preserve our history. This is why our students need these outlets of expression more than ever.

We know that students thrive when they see themselves reflected in the books they read, the art they view, and the music they hear. Culturally relevant education brings learning to life for our young people. Studying artists, dancers, playwrights, singers, or musicians who look the way they do, who grew up as they did, can propel children to success. Through arts education, students are able to connect to the rich contributions of diverse artists who share their cultural backgrounds and languages.

The DOE's *Arts in Schools Report* for 2020–2021 underscores our passionate commitment that arts instruction must be rigorous, inclusive, and reflective of the diversity of the communities and students we serve.

I would like to recognize the incredible legacy of the late Paul King, who led the Office of Arts and Special Projects for over a decade. He was a tireless champion for arts education for all students. We deeply value the efforts of his team, who have carried on this work, especially during the pandemic and as we have returned to in-person arts learning.

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, and our partners in the cultural community who make critical contributions to our schools. Together, we share a vision to strengthen diverse arts education for every child in our public schools and connect our schools to the rich resources New York City has to offer.

While we have made much progress toward reaching our goals of universal arts instruction, we have more to do. I am incredibly proud of the commitment this administration has made in making the arts an integral part of our recovery. Through our Academic Recovery Plan, we have invested \$70 million to help sustain rigorous arts programs in every school. Our great city must harness the power of the arts to build resilience for our city's students, nurture social-emotional learning, and promote respect, empathy, and social justice advocacy.

Working together with our cultural partners, school leaders, parents, and advocates for the arts, we are committed to providing the resources needed to make sequential, quality, inclusive arts education a reality for all New York City public school students, from pre-K through grade 12, and ensuring that arts education plays a central role in our city's recovery.

In partnership,



Meisha Porter
New York City Schools Chancellor





Introduction

Since the start of this administration, equitable arts education has been a priority for all of New York City's students. All students deserve a rigorous, robust, culturally responsive arts instruction. The arts—including dance, moving image, music, theater, and visual arts—are essential elements of our students' learning experience. 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 education and in support of their college and career readiness and civic engagement.

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. Over the past eight years, and with the infusion of \$23 million annually from Mayor de Blasio, steady progress has been made towards the goals of equity and excellence in arts education.

The global spread of Covid-19 in March 2020 created enormous challenges for our arts education efforts, both fiscally and operationally. Yet despite these challenges, arts teachers managed to do what they do best, create and innovate, and students continued to learn. Despite the monumental challenges of remote instruction, arts teachers engaged New York City's students in dance, music, theater, visual arts, and the moving image in resourceful ways.

The Office of Arts and Special Projects provided guidance to schools about instructional practices for remote and blended arts learning. Throughout the pandemic, the health and well-being of our students has been uppermost as teachers and schools have implemented careful safety guidelines. These precautions proved successful, and made possible a return to in-person learning in the spring and summer.

The Office of Arts and Special Projects supported teachers throughout the pandemic with online professional learning communities, weekly office hours, technology assistance for remote learning, and leadership assistance. Weekly instructional resources for teachers were posted on TeachHub for dance, music, theater, visual arts, and the moving image as instruction transitioned to remote and blended teaching. Videotapes of performances and catalogs of student artwork were put online and celebrated virtually. Examples of student artistic work and achievements during remote and blended learning can be found on the NYCDOE website.

To support our students' academic recovery in the arts, the NYCDOE proudly dedicated 20 percent of the \$350 million academic recovery funding to arts education for the following school year. That is the single largest investment in arts education in New York City's history and an historic down payment on future investments.

With this 15th annual *Arts in Schools Report 2020-2021*, we celebrate the hard-won progress toward equity and excellence in arts education yet recognize that more must be done. Our Strategic Arts Education Plan, which was developed over the course of a year with feedback from diverse stakeholders—parents, students, teachers, school leaders, representatives from

ARTS IN SCHOOLS

higher education, and arts and cultural organizations—provides a forward-facing blueprint for fully realizing equitable access to a high-quality, sequential arts education. It underscores the centrality of increased hiring of certified arts teachers, who are the cornerstone of a first-rate arts education for all students. Thoughtful investment in school partnerships with local art and cultural organizations is also essential, along with sustainable and dedicated arts funding.

The NYCDOE remains deeply committed to collaborating with our cultural partners, school leaders, parents, and advocates for arts education to ensure that a quality arts education is a reality for all students from pre-K through twelfth grade.



REPORT 2020-2021





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 2020-21 school year.

Where applicable, data are provided from previous school years in order to examine progress over time. However, it should be noted that instruction in NYCDOE schools was significantly impacted by the ongoing effects of the Covid-19 pandemic during the 2020-21 school year, with schools offering a mixture of remote and in-person learning between September 2020 and June 2021. This hybrid approach had several implications for instructional delivery in general and arts instruction in particular. For example, because of the pandemic-related disruptions in school operations (which began after the March 2020 systemwide shutdown), NYSED waived instructional time requirements for elementary students for the 2019-20 and 2020-21 school years, meaning there was no expectation for schools to provide a specific amount of arts instructional time to elementary students during the 2020-21 school year. As a result, there were downward trends in the percentages of schools providing arts instruction to students in grades preK-5 (Figures 1-3), in the numbers of arts disciplines provided by schools serving grades 1-5 (Tables 1 and 2), and in the average annual hours of instruction provided in each discipline to grades 1-5 (Figures 4-5). These downward trends were also evident at the middle and high school levels, with decreases in the percentages of schools providing arts instruction in the 2020-21 school year, particularly in dance and theater (Figures 6 and 8), and in the percentages of schools offering more than two arts disciplines (Tables 3 and 6). Furthermore, the percentage of schools partnering with cultural organizations to provide arts instruction, experiences, and teacher supports was notably lower in 2020-21 than in previous years (see Table 8).

In the 2020-21 school year, 75 percent (N=1,176) of all NYCDOE schools responded to the *Annual Arts Education Survey*. The response rate was lower than usual, likely due to demands that schools faced in navigating to a hybrid learning model and other challenges brought on by the pandemic. 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 also presented separately throughout the report.

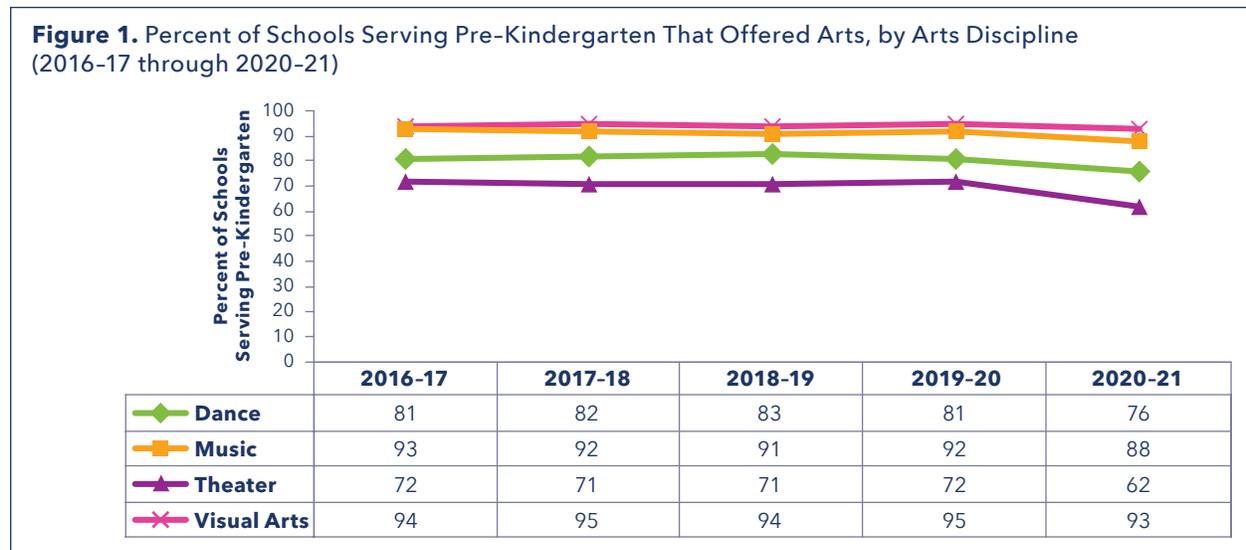
Elementary School Grades

Schools serving elementary school grades include all schools serving pre-kindergarten through fifth-grade students (i.e., elementary, K-8, and K-12 schools), with the exception of District 75 schools. Arts instruction in schools serving elementary school grades can be provided by classroom teachers, school-based arts teachers, 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).

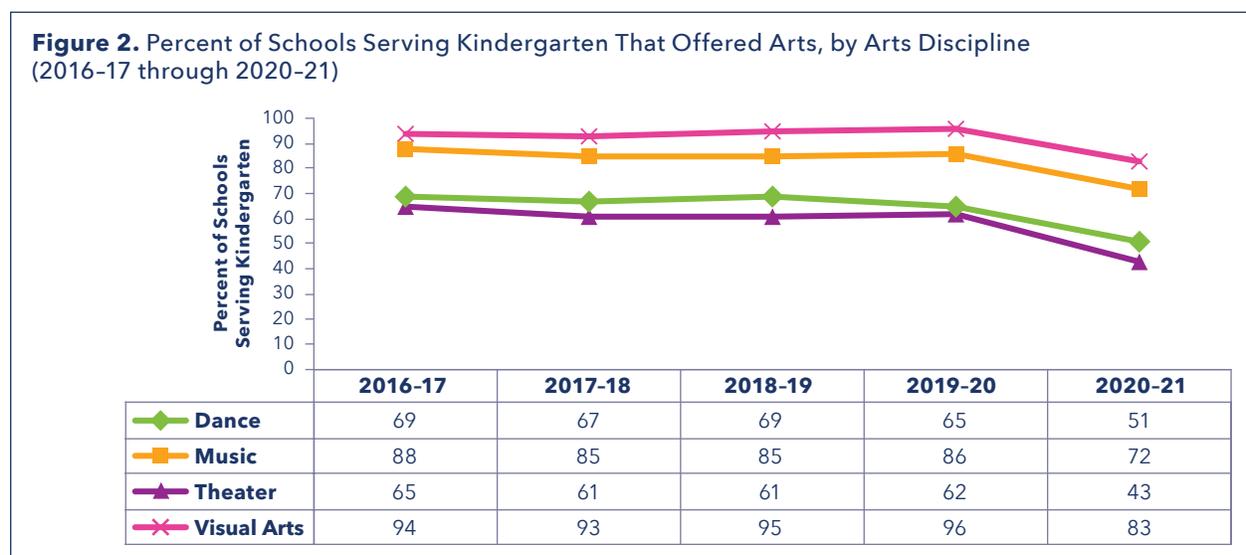
Arts Instruction Provided to Pre-Kindergarten Students

Of the 527 responding schools that served pre-kindergarten students in the 2020-21 school year, 76 percent reported providing dance instruction to pre-kindergarten students; 88 percent reported providing music instruction; 62 percent reported providing theater instruction; and 93 percent reported providing visual arts instruction (see Figure 1). These percentages had been fairly consistent over the previous four years, but showed a slight downward trend in the 2020-21 school year.



Arts Instruction Provided to Kindergarten Students

Of the 644 responding schools that served kindergarten students in the 2020-21 school year, 51 percent reported providing dance instruction to kindergarten students; 72 percent provided music instruction; 43 percent provided theater instruction; and 83 percent provided visual arts instruction (see Figure 2). These percentages were notably lower across disciplines in the 2020-21 school year than in previous years.



Arts Instruction Provided to Grades 1-5

Of the 648 responding schools serving grades 1-5 in the 2020-21 school year (including elementary, K-8, and K-12 schools), 96 percent reported providing instruction in at least one arts discipline (i.e., dance, music, theater, or visual arts) to any grade 1-5; 84 percent provided instruction in two or more arts disciplines; 64 percent provided at least three arts disciplines; and 43 percent offered all four arts disciplines to any grade 1-5 (see Table 1). Again, these percentages were notably lower in the 2020-21 school year than in previous years.

Thirty-one percent of responding schools reported providing instruction in all four arts disciplines to all grades 1-5 during the 2020-21 school year (see Table 2), a decline from previous years, which had remained fairly constant.

Table 1. Percent of Schools Serving Grades 1-5 That Offered One or More Arts Disciplines to Any Grade 1-5 (2016-17 through 2020-21)

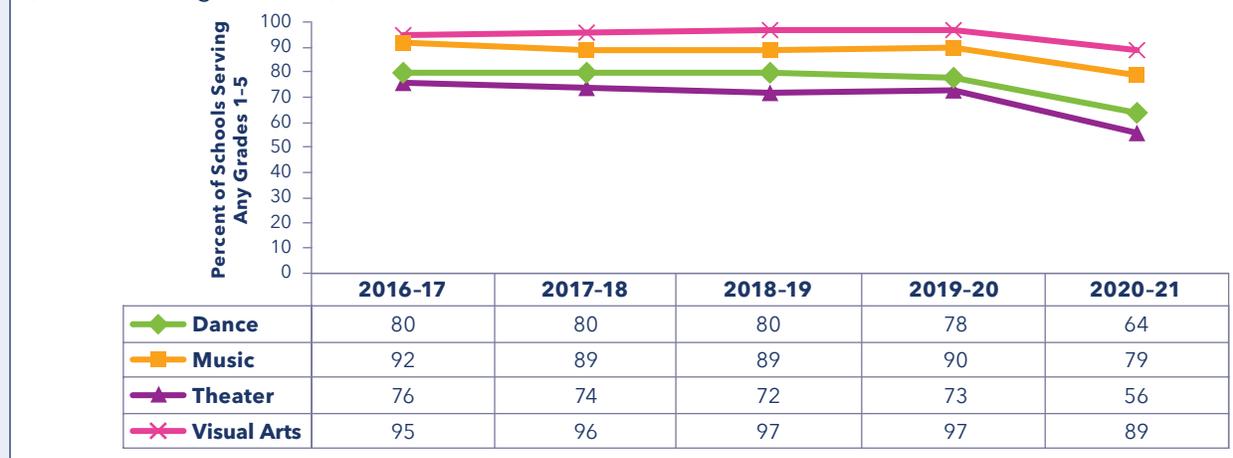
Number of Arts Disciplines	2016-17	2017-18	2018-19	2019-20	2020-21
At Least One Arts Discipline	100%	99%	99%	99%	96%
At Least Two Arts Discipline	96%	95%	94%	94%	84%
At Least Three Arts Discipline	84%	84%	81%	81%	64%
Four Arts Disciplines	64%	62%	63%	64%	43%

Table 2. Percent of Schools Serving Grades 1-5 That Provided All Four Arts Disciplines to All Grades 1-5 (2016-17 through 2020-21)

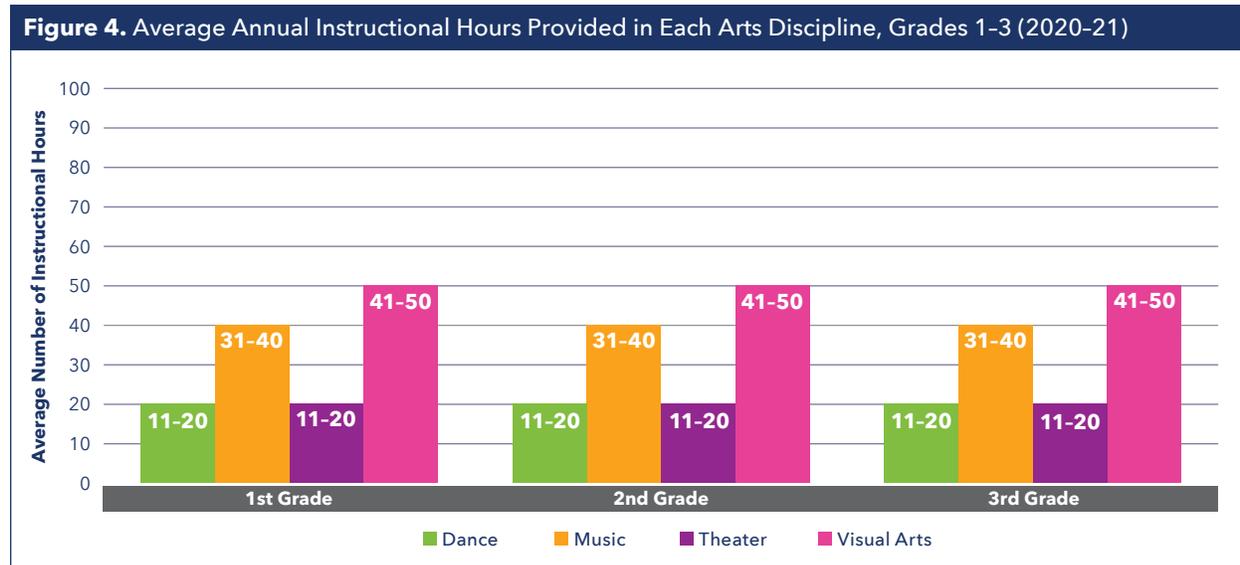
	2016-17	2017-18	2018-19	2019-20	2020-21
Four Arts Disciplines	45%	44%	44%	44%	31%

In the 2020-21 school year, 64 percent of responding schools reported providing dance; 79 percent reported providing music; 56 percent reported providing theater; and 89 percent reported providing visual arts to any grade 1-5 (see Figure 3). These percentages followed the downward trend for the 2020-21 school year.

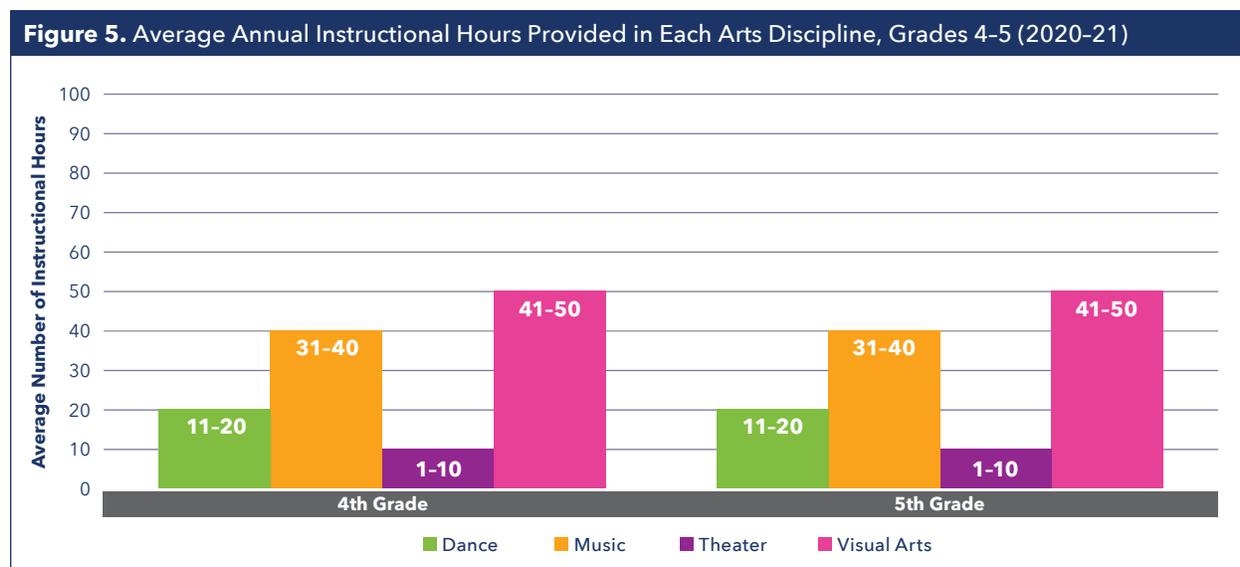
Figure 3. Percent of Schools Serving Grades 1-5 That Offered Arts to Any Grade 1-5, by Arts Discipline (2016-17 through 2020-21)



Responding schools serving grades 1-3¹ reported that, during the 2020-21 school year, students received an average of 11-20 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 4). These ranges were consistent across grades 1-3 (and somewhat lower than the ranges reported in the 2019-20 school year).



Responding schools serving grades 4-5² reported providing an average of 11-20 hours of dance instruction; 31-40 hours of music instruction; 1-10 hours of theater instruction; and 41-50 hours of visual arts instruction (see Figure 5). These ranges were consistent across grades 4 and 5 (and somewhat lower than the ranges reported in 2019-20).



1 First grade N=643; second grade N=642; third grade N=635.

2 Fourth grade N=629; fifth grade N=630

Middle School Grades

Schools serving middle school grades (N=333) 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.

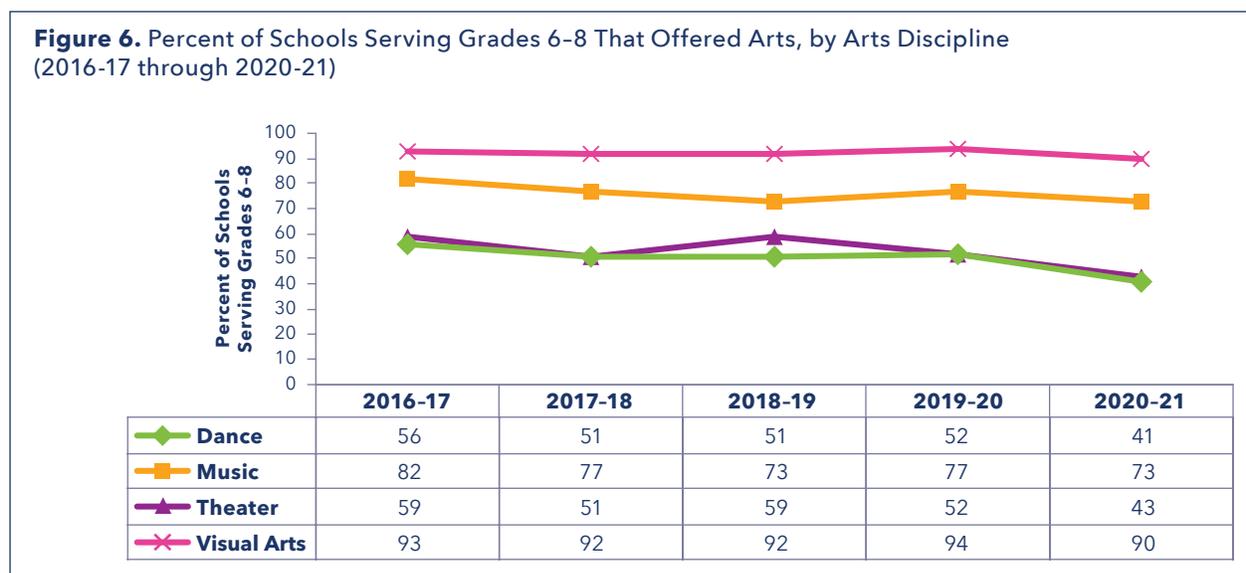
Arts Instruction Provided to Grades 6-8

In the 2020-21 school year, 98 percent of responding schools serving middle school grades offered at least one of the four arts disciplines to students in any grade 6-8; 83 percent provided at least two arts disciplines; 46 percent provided at least three arts disciplines; and 20 percent provided all four arts disciplines (see Table 3). While nearly all responding schools continued to offer at least one arts discipline in 2020-21, the percentages of schools offering more than one discipline declined in 2020-21.

Table 3. Percent of Schools Serving Grades 6-8 That Offered Arts to Any Grade 6-8 (2016-17 through 2020-21)³

Number of Arts Disciplines	2016-17	2017-18	2018-19	2019-20	2020-21
At Least One Arts Discipline	99%	99%	98%	99%	98%
At Least Two Arts Disciplines	92%	87%	86%	89%	83%
At Least Three Arts Disciplines	65%	58%	55%	59%	46%
Four Arts Disciplines	33%	28%	25%	28%	20%

Of the responding schools serving grades 6-8 during the 2020-21 school year, 41 percent reported providing dance instruction; 73 percent reported providing music; 43 percent reported providing theater; and 90 percent reported providing visual arts instruction (see Figure 6). The percentages of schools offering instruction in dance or theater is notably lower in the 2020-21 school year than in previous years.



3 Data from previous years have been updated to reflect arts instruction offered by any arts provider.

Of responding schools serving middle school grades in 2020-21, 26 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 79 percent reported having at least one certified visual arts teacher (see Figure 7). These percentages were fairly consistent across years.

Figure 7. Percent of Schools Serving Middle School Grades That Had At Least One Part-Time or Full-Time Certified Arts Teacher (2016-17 through 2020-21)



The New York State Education Department (NYSED) arts requirements and guidelines recommend that schools serving grades 7 and 8 provide students with at least two different arts disciplines (i.e., dance, music, theater, or visual arts) that are taught by certified arts teachers over the course of seventh and eighth grade. In 2020-21, 34 percent of eighth-grade students met this requirement by the end of their eighth-grade year (see Table 4). As shown in Table 5, 58 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 (2016-17 through 2020-21)

8th Grade NYSED Requirement	2016-17	2017-18	2018-19	2019-20	2020-21
Completed Two Arts Courses in Two Different Arts Disciplines by a Certified Arts Teacher	33%	36%	34%	35%	34%

Table 5. Percent of 8th-Grade Students Who Completed Two or More Arts Courses by the End of 8th Grade (2016-17 through 2020-21)

Number of Arts Courses	2016-17	2017-18	2018-19	2019-20	2020-21
Two or More Half-Units of Arts Instruction in Any Arts Discipline	87%	89%	87%	85%	58%

High School Grades

Schools serving high school grades (N=299) 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

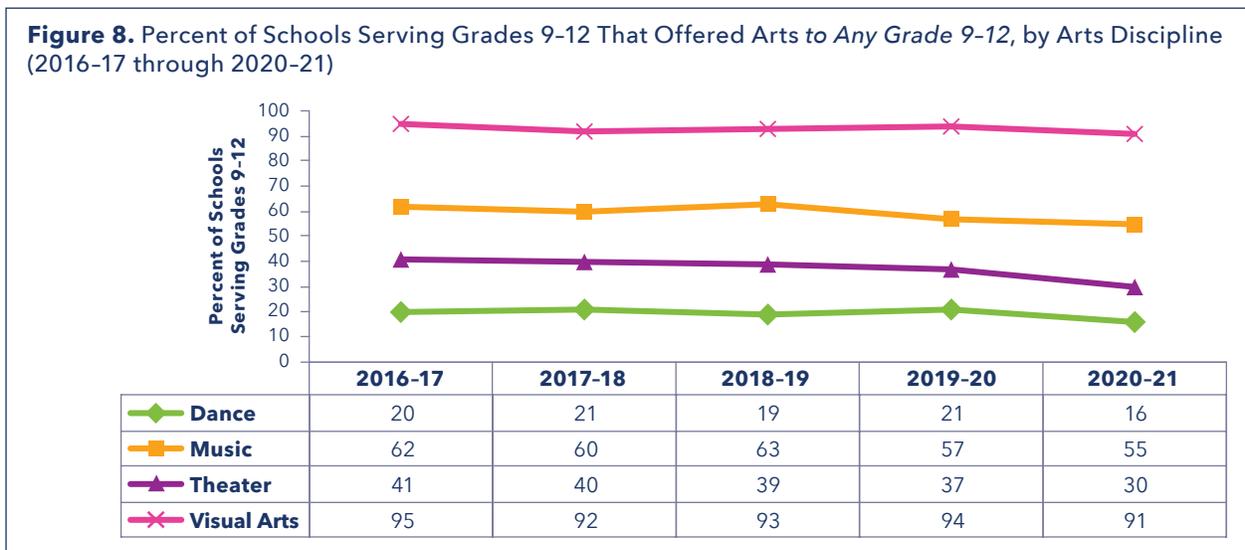
Nearly all responding schools serving grades 9-12 provided at least one arts discipline (99 percent), and 5 percent provided all four arts disciplines to any grade 9-12 during the 2020-21 school year (see Table 6). The percentages of schools offering three or four arts disciplines were much lower in the 2020-21 school year than in previous years.

Table 6. Percent of Schools Serving Grades 9-12 That Offered Arts to Any Grade 9-12 (2016-17 through 2020-21)

Number of Arts Disciplines	2016-17	2017-18	2018-19	2019-20	2020-21
One or More Arts Discipline	100%	99%	100%	99%	99%
Two or More Arts Disciplines	71%	70%	71%	67%	63%
Three or More Arts Disciplines	34%	34%	34%	32%	25%
Four Arts Disciplines	12%	10%	10%	10%	5%

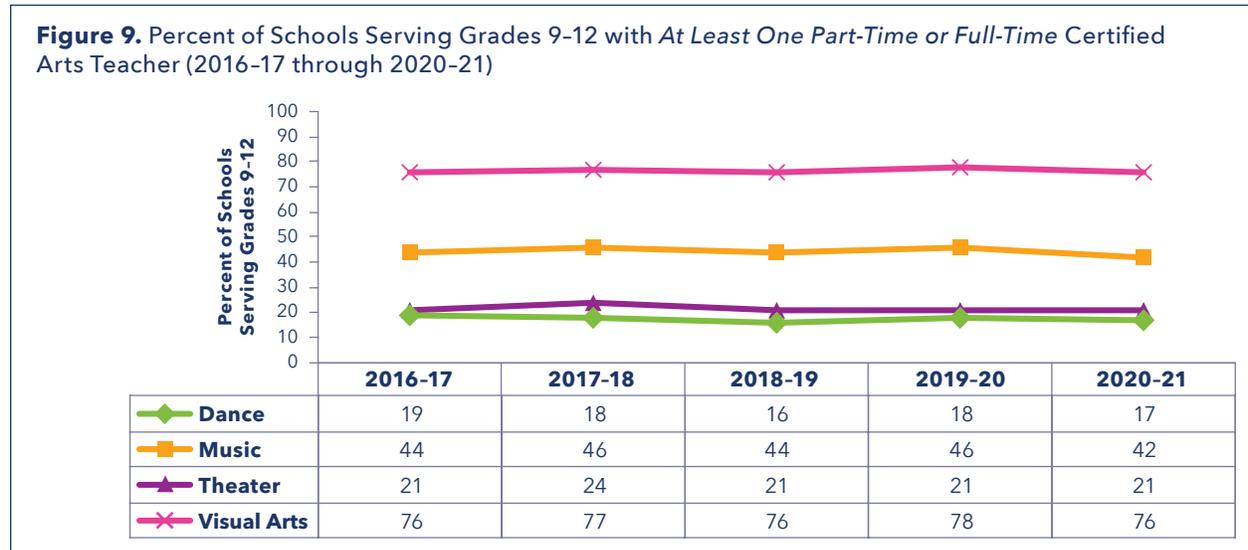
In the 2020-21 school year, 16 percent of responding schools serving grades 9-12 provided dance instruction; 55 percent provided music; 30 percent provided theater; and 91 percent provided visual arts instruction to any grade 9-12 (see Figure 8). The percentages of schools offering instruction in dance or theater were notably lower in the 2020-21 school year than in previous years.

Figure 8. Percent of Schools Serving Grades 9-12 That Offered Arts to Any Grade 9-12, by Arts Discipline (2016-17 through 2020-21)



ARTS IN SCHOOLS

Of responding schools serving high school grades in 2020-21, 17 percent reported having at least one certified dance teacher (part-time or full-time); 42 percent reported having at least one certified music teacher; 21 percent reported having at least one certified theater teacher; and 76 percent reported having at least one certified visual arts teacher (see Figure 9). These percentages were fairly consistent across years.



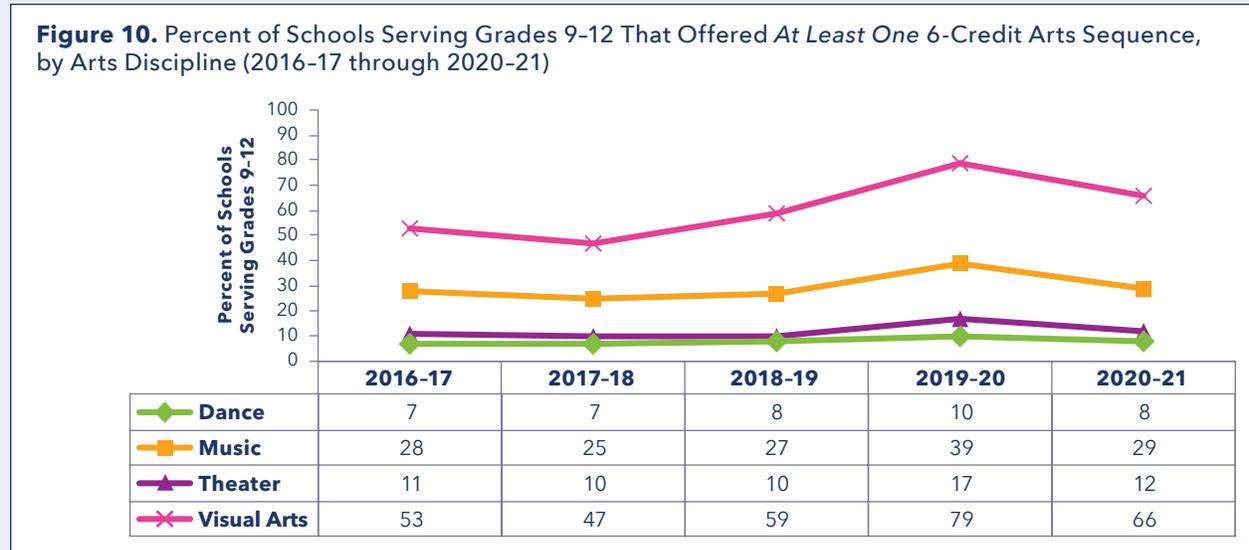
The NYSED arts requirements and guidelines recommend that schools serving high school grades provide students with a minimum of two credits in the arts prior to graduation. In the 2020-21 school year, all (100 percent) high school graduates from responding schools graduated with two or more credits in the arts (see Table 7). The data for this measure have remained consistent across years.

Table 7. Percent of High School Graduates Who Met the NYSED Arts Requirement (2016-17 through 2020-21)

	2016-17	2017-18	2018-19	2019-20	2020-21
Graduated with Two or More Credits in the Arts	100%	100%	100%	100%	100%



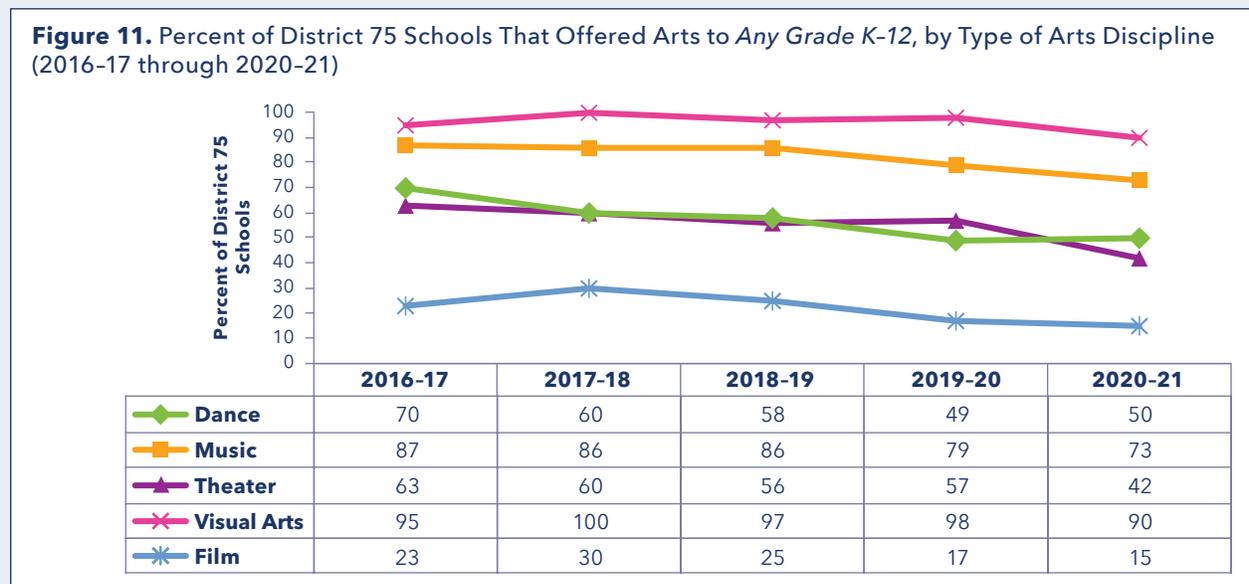
The proportions of schools with high school grades that reported offering at least one arts sequence of six or more credits ranged from 8 percent in dance to 66 percent in visual arts during 2020-21 (see Figure 10). With the exception of dance, which has been consistently low, these percentages were notably lower across disciplines in the 2020-21 school year than in previous years.



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=48), greater percentages reported that they offer visual arts (90 percent) and/or music (73 percent) than dance (50 percent), theater (42 percent), and/or film (15 percent) to any grade K-12 (see Figure 11). With the exception of dance, these percentages showed a decline in the 2020-21 school year.



Cultural Arts Organizations

New York City’s cultural arts organizations are a tremendous asset to public schools, providing students and teachers with access to quality arts instruction and world-class performances and exhibitions. In the 2020-21 school year, 71 percent of responding schools reported partnering with at least one cultural arts organization, a lower percentage than in previous years (see Table 8).

Table 8. Percent of Schools Partnered with *At Least One* Cultural Arts Organization (2016-17 through 2020-21)

	2016-17	2017-18	2018-19	2019-20	2020-21
At Least One Arts Provider	82%	85%	84%	82%	71%

In the 2020-21 school year, at least 417 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 (2016-17 through 2020-21)

	2016-17	2017-18	2018-19	2019-20	2020-21
At Least One Arts Provider	441+	431+	312+	449+	417+

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. In 2020-21, a greater proportion of schools planned to continue services with a cultural arts organization compared with the previous year (and consistent with pre-pandemic levels).

Table 10. Schools’ Expectations Regarding Continuation of Services with Cultural Arts Organizations (2016-17 through 2020-21) (N=831)

Responses	2016-17	2017-18	2018-19	2019-20	2020-21
School Will Continue Service with <i>At Least One</i> Cultural Arts Organization	87%	88%	86%	77%	85%
School Will Discontinue Service with <i>At Least One</i> Cultural Arts Organization	5%	4%	5%	5%	2%
School Is Uncertain about Continuation of Services with <i>At Least One</i> Cultural Arts Organization	26%	24%	26%	36%	22%

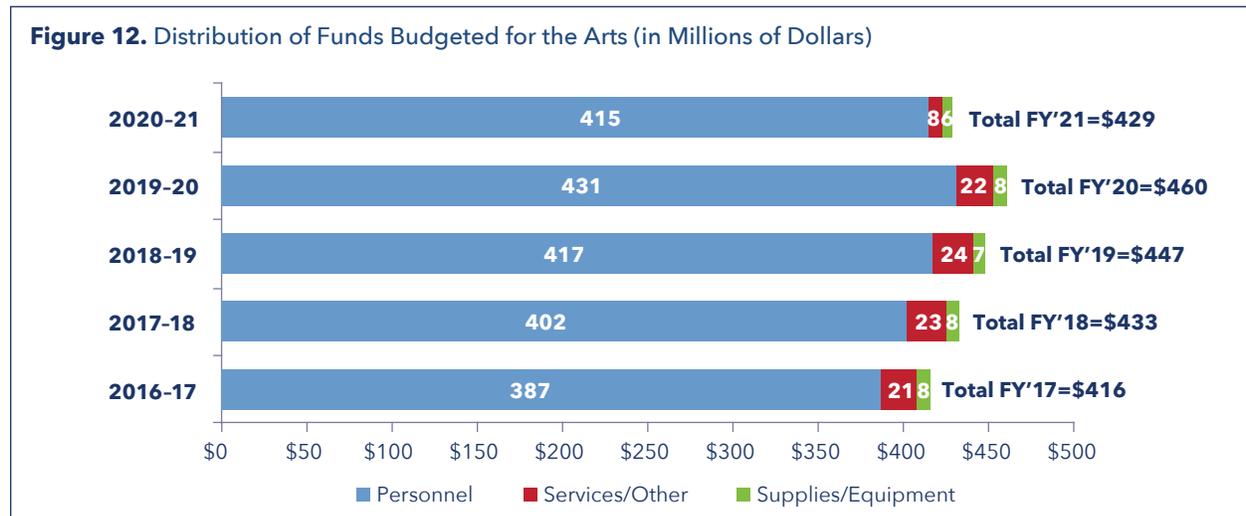
Table 11 provides the reasons reported for schools’ plans to discontinue services with at least one cultural arts organization. Of the 20 schools that planned to discontinue services after the 2020-21 school year, the majority reported other reasons than those listed, primarily due to expiring grant funding.

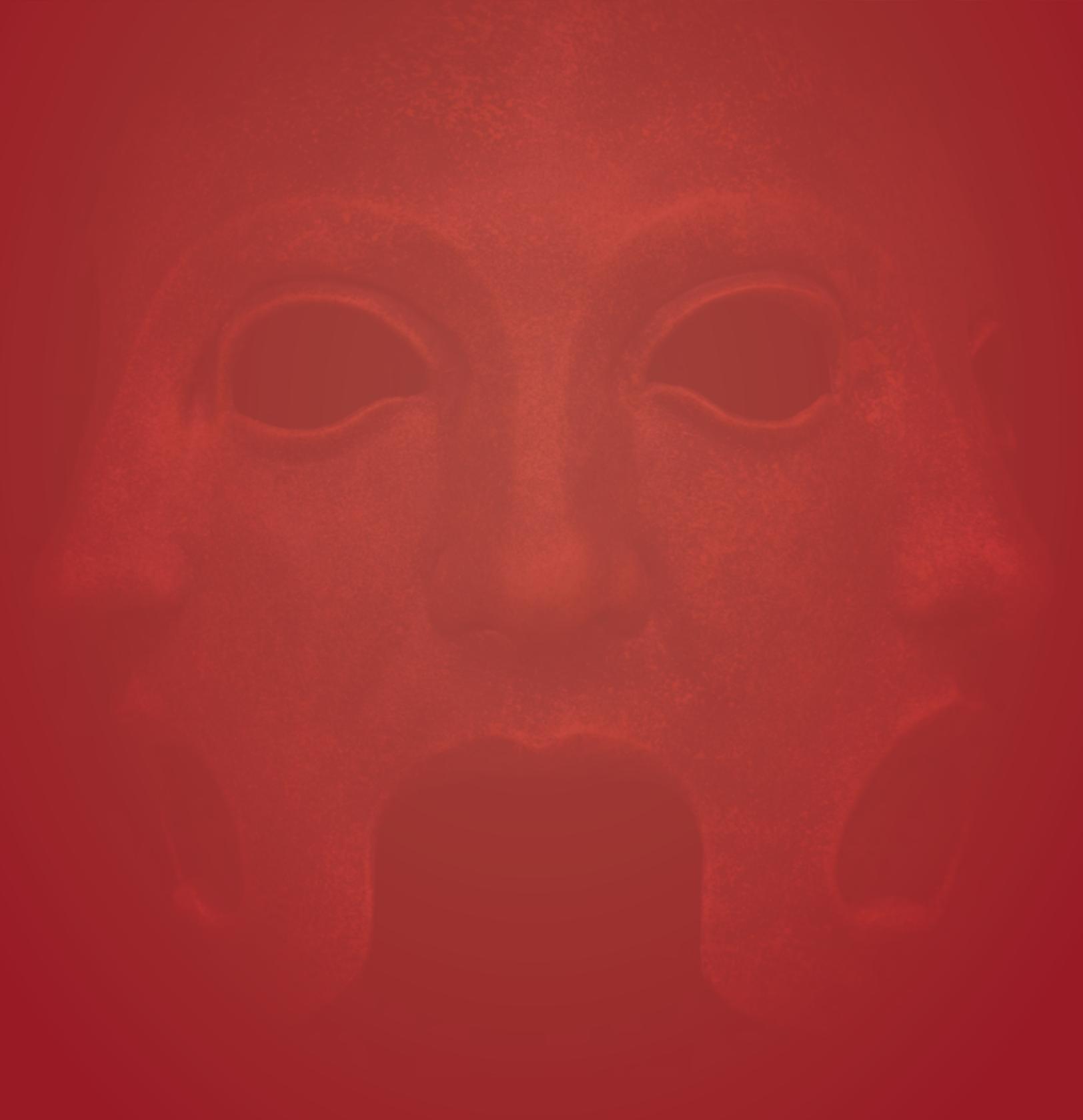
Table 11. Reasons for Schools Reporting Discontinuation of Services from Cultural Arts Organizations (2016-17 through 2020-21) (N=20)

Responses	2016-17	2017-18	2018-19	2019-20	2020-21
High Cost of Services	7%	14%	30%	1%	4%
Limited Capacity of Provider	7%	16%	3%	4%	0%
Reduced School Budget	18%	14%	30%	56%	4%
Unsatisfactory Quality of Services	12%	16%	21%	7%	4%
Other Responses	56%	41%	17%	31%	89%

Funds Budgeted for the Arts

In the 2020-21 fiscal year, the overall budget for the arts was \$428,769,312. This includes \$414,899,507 budgeted for personnel; \$8,070,689 for arts services/other (e.g., cultural arts organizations); and \$5,799,117 for arts supplies/equipment (e.g., instructional materials, equipment repair) (see Figure 12).





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 2020-21 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 2020-21 school year, 75 percent (N=1,176) 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 schools),⁴ 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 schools, 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 the 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 the 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 2020-21 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 2020-21 School Year, by Arts Discipline

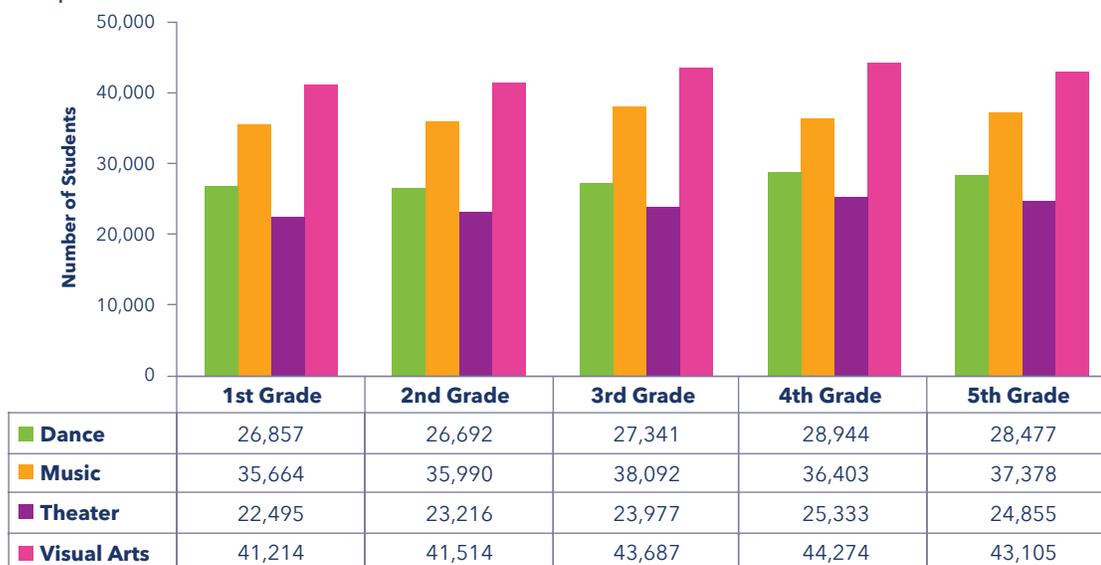


Figure 14. Number of Students in Grades 6-8 Participating in Arts Instruction in the 2020-21 School Year, by Arts Discipline

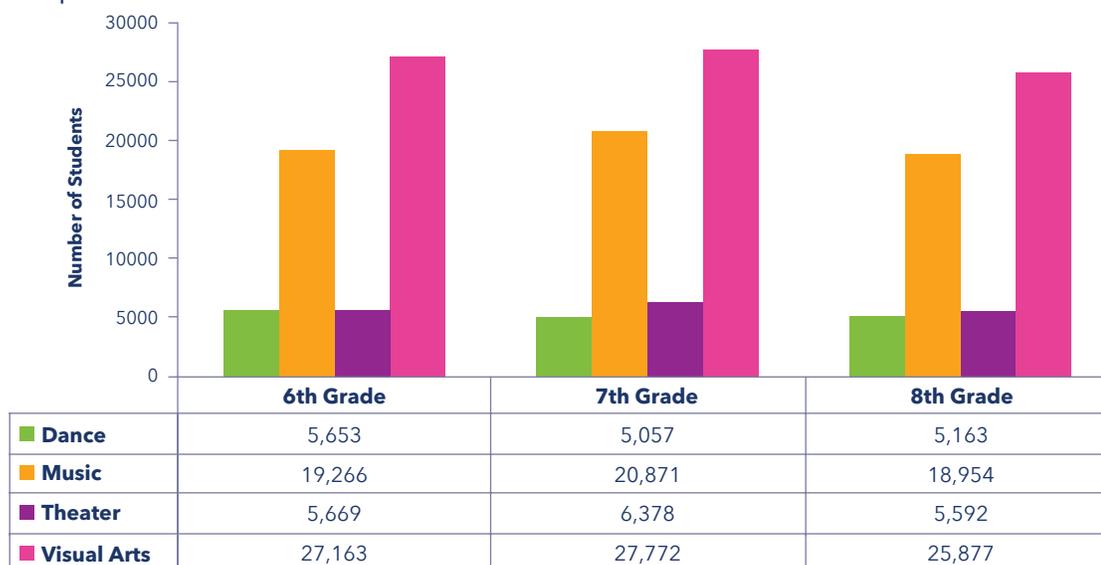
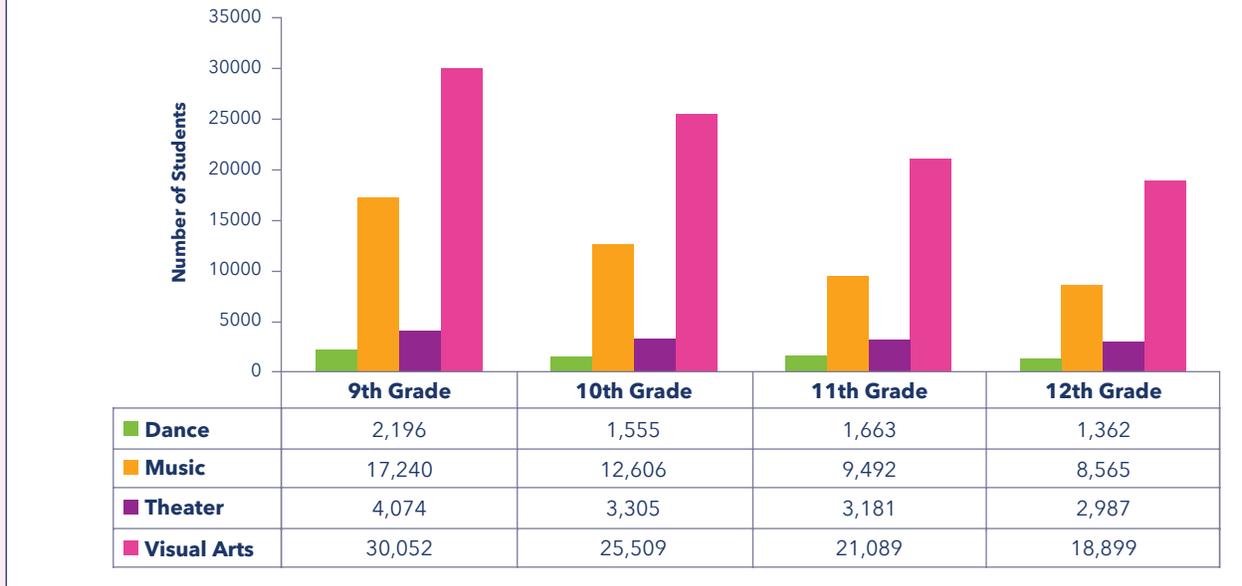


Figure 15. Number of Students in Grades 9-12 Participating in Arts Instruction in the 2020-21 School Year, by Arts Discipline



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 using 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*.

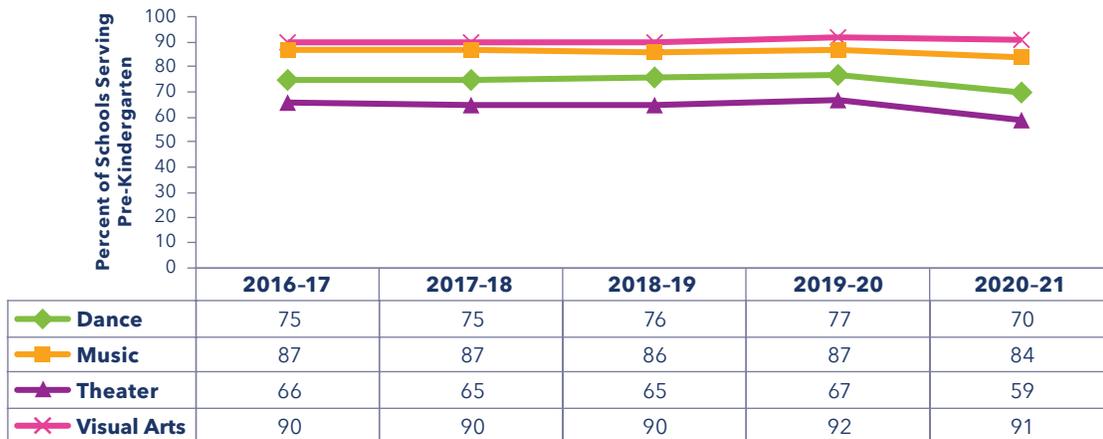
In 2020-21, 55 percent (N=648) of all schools that responded to the survey were classified as elementary schools (N=536) or multi-grade schools serving at least one elementary school grade (i.e., grades 1-5) (N=112). Overall, 527 responding schools served pre-kindergarten students and 644 schools served kindergarten students.

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 2016-17 through 2020-21 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.

ARTS IN SCHOOLS

Figure 16. Percent of Schools Serving Pre-Kindergarten That Offered Arts Taught by School-Based Staff, by Arts Discipline (2016-17 through 2020-21) (N=527)



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 the 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 2020-21 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 2016-17 through 2020-21. The types of arts disciplines offered to any grade 1-5 from 2016-17 through 2020-21 are displayed in Figure 17 for elementary schools only. Information on the average number of instructional hours provided in the arts in the 2020-21 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 Taught by Any Instructional Provider to Any Grade 1-5 in the 2020-21 School Year

Number of Arts Disciplines	
Elementary Schools (N=536)	
At Least One Arts Discipline	95%
At Least Two Arts Disciplines	83%
At Least Three Arts Disciplines	64%
Four Arts Disciplines	45%
Multi-Grade Schools Serving Grades 1-5 (N=112)	
At Least One Arts Discipline	99%
At Least Two Arts Disciplines	90%
At Least Three Arts Disciplines	63%
Four Arts Disciplines	35%

ARTS IN SCHOOLS

Table 13. Percent of Schools That Offered All Four Arts Disciplines Taught by *Any Instructional Provider*, to All Grades 1-5 (2016-17 through 2020-21)

	2016-17	2017-18	2018-19	2019-20	2020-21
Elementary Schools (N=536)					
All Four Arts Disciplines to All Grades 1-5	48%	47%	47%	47%	34%
Multi-Grade Schools (N=112)					
All Four Arts Disciplines to All Grades 1-5	35%	33%	30%	34%	18%

Figure 17. Percent of Elementary Schools by Type of Arts Disciplines Taught by *Any Instructional Provider* to Any Grade 1-5 (2016-17 through 2020-21) (N=536)

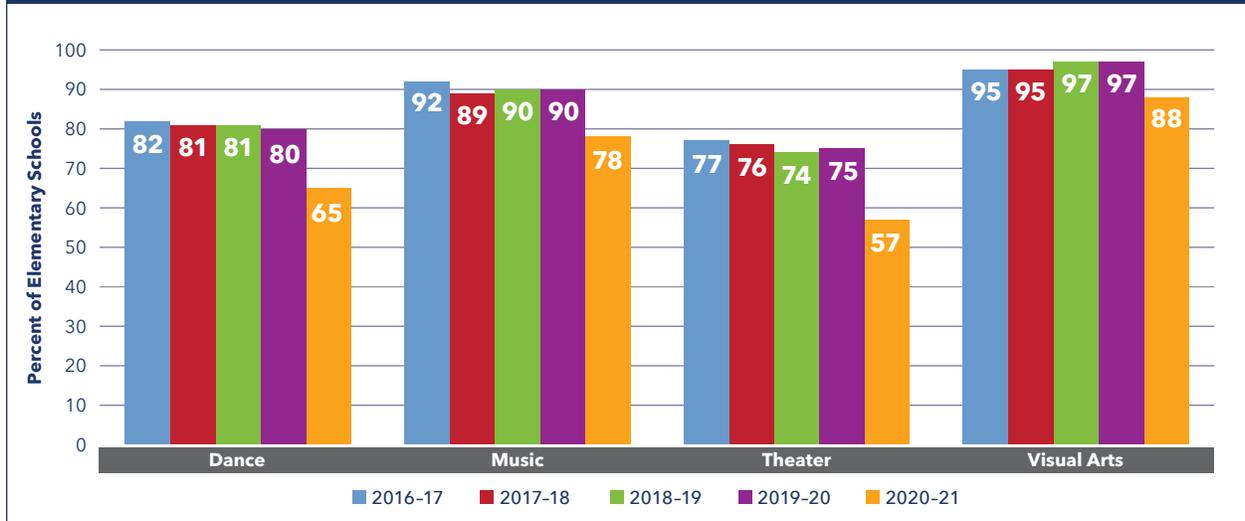


Figure 18. Average Annual Instructional Hours Taught in Elementary Schools by *Any Instructional Provider* in the 2020-21 School Year, by Arts Discipline (Grades 1-3) (N=536)

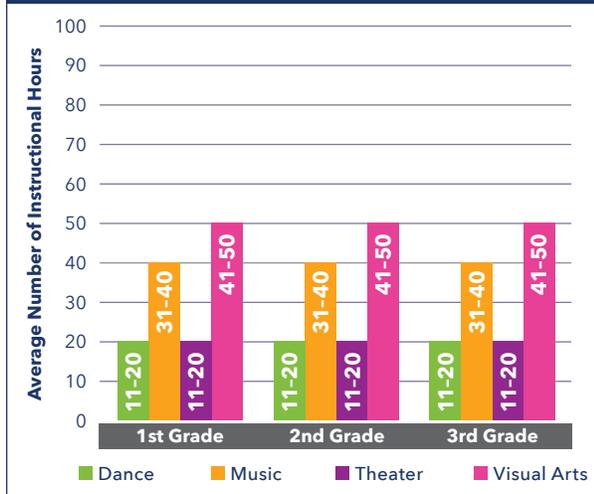
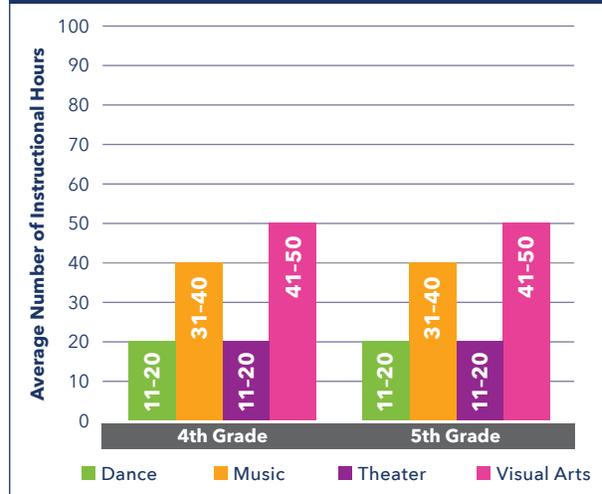


Figure 19. Average Annual Instructional Hours Taught in Elementary Schools by *Any Instructional Provider* in the 2020-21 School Year, by Arts Discipline (Grades 4-5) (N=536)



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

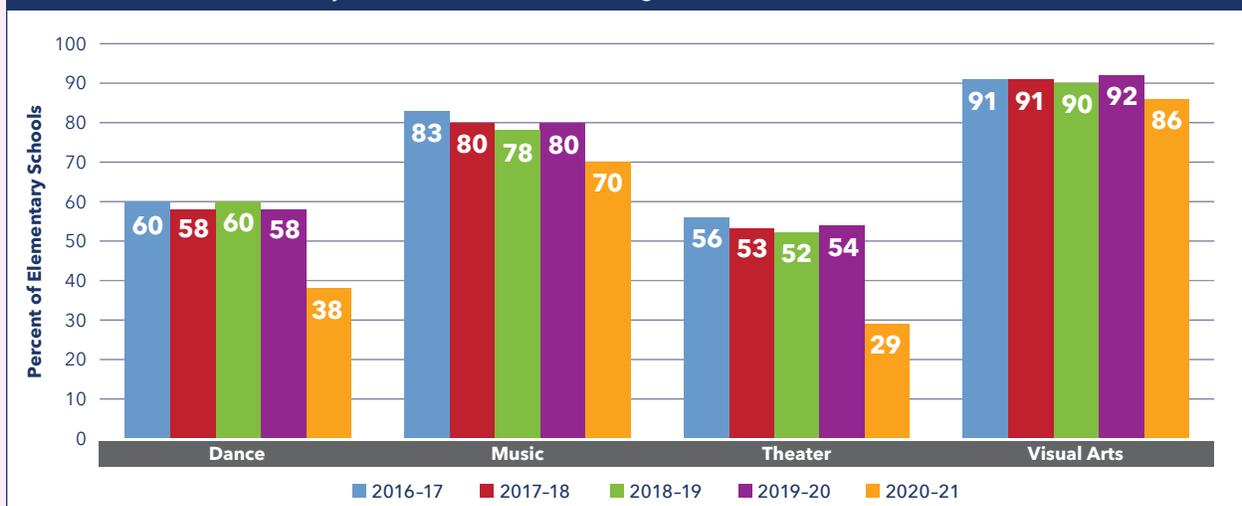
Table 14 and Figure 20 present data on arts instruction in dance, music, theater, and/or visual arts provided to students in grades 1-5 by school-based arts teachers or classroom teachers.

Table 14 shows the number of arts disciplines taught by school-based arts teachers or classroom teachers to any grade 1-5 in the 2016-17 through 2020-21 school years (elementary schools and multi-grade schools). The types of arts disciplines provided by school-based arts teachers or classroom teachers to any grade 1-5 from 2016-17 through 2020-21 are displayed for elementary schools only in Figure 20.

Table 14. Percent of All Schools Serving Grades 1-5, by Arts Disciplines Provided by School-Based Arts Teachers or Classroom Teachers (2016-17 through 2020-21)

Number of Arts Disciplines	2016-17	2017-18	2018-19	2019-20	2020-21
Elementary Schools (N=536)					
At Least One Arts Discipline	98%	97%	96%	97%	86%
At Least Two Arts Disciplines	85%	84%	82%	85%	64%
At Least Three Arts Disciplines	62%	59%	59%	59%	39%
Four Arts Disciplines	45%	41%	43%	44%	27%
Multi-Grade Schools Serving Grades 1-5 (N=112)					
At Least One Arts Discipline	99%	99%	99%	97%	93%
At Least Two Arts Disciplines	91%	87%	86%	89%	73%
At Least Three Arts Disciplines	57%	53%	55%	55%	36%
Four Arts Disciplines	36%	33%	33%	34%	20%

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 (2016-17 through 2020-21) (N=536)



ARTS IN SCHOOLS



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

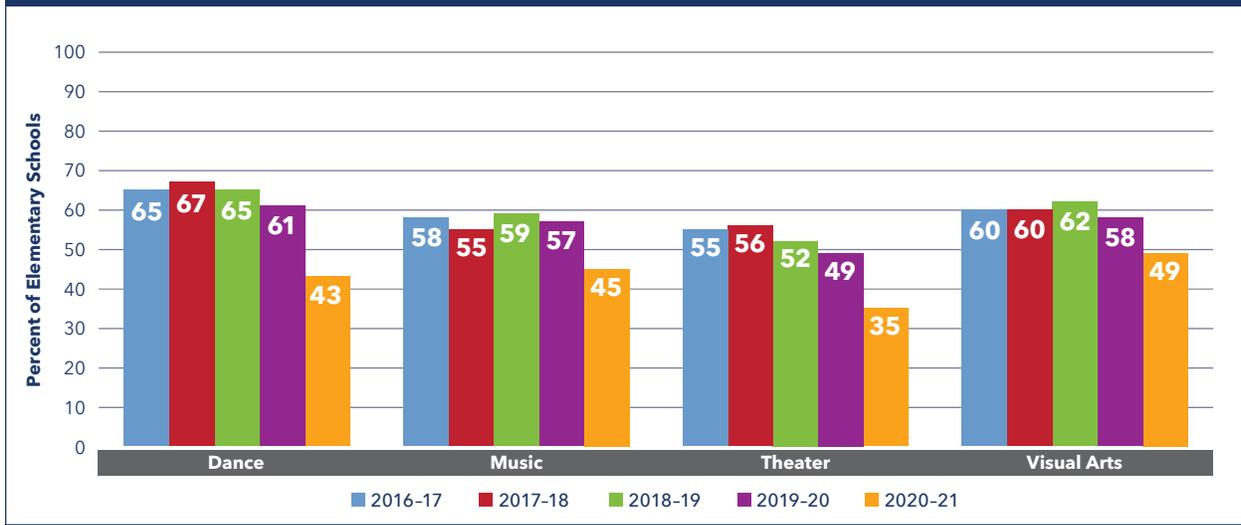
Table 15 and Figure 21 present data on arts instruction in dance, music, theater, and/or visual arts provided by cultural arts organizations.

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 2016-17 through 2020-21 school years (elementary schools versus multi-grade schools). The types of arts disciplines provided by cultural arts organizations to any grade 1-5 from 2016-17 through 2020-21 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* (2016-17 through 2020-21)

Number of Arts Disciplines	2016-17	2017-18	2018-19	2019-20	2020-21
Elementary Schools (N=536)					
At Least One Arts Discipline	93%	89%	89%	85%	73%
At Least Two Arts Disciplines	74%	70%	71%	67%	50%
At Least Three Arts Disciplines	53%	51%	48%	46%	30%
Four Arts Disciplines	27%	27%	29%	28%	18%
Multi-Grade Schools Serving Grades 1-5 (N=112)					
At Least One Arts Discipline	82%	83%	77%	75%	68%
At Least Two Arts Disciplines	60%	56%	55%	54%	46%
At Least Three Arts Disciplines	43%	33%	31%	36%	27%
Four Arts Disciplines	26%	20%	15%	17%	12%

Figure 21. Percent of Elementary Schools by Type of Arts Disciplines Provided by Cultural Arts Organizations to Any Grade 1–5 (2016–17 through 2020–21) (N=536)



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 2020-21 *Annual Arts Education Survey*. District 75 schools are not included. In 2020-21, of all schools that responded to the survey, 16 percent (N=184) were classified as middle schools, and 13 percent (N=149) were classified as multi-grade schools serving grades 6-8.



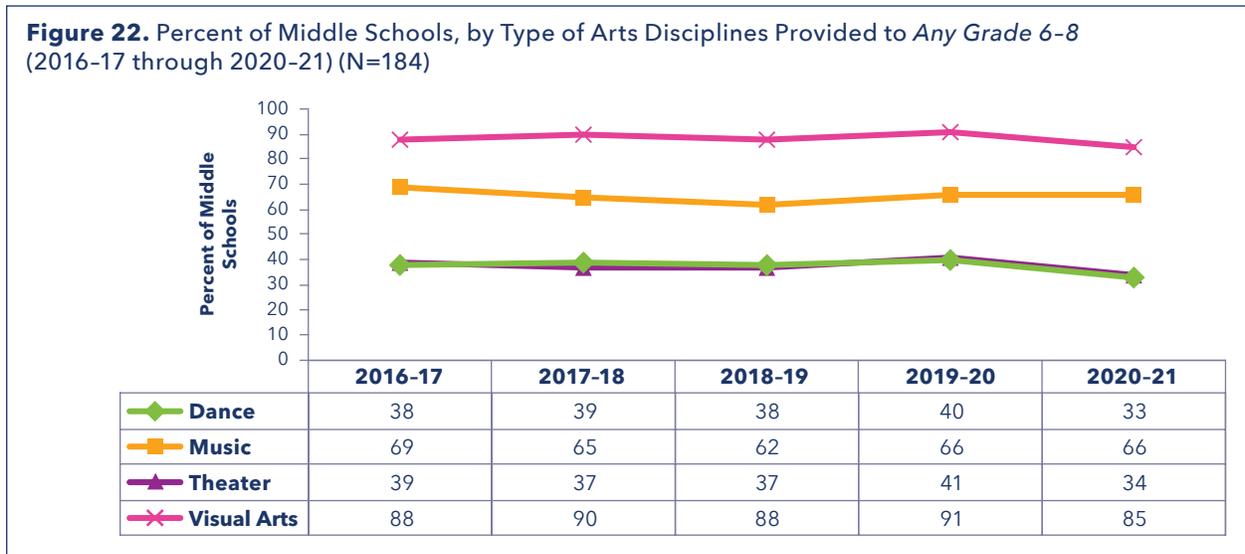
Arts Instruction Provided to Grades 6-8

Table 16 shows the number of arts disciplines provided to any grade 6-8 from the 2016-17 through 2020-21 school years (middle schools and multi-grade schools). The types of arts disciplines provided to any grade 6-8 from 2016-17 through 2020-21 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 (2016-17 through 2020-21)

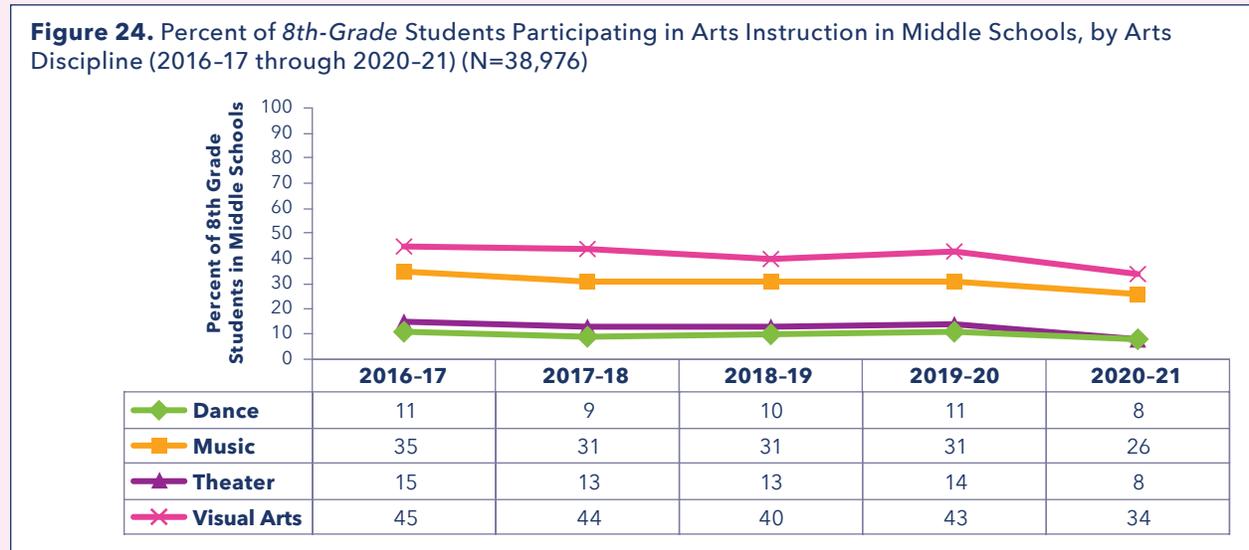
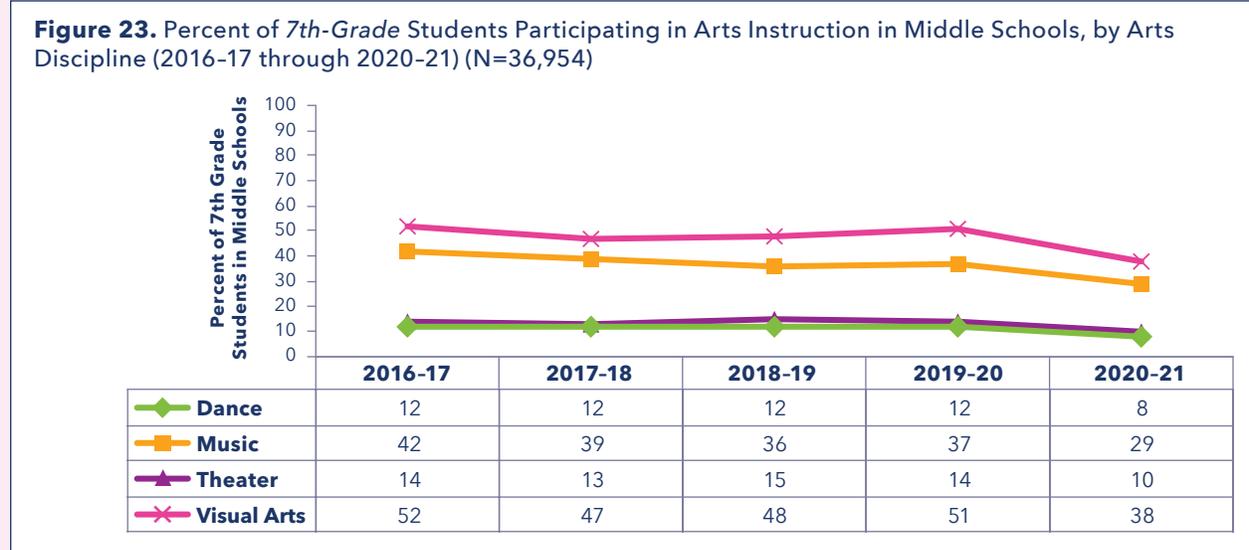
	2016-17	2017-18	2018-19	2019-20	2020-21
Middle Schools (N=184)					
At Least One Arts Discipline	99%	98%	98%	99%	98%
At Least Two Arts Disciplines	78%	76%	73%	78%	83%
At Least Three Arts Disciplines	44%	43%	41%	44%	53%
Four Arts Disciplines	14%	14%	14%	18%	26%
Multi-Grade Schools (N=149)					
At Least One Arts Discipline	99%	98%	97%	98%	99%
At Least Two Arts Disciplines	82%	79%	76%	83%	83%
At Least Three Arts Disciplines	38%	32%	32%	34%	37%
Four Arts Disciplines	12%	12%	10%	12%	13%

Figure 22. Percent of Middle Schools, by Type of Arts Disciplines Provided to Any Grade 6-8 (2016-17 through 2020-21) (N=184)



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 2016-17 through 2020-21 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 the 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 (2016-17 through 2020-21)

School Type	2016-17	2017-18	2018-19	2019-20	2020-21
Middle Schools (N=184)	31%	31%	30%	30%	33%
Multi-Grade Schools (N=149)	44%	50%	46%	48%	53%

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 (2016-17 through 2020-21)

School Type	2016-17	2017-18	2018-19	2019-20	2020-21
Middle Schools (N=184)	88%	88%	87%	85%	52%
Multi-Grade Schools (N=149)	90%	90%	90%	86%	74%



High School Grades

In 2020-21, 21 percent (N=249) of all schools that responded to the *Annual Arts Education Survey* were classified as high schools, and 4 percent (N=50) 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 2020-21 *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 2016-17 through 2020-21 school years.

Table 19. Percent of All Schools Serving Students in *Grades 9-12* That Screen in the Arts Before Admission (2016-17 through 2020-21)

School Type	2016-17	2017-18	2018-19	2021-20	2020-21
High Schools (N=249)	5%	6%	5%	6%	6%
Multi-Grade Schools (N=50)	7%	8%	6%	6%	4%

Arts Instruction Provided to Grades 9-12

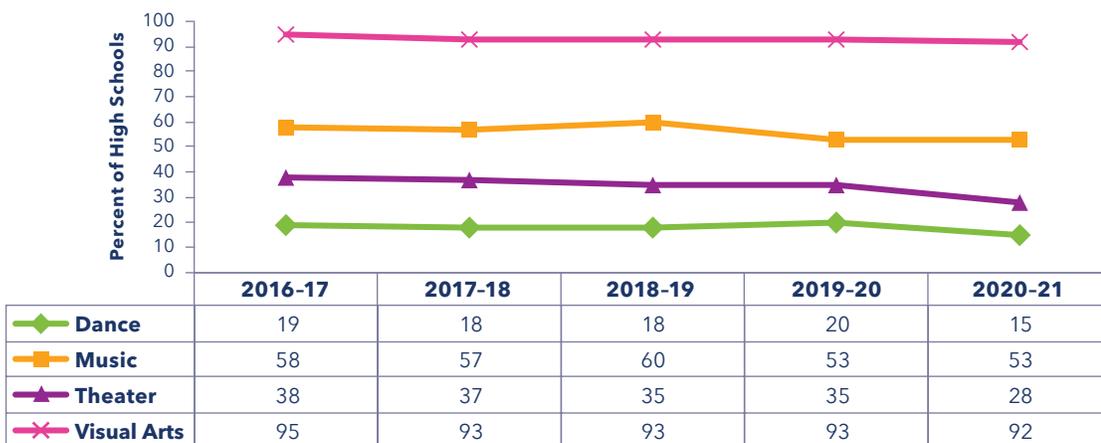
Table 20 shows the number of arts disciplines provided to any grade 9-12 from the 2016-17 through 2020-21 school years (high schools vs. multi-grade schools). The types of arts disciplines provided to any grade 9-12 from 2016-17 through 2020-21 are displayed for high schools only in Figure 25.

Table 20. Percent of All Schools Serving Grades 9-12, by Number of Arts Disciplines Provided to Any Grade 9-12 (2016-17 through 2020-21)

Number of Arts Disciplines	2016-17	2017-18	2018-19	2019-20	2020-21
High Schools (N=249)					
At Least One Arts Discipline	100%	100%	100%	99%	100%
At Least Two Arts Disciplines	68%	67%	66%	63%	59%
At Least Three Arts Disciplines	31%	31%	32%	30%	24%
Four Arts Disciplines	11%	9%	9%	10%	5%
Multi-Grade Schools (N=50)					
At Least One Arts Discipline	97%	97%	100%	100%	96%
At Least Two Arts Disciplines	87%	83%	90%	89%	82%
At Least Three Arts Disciplines	46%	50%	47%	42%	32%
Four Arts Disciplines	20%	15%	12%	11%	4%

ARTS IN SCHOOLS

Figure 25. Percent of High Schools, by Type of Arts Discipline Provided to Any Grade 9-12 (2016-17 through 2020-21) (N=249)



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 2016-17 through 2020-21 school years.

Figure 26. Percent of 9th-Grade Students Participating in Arts Instruction, by Arts Discipline (2016-17 through 2020-21) (N=48,423)

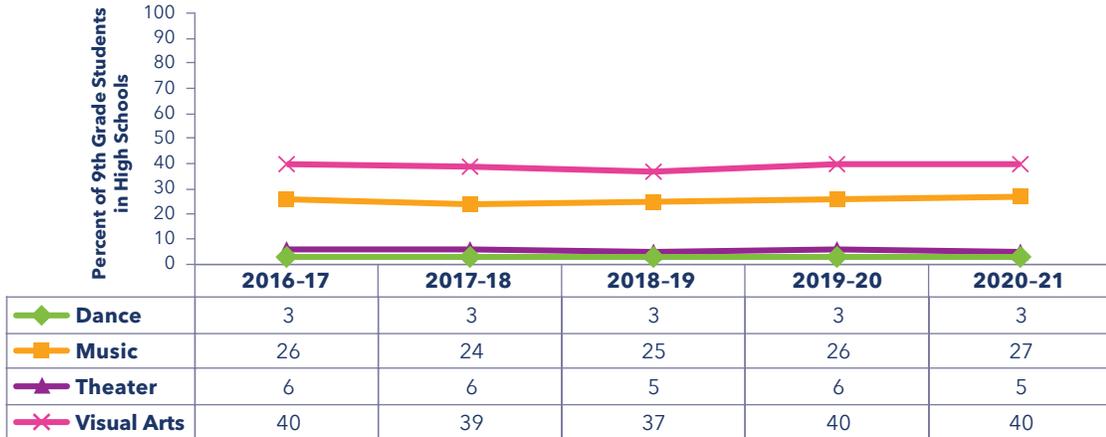
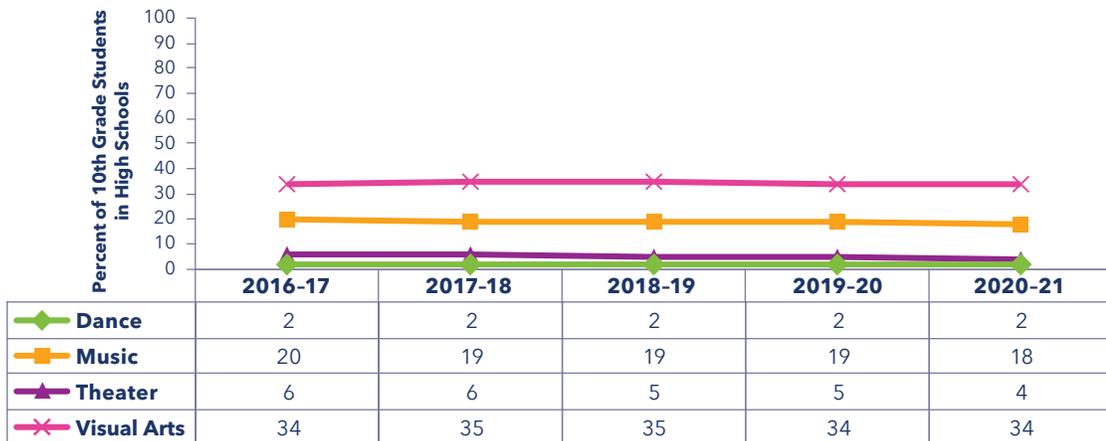


Figure 27. Percent of 10th-Grade Students Participating in Arts Instruction, by Arts Discipline (2016-17 through 2020-21) (N=48,060)



ARTS IN SCHOOLS

Figure 28. Percent of 11th-Grade Students Participating in Arts Instruction, by Arts Discipline (2016-17 through 2020-21) (N=42,596)



Figure 29. Percent of 12th-Grade Students Participating in Arts Instruction, by Arts Discipline (2016-17 through 2020-21) (N=40,820)



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 2016-17 through 2020-21 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 2020-21 school year.

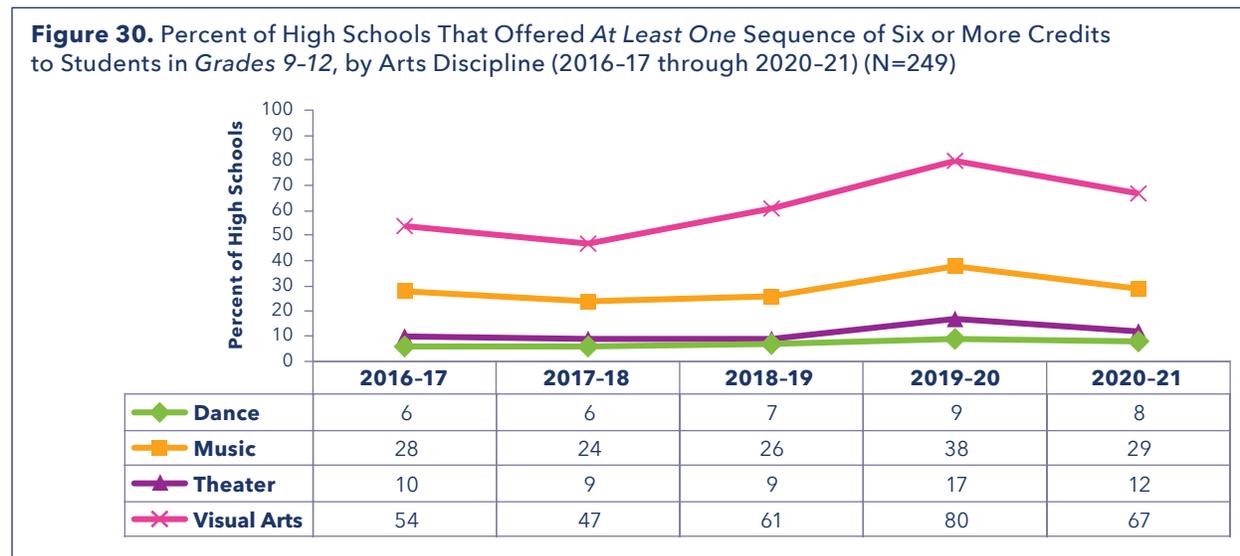


Table 21. Percent of High Schools That Offered At Least One Arts Sequence to Students in Grades 9-12 by Borough (2020-21) (N=249)

Borough	Credits	Dance	Music	Theater	Visual Arts
Bronx (N=56)	6-8	4%	13%	9%	61%
	9 or more	4%	9%	5%	21%
Brooklyn (N=69)	6-8	4%	29%	7%	64%
	9 or more	1%	13%	4%	23%
Manhattan (N=66)	6-8	5%	23%	14%	50%
	9 or more	6%	9%	8%	20%
Queens (N=50)	6-8	10%	44%	14%	84%
	9 or more	8%	30%	6%	38%
Staten Island (N=8)	6-8	13%	75%	50%	88%
	9 or more	13%	63%	13%	38%

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 2016-17 through 2020-21 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 (2016-17 through 2020-21)

School Type	2016-17	2017-18	2018-19	2019-20	2020-21
High Schools (N=249)	100%	100%	100%	100%	100%
Multi-Grade Schools (N=50)	100%	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 2020-21 *Annual Arts Education Survey*. Of all schools that responded to the survey, 4 percent (N=48) 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 2016-17 through 2020-21.

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

An IEP is a written document that is developed for each eligible pre-kindergarten and school-age student with a special need, in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA). The 2020-21 *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.



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Figure 31. Percent of District 75 Schools That Report Teachers Used the Arts to Advance Students' *Academic IEP*, by Arts Discipline (2020–21) (N=48)

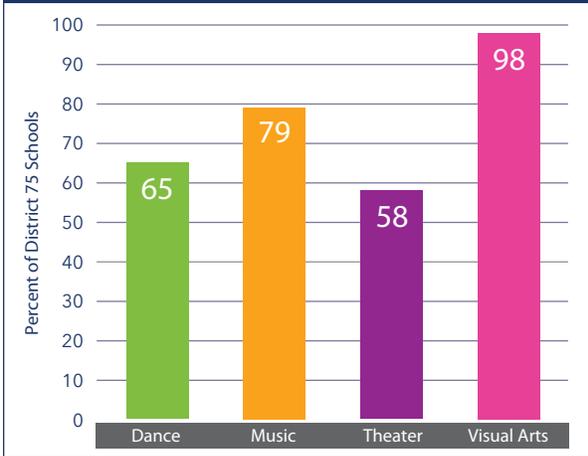


Figure 32. Percent of District 75 Schools That Report Teachers Used the Arts to Advance Students' *Differentiating Student Learning IEP Goals*, by Arts Discipline (2020–21) (N=48)

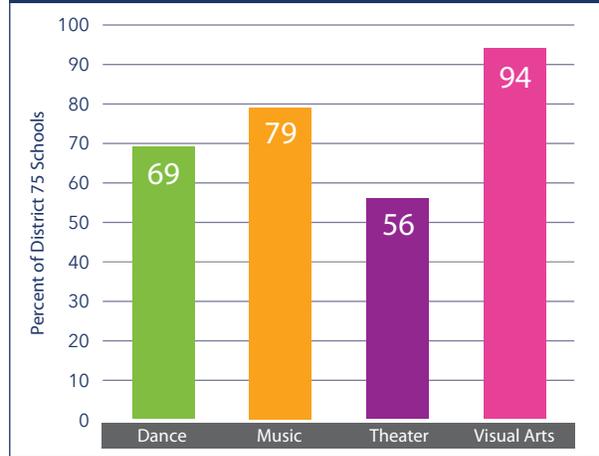


Figure 33. Percent of District 75 Schools That Report Teachers Used the Arts to Advance Students' *Social Skills IEP Goals*, by Arts Discipline (2020–21) (N=48)

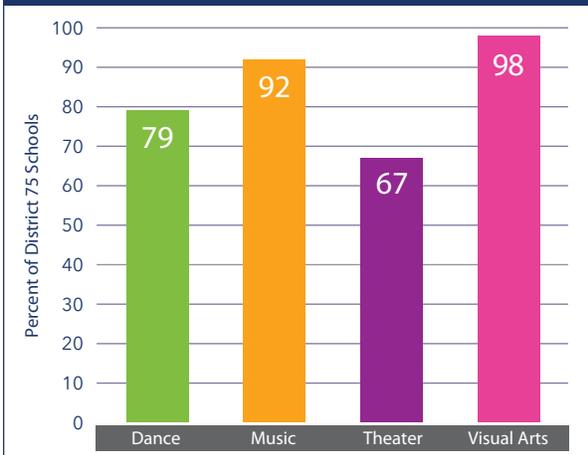


Figure 34. Percent of District 75 Schools That Report Teachers Used the Arts to Advance Students' *Management Skills IEP Goals*, by Arts Discipline (2020–21) (N=48)

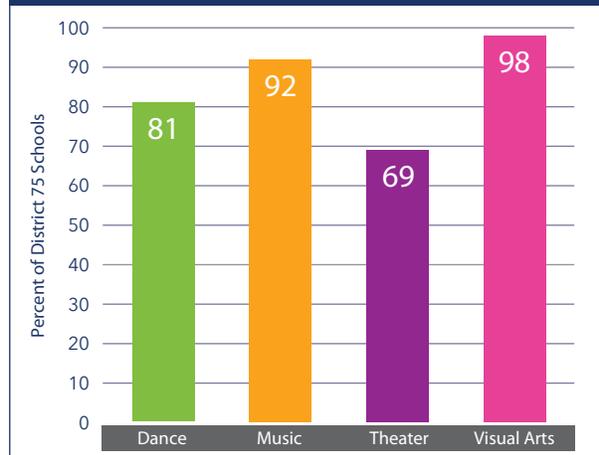


Figure 35. Percent of District 75 Schools That Report Teachers Used the Arts to Advance Students' *Physical Development IEP Goals*, by Arts Discipline (2020–21) (N=48)

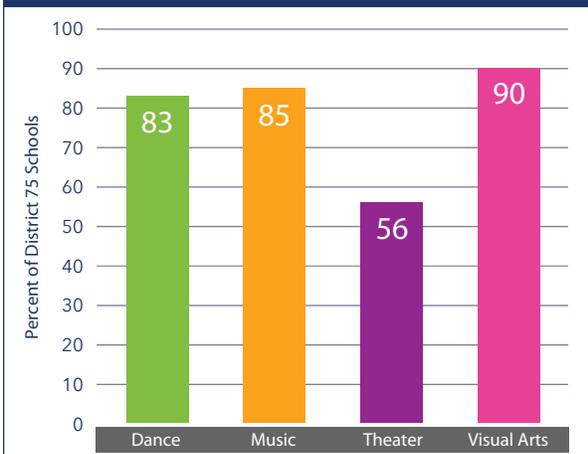
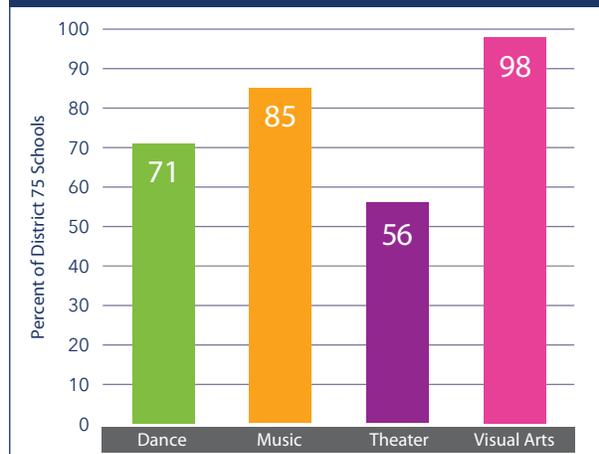


Figure 36. Percent of District 75 Schools That Report Teachers Used the Arts to Advance Students' *Fine Motor Skills IEP Goals*, by Arts Discipline (2020–21) (N=48)





Quality of Arts Education

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

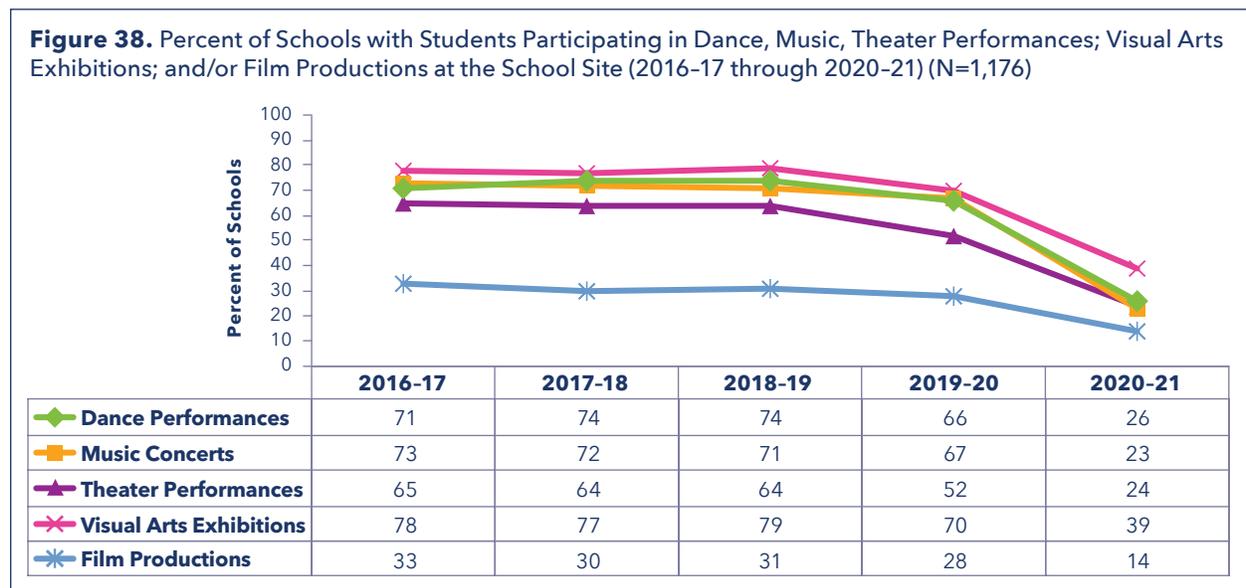
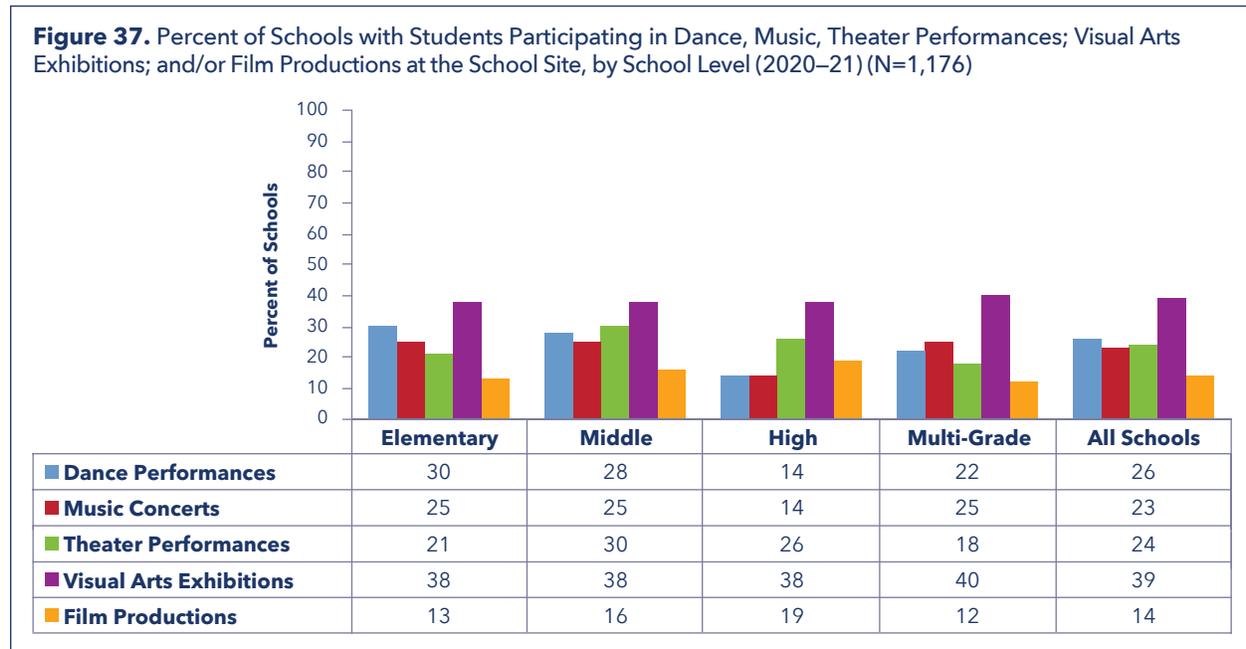
Student Participation in the Arts

The data in this section provide information on the percent of responding schools (N=1,176) that reported having students participate in arts performances 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 2020-21 school year, by school level. Figure 38 displays these data for responding schools from the 2016-17 through 2020-21 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 2020-21 *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 2016-17 through 2020-21 school years.

Table 23. Percent of Schools That Used the Following Methods of Evaluating Student Progress in the Arts (2016-17 through 2020-21) (N=1,176)

Assessment	2016-17	2017-18	2018-19	2019-21	2020-21
Culminating projects	84%	85%	84%	87%	77%
Teacher observations with descriptive feedback to students	78%	78%	76%	83%	78%
Conferences with students	68%	70%	70%	75%	67%
Student portfolios	58%	58%	58%	63%	52%
Arts performance assessments	66%	66%	63%	65%	50%
Student self and peer assessment	71%	71%	69%	74%	65%
Scaled rubrics with criteria	65%	66%	63%	70%	59%
Written assessments	45%	44%	42%	49%	36%
Student arts journals	36%	33%	33%	43%	32%

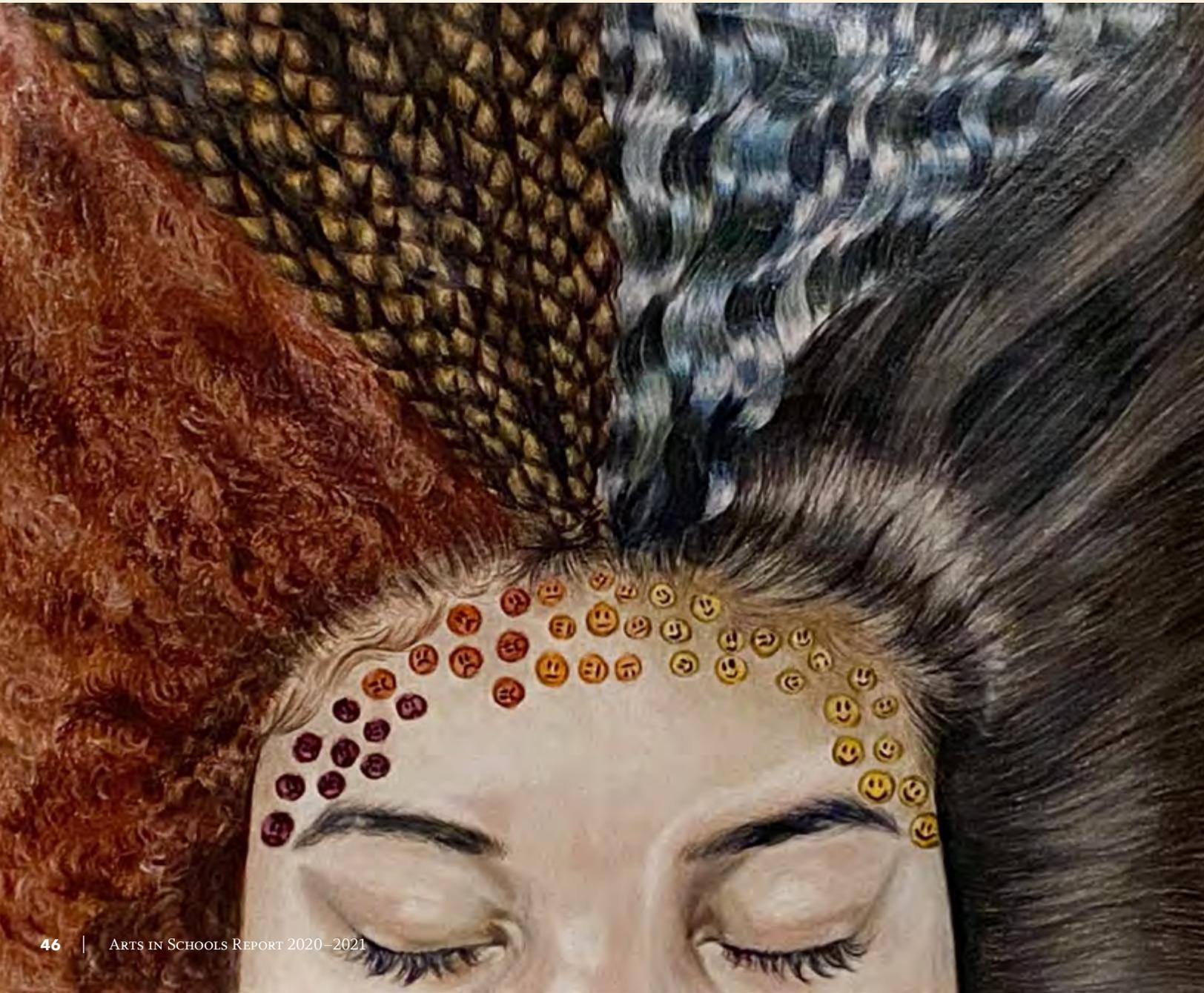


ARTS IN SCHOOLS

Arts-Based Professional Learning

Tables 24-27 present data on teacher participation in arts professional development as well as the providers for the professional development, as reported on the 2020-21 *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 development. Data are shown by school level, from the 2016-17 through the 2020-21 school years. Table 26 presents the average annual hours of arts-based professional development attended by school-based arts teachers and/or non-arts teachers by school level. Table 27 presents these same data by arts discipline in the 2020-21 school year.



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Table 24. Percent of Schools Reporting That School-Based Arts Teachers Attended Arts-Based Professional Learning, by School Level (2016-17 through 2020-21) (N=1,176)

School Level	2016-17	2017-18	2018-19	2019-20	2020-21
Elementary	84%	88%	85%	86%	72%
Middle	89%	88%	89%	90%	86%
High	85%	86%	84%	89%	82%
Multi-Grade	92%	92%	92%	89%	89%
All Schools	86%	88%	87%	88%	78%

Table 25. Percent of Schools Reporting That Non-Arts Teachers Attended Arts-Based Professional Learning, by School Level (2016-17 through 2020-21) (N=1,176)

School Level	2016-17	2017-18	2018-19	2020-21	2020-21
Elementary	48%	45%	44%	45%	30%
Middle	36%	32%	37%	35%	27%
High	38%	33%	34%	36%	29%
Multi-Grade	45%	42%	34%	37%	32%
All Schools	44%	40%	39%	40%	30%

ARTS IN SCHOOLS

Table 26. Average Annual Hours of Arts-Based Professional Development, by School Level and Teacher Type (2020-21) (N=1,176)

School Level	School-Based Arts Teacher	Non-Arts Teacher
	Mean Hours	Mean Hours
Elementary	7-12	1-6
Middle	13-18	7-12
High	13-18	7-12
Multi-Grade	7-12	1-6
All Schools	7-12	7-12

Table 27. Average Annual Hours of Arts-Based Professional Development Across All Arts Disciplines, by Arts Discipline and Teacher Type (2020-21) (N=1,176)

Arts Discipline	School-Based Arts Teacher	Non-Arts Teacher
	Mean Hours	Mean Hours
Dance	7-12	1-6
Music	13-18	1-6
Theater	7-12	7-12
Visual Arts	7-12	7-12



School-based arts teachers and non-arts teachers can receive arts-based professional development from a variety of providers, such as staff from the central NYCDOE, universities, or cultural arts organizations. Figure 39 displays the percent of all responding schools that reported having arts teachers or non-arts teachers attend arts-based professional development. Data are presented by provider for the 2020-21 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 2019-20 and 2020-21 school years.⁵

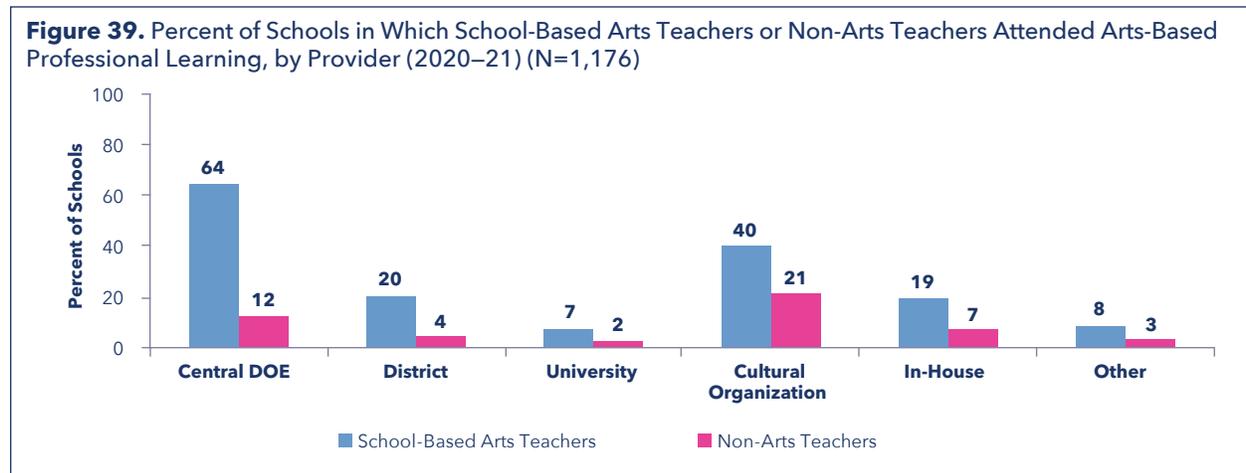


Table 28. Percent of Schools in Which School-Based Arts Teachers Attended Arts Professional Learning, by Provider (2019-20 and 2020-21) (N=1,176)

Professional Learning Network	Elementary		Middle		High		Multi-Grade		All Schools	
	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21
Central DOE ⁶	76%	60%	78%	67%	72%	63%	79%	75%	76%	64%
District	37%	17%	30%	22%	19%	21%	27%	21%	32%	20%
University	7%	5%	7%	5%	14%	11%	6%	11%	8%	7%
Cultural Arts Organizations	46%	35%	45%	47%	50%	43%	52%	45%	47%	40%
In-House	19%	14%	34%	23%	31%	27%	23%	23%	24%	19%
Other	8%	8%	9%	8%	12%	8%	10%	13%	9%	8%

⁵ In 2020-21, schools that responded “Other” listed specific central NYCDOE, district, and/or cultural arts organization professional development.

⁶ Since the 2015-16 school year, professional development in arts education offered by central NYCDOE was provided 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).

ARTS IN SCHOOLS

Certified School-Based Arts Teachers

Tables 29 and 30 show the number of certified arts teachers in NYCDOE schools. The data are shown by arts discipline (Table 29) and school level (Table 30) for the 2016-17 through 2020-21 school years. Data on the number of full-time certified school-based arts teachers on staff are provided each year through the NYCDOE Division of Human Resources for all schools (N=1,578 in the 2020-21 school year).

Table 29. Number of Full-Time Certified School-Based Arts Teachers, by Arts Discipline (2016-17 through 2020-21) (N=1,578)

Arts Discipline	2016-17	2017-18	2018-19	2019-20	2020-21
Dance	239	253	263	264	259
Music	1,029	1,048	1,057	1,039	994
Theater	178	202	200	221	218
Visual Arts	1,324	1,334	1,329	1,332	1,295
Total	2,770	2,837	2,849	2,856	2,766



Table 30. Number of *Full-Time* Certified School-Based Arts Teachers, by School Level (2016-17 through 2020-21) (N=1,578)

School Level	2016-17	2017-18	2018-19	2019-20	2020-21
Elementary	696	754	737	752	711
Middle	518	533	544	571	553
High	865	870	863	867	855
Other ⁷	691	680	705	666	647
Total	2,770	2,837	2,849	2,856	2,766

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 2016-17 through 2020-21 school years.

Figure 40. Percent of Schools with At Least One *Full-Time* Certified School-Based Arts Teacher, by Arts Discipline (2016-17 through 2020-21) (N=1,578)



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

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Figure 41. Percent of Schools with *At Least One Part-Time Certified School-Based Arts Teacher*, by Arts Discipline (2016-17 through 2020-21) (N=1,176)

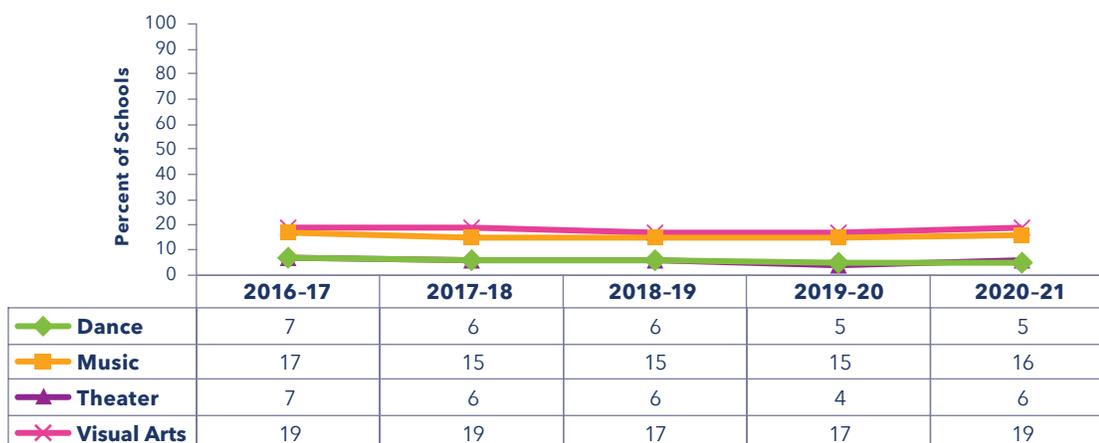


Figure 42. Percent of Schools with *At Least One Full-Time Certified School-Based Dance Teacher* (2016-17 through 2020-21) (N=1,578)

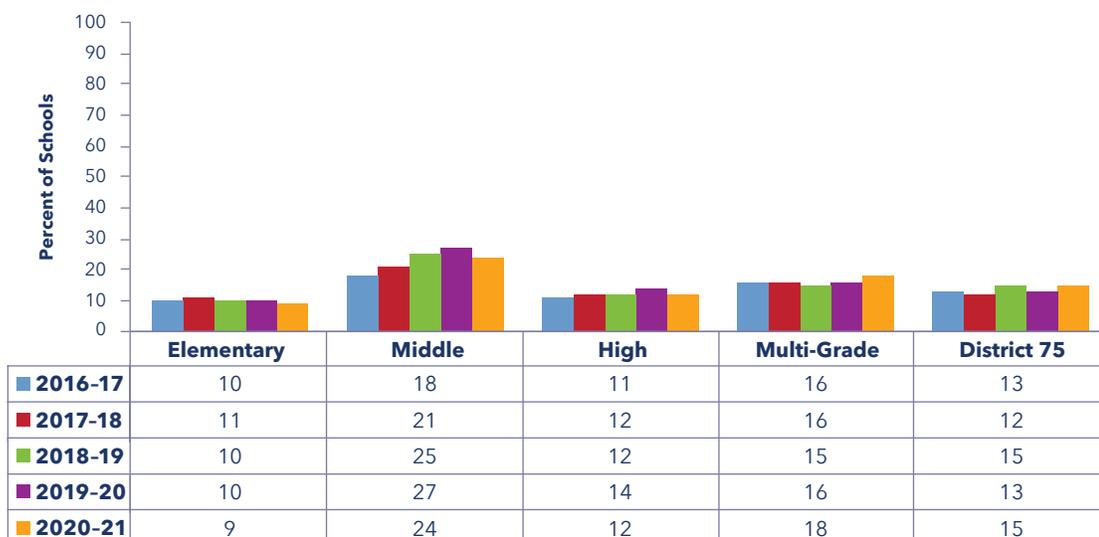


Figure 43. Percent of Schools with At Least One Full-Time Certified School-Based Music Teacher (2016-17 through 2020-21) (N=1,578)

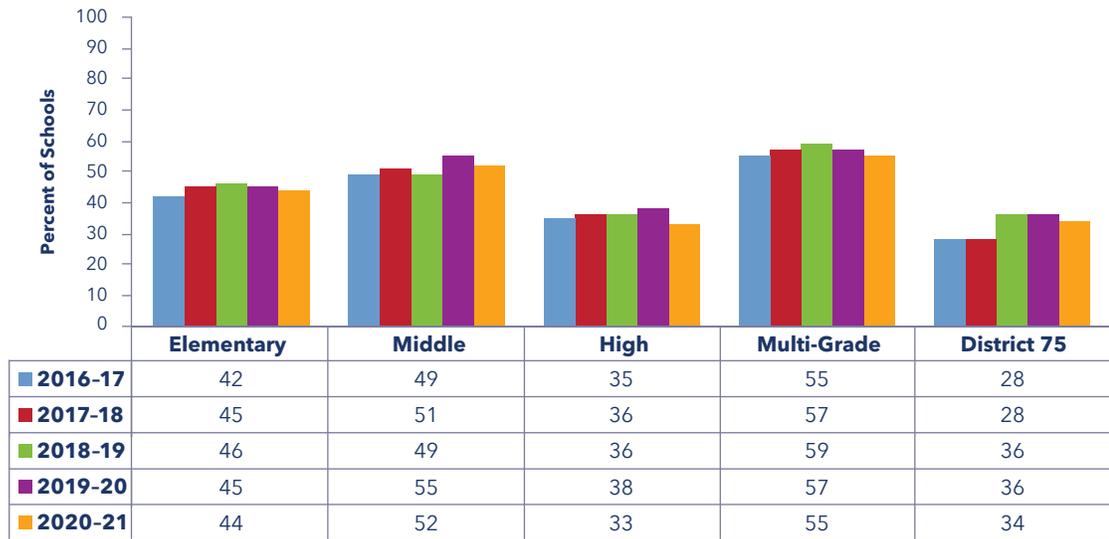


Figure 44. Percent of Schools with At Least One Full-Time Certified School-Based Theater Teacher (2016-17 through 2020-21) (N=1,578)

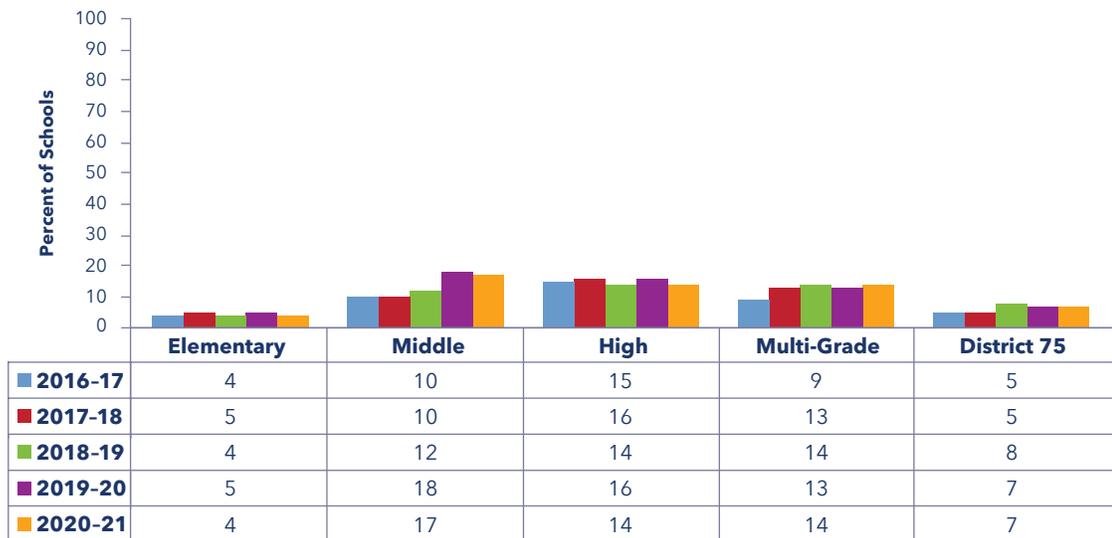
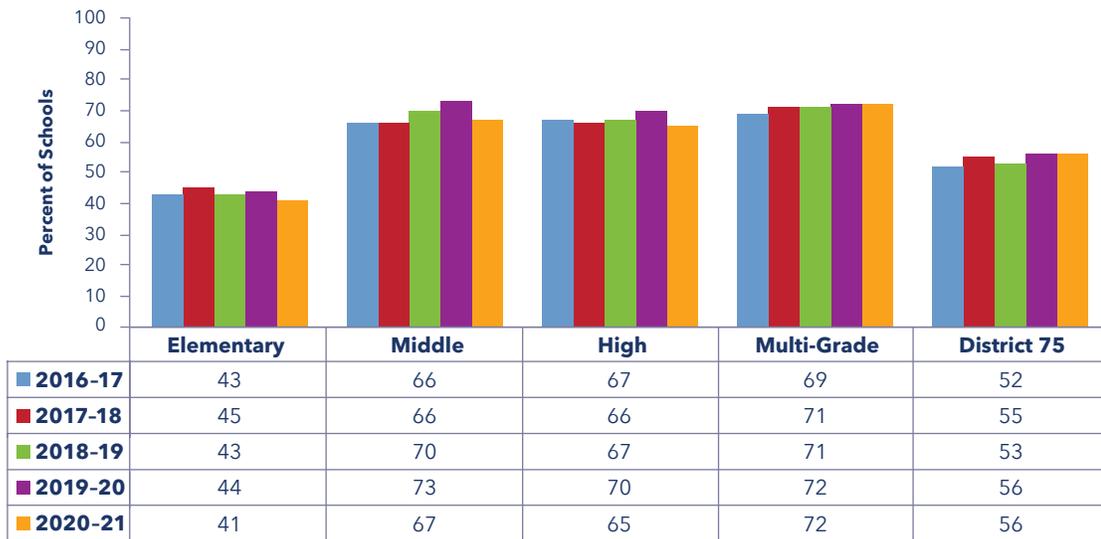


Figure 45. Percent of Schools with At Least One Full-Time Certified School-Based Visual Arts Teacher (2016-17 through 2020-21) (N=1,578)



Cultural Arts Organizations

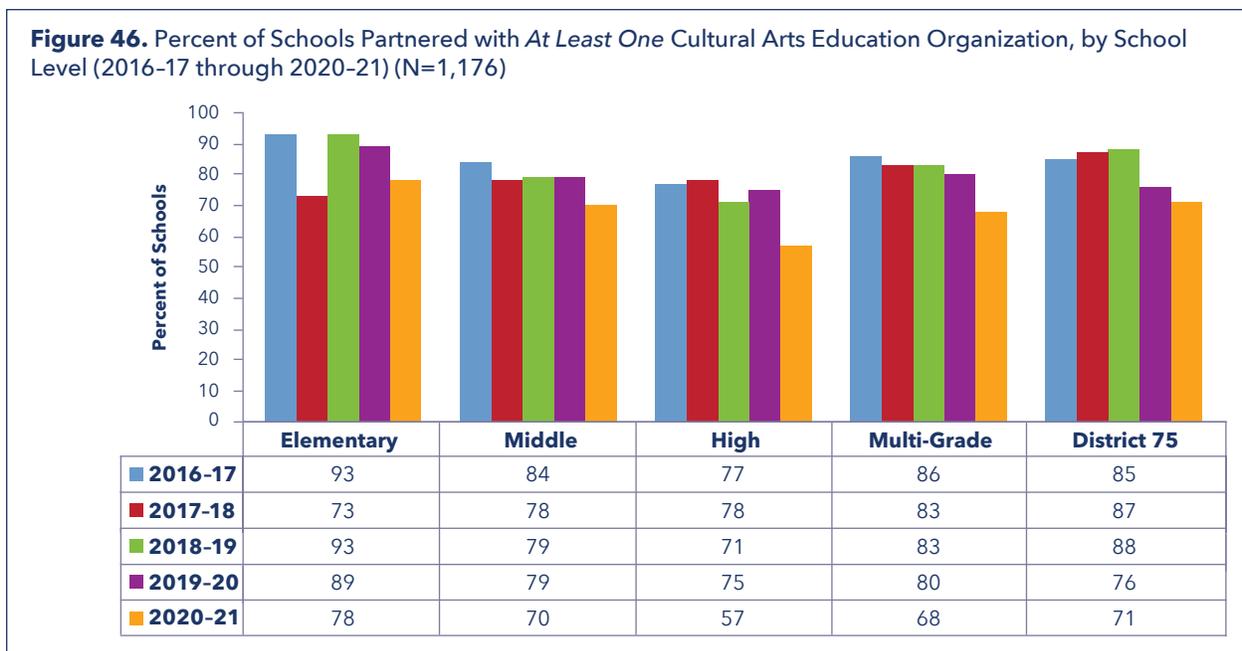
New York City’s cultural arts organizations are a tremendous asset to the public schools, providing students and teachers with access to quality arts instruction and world-class performances and exhibitions. Professional artists and performers work directly with schools to engage students in exciting 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 2020-21 *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=1,176) that reported working with at least one cultural arts organization are shown for school years 2016-17 through 2020-21 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 2016-17 through 2020-21 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 2016-17 through 2020-21 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 (2016-17 through 2020-21) (N=1,176)

Borough	2016-17	2017-18	2018-19	2019-20	2020-21
Bronx (N=247)	85%	73%	83%	80%	66%
Brooklyn (N=363)	85%	78%	83%	81%	75%
Manhattan (N=207)	90%	78%	85%	87%	76%
Queens (N=293)	84%	83%	82%	81%	67%
Staten Island (N=66)	91%	87%	95%	84%	68%

Figure 46. Percent of Schools Partnered with *At Least One* Cultural Arts Education Organization, by School Level (2016-17 through 2020-21) (N=1,176)



ARTS IN SCHOOLS

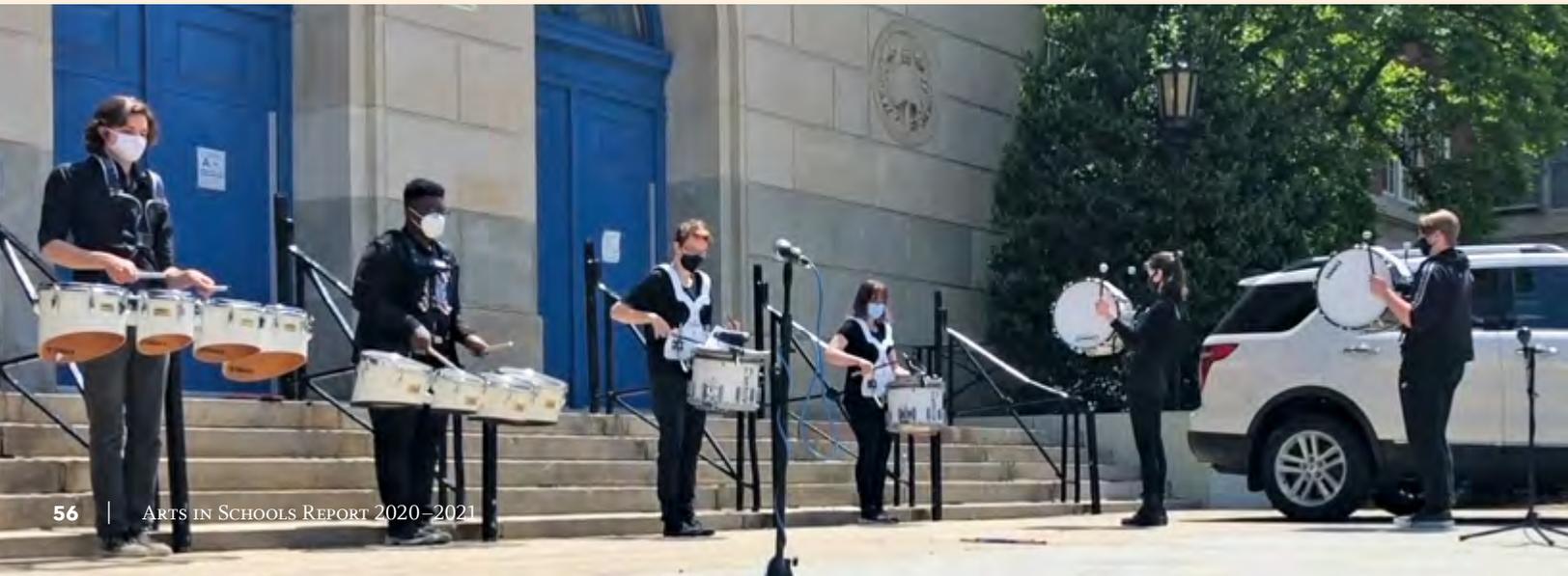
Tables 32 and 33 show the type of cultural arts organization services provided and respondents' perceptions of the quality of service of their partner cultural arts organizations. Data for these tables are shown for the 2016-17 through 2020-21 school years, and are based on responses from the responding schools that reported working with at least one cultural arts organization on the *Annual Arts in Education Survey* (71%, or N=831, in 2020-21).

Table 32. Percent of Schools Reporting the Type of Services Provided by Cultural Arts Organizations (2016-17 through 2020-21) (N=831)

Type of Services	2016-17	2017-18	2018-19	2019-20	2020-21
Arts-Related Field Trips	32%	35%	34%	32%	20%
In-School Student Workshops	15%	14%	14%	17%	18%
Residency (direct instruction to students)	48%	47%	48%	45%	54%
Teacher Professional Development	4%	5%	4%	6%	9%

Table 33. Percent of Schools Reporting the Quality of Services Provided by Cultural Arts Organization (2016-17 through 2020-21) (N=831)

Quality of Services	2016-17	2017-18	2018-19	2019-20	2020-21
1 (Poor)	0.2%	0.1%	0.2%	0.1%	0.1%
2	1%	0.4%	0.4%	0.3%	0.2%
3	3%	2%	3%	2%	2%
4	14%	12%	12%	10%	9%
5 (Excellent)	82%	85%	84%	88%	89%



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. In 2020-21, a greater proportion of schools planned to continue services with a cultural arts organization compared to the previous year (and consistent with pre-pandemic levels).

Table 34. Schools' Expectations Regarding Continuation of Services with Cultural Arts Organizations (2016-17 through 2020-21) (N=831)

Responses	2016-17	2017-18	2018-19	2019-20	2020-21
School Will Continue Service with At Least One Cultural Arts Organization	87%	88%	86%	77%	85%
School Will Discontinue Service with At Least One Cultural Arts Organization	5%	4%	5%	5%	2%
School Is Uncertain about Continuation of Services with At Least One Cultural Arts Organization	26%	24%	26%	36%	22%

Table 35 provides the reasons reported for schools' plans to discontinue services with at least one cultural arts organization. Of the 20 schools that planned to discontinue services after the 2020-21 school year, the majority reported other reasons than those listed, primarily due to expiring grant funding.

Table 35. Reasons for Schools Reporting Discontinuation of Service from Cultural Arts Organizations (2016-17 through 2020-21) (N=20)

Responses	2016-17	2017-18	2018-19	2019-20	2020-21
High Cost of Services	7%	14%	30%	1%	4%
Limited Capacity of Provider	7%	16%	3%	4%	0%
Reduced School Budget	18%	14%	30%	56%	4%
Unsatisfactory Quality of Services	12%	16%	21%	7%	4%
Other Responses	56%	41%	17%	31%	89%

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

Figure 47 displays the percent of responding schools that reported having students who participated in arts performances, exhibitions, and/or productions outside the school site, by school level during the 2020-21 school year. Figure 48 displays these data for all schools during the 2016-17 through 2020-21 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 (2020-21) (N=1,176)

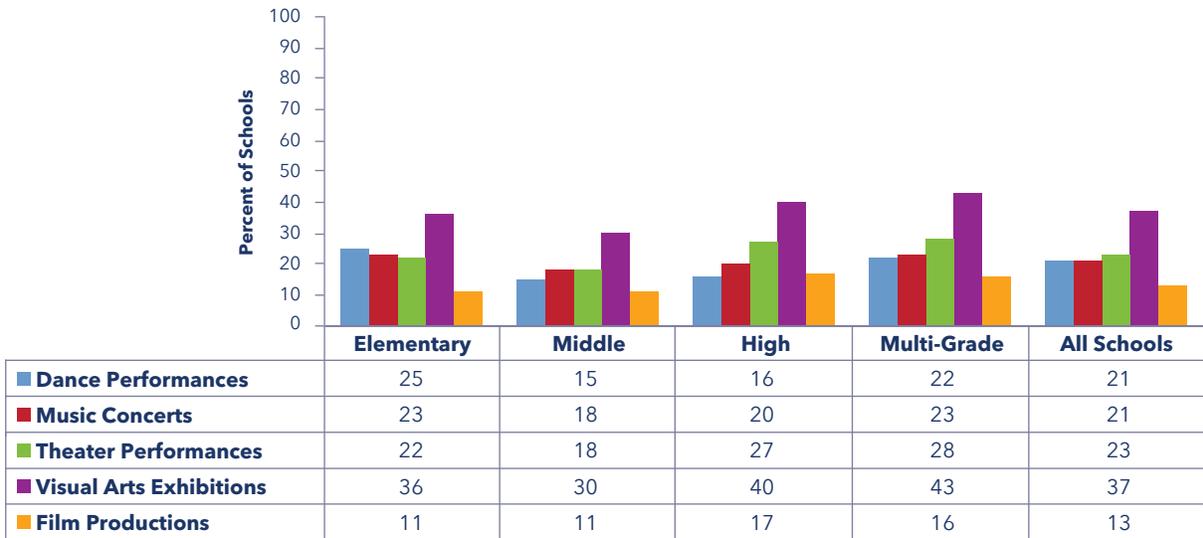


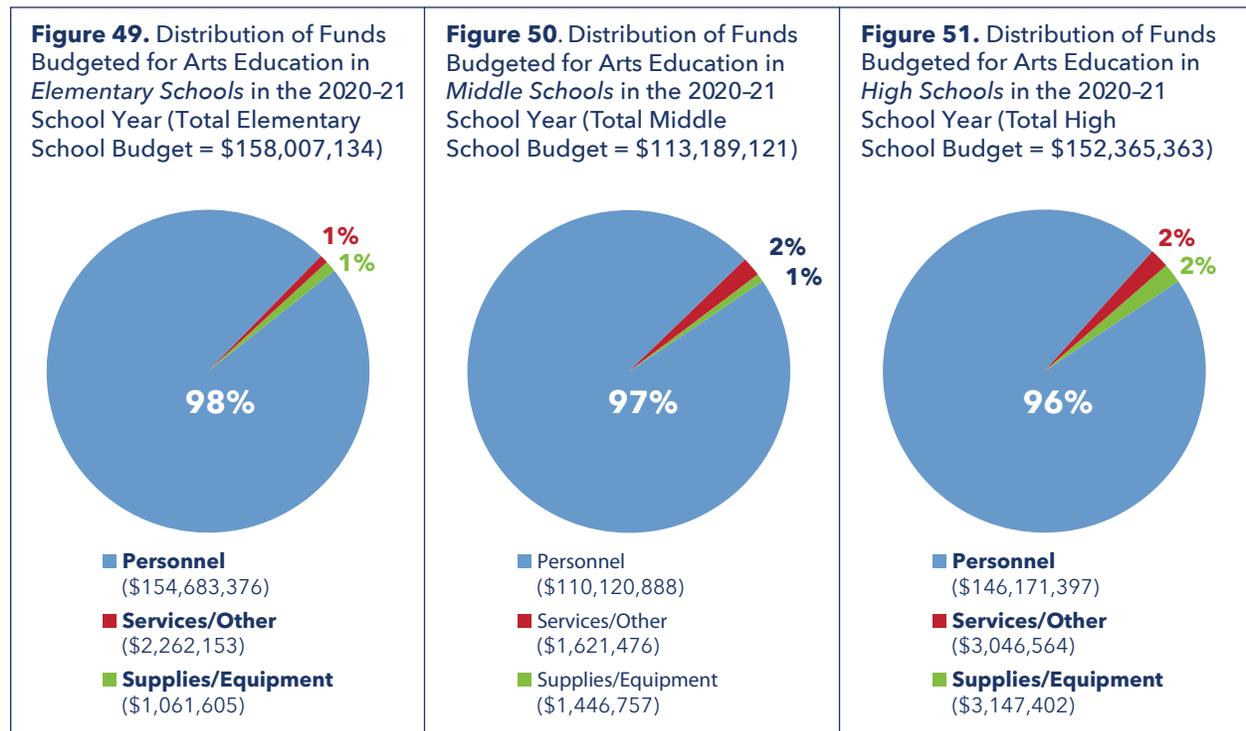
Figure 48. Percent of Schools with Students Participating in Dance, Music, Theater Performances; Visual Arts Exhibitions; and/or Film Productions *Outside the School Site* (2016-17 through 2020-21) (N=1,176)





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 2016-17 through 2020-21 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 2020-21 fiscal year.



ARTS IN SCHOOLS

External Funding for Arts Education

On the 2020-21 *Annual Arts Education Survey* (N=1,176), 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 2019-20 and 2020-21 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 2020-21) (N=1,176)

Funding Sources	Elementary		Middle		High		Multi-Grade		All Schools	
	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21
Private Foundation	10%	8%	18%	9%	14%	10%	17%	11%	13%	9%
Local Business or Corporation	55%	4%	4%	3%	6%	4%	8%	7%	6%	5%
PTA/PA	36%	22%	22%	12%	14%	12%	26%	19%	27%	18%
State, County, Local Arts Organization or Agencies	20%	16%	10%	14%	9%	8%	13%	10%	15%	13%
Federal, State, or City Grants	51%	38%	50%	42%	38%	34%	40%	42%	46%	39%
Cultural Arts Organizations	36%	33%	34%	27%	25%	15%	41%	32%	34%	28%



Arts Space

Classrooms or other school facilities designed and used solely for arts instruction are essential for teaching each arts discipline. On the 2020-21 *Annual Arts Education Survey* (N=1,176), 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 2020-21 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 2020-21 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 (2020-21) (N=1,176)

Classrooms or Other School Facilities Used for Arts Instruction	Elementary	Middle	High	Multi-Grade	District 75	All Schools
Dance	23%	45%	25%	34%	25%	28%
Music	51%	63%	44%	60%	33%	52%
Theater	27%	37%	29%	33%	21%	30%
Visual Arts	57%	77%	72%	70%	52%	65%
Media	32%	44%	36%	36%	23%	35%

Table 38. Percent of Schools with At Least One Classroom or Other School Facility Multi-Purposed for the Arts (2020-21) (N=1,176)

Classrooms or Other School Facilities Used for Arts Instruction	Elementary	Middle	High	Multi-Grade	District 75	All Schools
Dance	45%	25%	29%	42%	42%	38%
Music	56%	42%	35%	51%	40%	48%
Theater	48%	38%	41%	50%	38%	45%
Visual Arts	54%	34%	36%	50%	60%	47%
Media	38%	29%	42%	31%	25%	36%

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 2016-17 through 2020-21.

Table 39. Number of Arts Rooms, as Reported by the NYCDOE School Construction Authority (2016-17 through 2020-21)

	2016-17	2017-18	2018-19	2019-20	2020-21
Number of School Buildings with Arts Rooms	1,167	1,170	1,175	1,174	1,174
Number of Arts Rooms	3,771	3,880	3,925	3,958	3,964
Average Number of Arts Rooms per Building	3.2	3.3	3.3	3.4	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 2016-17 through 2020-21 school years.

Table 40. Percent of Schools That Reported Parent Involvement in Arts Programs (2016-17 through 2020-21) (N=1,176)

Parent Involvement	2016-17	2017-18	2018-19	2019-20	2020-21
Attending School Arts Events	92%	92%	92%	89%	53%
Volunteering in Arts Programs or Classrooms	44%	44%	43%	44%	14%
Donating Arts Materials or Supplies	40%	42%	41%	43%	23%

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OASP Support for Arts Education 2020–21

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

The Division of Teaching and Learning and the Office of Arts and Special Projects have aligned our efforts with the NYCDOE’s instructional priorities to: **Accelerate Learning and Instruction, Partner with Communities, Develop People**, and **Advance Equity Now**.

Student Programs

The **All-City High School Music Program** and **Borough-wide Salute to Music Program** (grades 4-8) provided weekly Saturday music instruction remotely and produced virtual concerts for hundreds of students across the five boroughs from mid-March 2021 through June 2021. 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; Salute to Music Orchestras; Salute to Music Choruses; Salute to Music Guitar Ensemble; and the Salute to Music Citywide Jazz Ensemble.

Highlights included:

- The All-City High School Chorus performed “Bridge Over Troubled Water” with the **New York Philharmonic**. This virtual performance was featured in the “Hope and Healing” episode of the Philharmonic’s spring 2021 streaming of Young People’s Concerts.
- Virtual performance videos produced by the Power Station at BerkleeNYC for every All-City ensemble and showcased in All-City’s virtual culminating concert.
- The **Performance Arts Camp at French Woods** offering full scholarships to 12 students participating in the All-City High School Music program. Students attended camp in person during summer 2021.

Because arts education resources were impacted by the pandemic, the All-City High School Music program and the Salute to Music program were required to halt weekly instruction from mid-March 2020 through mid-March 2021. In addition, in-person culminating concert performances could not be held for All-City and Salute to Music parents and the general public. However, full virtual concert videos were produced to showcase student work. These videos can be accessed on the Celebrate Student Artists! webpage (www.schools.nyc.gov/learning/subjects/arts/celebrate-doe-arts).

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**.

ARTS IN SCHOOLS

The **All IN(clusive) All-City Teen Theatre Ensemble** for NYCDOE schools represents the true diversity of voices and creative contributions from our students. With support from **The Shubert Foundation**, and under the guidance of a team of theater artist-educators, Director of Theater Peter Avery produced the third annual All IN Theatre Ensemble, where 17 neuro-diverse NYCDOE high school students from different backgrounds, races, ethnicities, gender identities, abilities, and points of view composed original music, wrote scenes, and produced an original virtual performance. Shifting to remote rehearsals and recordings, the ensemble collaborated and produced an **All IN Teen Theatre Ensemble Virtual Musical Parable** warning of climate and environmental concerns. “Beloved Land” is a testament to the students’ creativity, perseverance, brilliance and compassion for the environment. With generous support from the Shubert Foundation, the All IN Ensemble program has proven to be an invaluable and life-changing experience, not only for our students but also for their families. At a time where true equity, diversity, and inclusivity is most important, both in the theatrical world and beyond, this fantastic ensemble company of all backgrounds and abilities truly reflects the broad diversity and artistry of our public school teen performers.

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)**, virtual cross-school meetings were held for teachers during the year. Representing five high schools, the project gave students the opportunity to share research in progress within their schools. In July 2021, the scholars, along with their teachers and their families, were honored at a virtual celebration hosted by Studio Institute at which 15 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 Comprehensive Visual Arts website.

The annual **Ezra Jack Keats Bookmaking Competition**, done in collaboration with **the Ezra Jack Keats Foundation** and **Brooklyn Public Library**, was reconfigured this school year due to the pandemic. An effective distance learning program was put in place. Brooklyn Public Library administered an essay competition for grades 3-5 in participating schools with awards and a catalogue. To support teachers whose students engaged in bookmaking outside of the competition, and in preparation for the return of the competition, the Foundation created online tutorials.

The third annual **Public School Film Festival**, produced by the **Mayor’s Office of Media and Entertainment**, the **OASP**, and **Magic Box Productions**, premiered virtually on May 6, 2021. The festival screened 32 student films from 18 different schools and programs. The films represent the talent and diversity of our students citywide, and were chosen by a panel of NYC Public School Film Festival teachers and media professionals in a variety of categories, including Short Feature, Animation, Documentary, Experimental, and Public Service Announcement. This year’s festival had an added bonus beyond the films themselves. Six student filmmakers were chosen by teachers to conduct on-camera interviews with leading film industry professionals. These interviews, designed to inspire young people across the city to consider careers in media and entertainment, and the festival’s films are all available at nyc.gov/NYCPSFilmFestival.

Through the **Broadway League Theater Management Teen Diversity Intensive** partnership, the Broadway League’s Audience Engagement Department hosted 36 BIPOC junior and senior theater students from many New York City public high schools during the school system’s mid-winter recess in February. Usually held in person with students visiting almost every

Broadway production office in the city, this year the program pivoted and provided our teens with four days of live virtual learning about behind-the-scenes theater careers. Guest industry professionals from *Come From Away*, *Jagged Little Pill*, and *Six* shared interactive “case studies” of theater production and arts administration. Broadway League board members, including Executive Director Charlotte St. Martin, joined this year’s sessions, representing the ninth year of our partnership and having engaged over 850 students. The positive feedback from the students was significant, and a survey at the end of the program indicated high interest among the students in pursuing careers in producing, company management, stage management, house management, and design.

Broadway Bridges supports the theater education already happening in schools and enriches the performing arts experience for all students by bringing tenth graders to Broadway. In reaching out to an entire grade, the program strives to ensure that every student has the chance to experience live, professional theater through an annual trip to Broadway with their peers. In spring 2021, Broadway Bridges transformed the program into a virtual offering, streaming filmed Broadway productions into NYC public schools and creating a video series featuring primarily BIPOC industry professionals working in non-performance careers. Nearly 13,000 tenth-grade NYC public school students from all five boroughs experienced iconic Broadway shows such as *Memphis*, *Newsies*, and *Kinky Boots*. And 60 percent of the students experienced Broadway for the first time—even though it was virtual.

Comprehensive Arts Examinations in dance, music, theater, and the visual arts were designed, implemented, and administered for high school seniors who have completed a major arts sequence. The 2,157 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://tinyurl.com/caed2021>) 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.

This school year marked the return of the Mark Rothko Portfolio Scholarships. Five high school seniors received awards, and their portfolios were exhibited on the Dedalus Foundation website.

The **DiverCity Lens Project** supported the work of two middle schools and 12 high schools. Visual arts teachers from schools 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 virtually to share and critique student work. The teachers selected the work of over 60 student photographers for an exhibition that was held at 1441 Broadway/10 Times Square in a space donated by L.H. Charney Associates. The work was then exhibited at the Tweed Courthouse in September 2021. All student photographs and accompanying writing around the year’s theme, “Connections,” appeared in the annual catalog. Participating visual arts teachers each had one of their own photographs in the catalog.

Plans remained on hold through the 2020-21 school year for 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. Covid-19-related circumstances resulted in the cancellation of this year’s festival. Students, parents, teachers, New York State School Music Association (NYSSMA) officers, and local community members

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look forward to the return of performances in 2021-22 by the High School Festival Jazz Ensemble, Chorus, Concert Band, and Orchestra. In previous years, 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 Choral** was unable to present annual dual choral festivals for NYCDOE choral singers and their teachers. 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.

PS Art 2021 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 152 works of art, representing 154 student artists, grades pre-K through 12, from all five boroughs, including District 75 schools. Student artwork was on exhibition at The Met, from June 2021 through October 2021 and is on display at the Tweed Courthouse until spring 2022. The NYCDOE continues to partner with **Studio in a School NYC** in the PS Art initiative. The annual PS Art catalog was produced by the OASP, and its printing was sponsored by Studio in a School NYC. Catalogues were mailed to each of the student artists and their teachers. 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 2021 exhibition are invited to create individualized museum guides to share with families. Each guide includes images of three museum works of art related to students' own artwork.

The **School Art League** and The **One Club for Creativity**, in collaboration with the Office of Arts and Special Projects, delivered three Saturday art-career workshops to 40 high school sophomores and juniors in the spring 2021 semester. High school students met designers and artists and built visual art portfolios.

The annual School Art League June awards event, traditionally held at The Metropolitan Museum of Art, was a virtual ceremony at which 10 awards from \$1,000 to \$2,500 were presented to exemplary graduating seniors who will continue their art studies in colleges and universities. In addition, the School Art League, the **School of Visual Arts, Parsons School of Design**, and **Pratt Institute** presented scholarships to graduating seniors who will continue their art studies at SVA, Parsons, and Pratt.

In spring 2021, 200 students representing nine high schools and one middle school participated in the third year of the **Judiciary and the Arts Program**, done in collaboration with the **Justice**

for All: Courts and Community Initiative and the **Justice Resource Center**. Funded by **The Pierre and Tana Matisse Foundation**, visual arts teachers met virtually 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 for tours and to work with research librarians and lawyers were canceled. Several schools did virtual tours and met with courthouse librarians. In June, there was a virtual celebration of student artwork. Student artwork is displayed on the Justice for All website.

During the 2020-21 school year, the **Joe and Clara Tsai Foundation** funded The Basquiat Project. Developed in partnership with the Brooklyn Nets, the New York City Department of Education, and the Fund for Public Schools, the Office of Arts and Special Projects led a team of Brooklyn visual arts teachers in the creation and dissemination of the art unit that was taught to more than 1,400 middle and high school students across 50 Brooklyn public schools. Students studied various Basquiat works, learning how art can both serve as a vehicle for communication as well as to facilitate societal change. Barclays Center hosted an art show featuring 150 pieces created by Brooklyn middle and high school students. The program's curriculum will be made available to all NYC public schools beginning this fall.

The **DOE/Shubert NYC High School Theatre Festival** continued to showcase the diverse student theater produced in public high schools across the city. **The Shubert Foundation's** generous support enabled us to once again pivot from the established grandeur and setting of a Broadway theater to a dynamic virtual online celebration of performances and Broadway presenters in response to the Covid-19 Broadway shutdown. Our seventh annual festival preview (virtual) is available online at Shubert Theatre Festival Highlights 2021, and the full 45-minute festival performances and Broadway guest presenters can also be seen online at Shubert.NYC. Generous funding and production support from The Shubert Foundation enabled students from six schools to be featured in the virtual event hosted by Broadway actor James Monroe Iglehart, once again highlighting curated excerpts from fully produced diverse musicals, plays, and even student-devised original pieces. Beyond the tangible benefits extended to participating schools, the OASP Director of Theater received significant feedback from families, educators, and theater professionals from across the world on the integrity and empowering success of the virtual festival, and how inspiring student artistry and professionalism was displayed. 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 reviewed recorded productions and used common criteria to identify the five high school plays and musicals, as well as 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 2020-21, the program provided theater education at 33 schools across the city. In addition, the 33 schools that completed the program continued to produce virtual musicals. Overall, this private-public partnership reaches a total of 248 teachers and approximately 950 middle school students. In spring 2021, the OASP held its second virtual Broadway Junior Student Celebration online for students, families, friends, and the theater community. Participating schools each presented a musical number from their school productions. This event not only served as a showcase for the committed, diverse casts featured in the videos, but also as a celebration of their dedication, collaboration, and hard work amid the challenges of the ongoing pandemic.

The **Summer Arts Institute (SAI)** held its intensive, four-week summer program for over 230 middle and high school students virtually on account of the pandemic. The fully funded program—for students in dance, drama, film, instrumental band, string orchestra, vocal music, and visual arts—nurtures and challenges students as they move into the next phase of growth as young artists. The program, now in its 19th year, is an official summer school program carrying one elective arts credit. The 2021 Summer Arts Institute was made possible through generous support from **Con Edison, The Harkness Foundation for Dance, The Joel Foundation, the Mayor’s Office of Media and Entertainment, WarnerMedia, and Exploring the Arts.**

The virtual Teen Arts Audition Prep Series is dedicated to support and guide public middle school and high school student artists, their teachers, and families, as they navigate the audition/portfolio process in a chosen field (dance, moving image, instrumental band, strings, theater, the visual arts, or vocal performance). Produced by our Director of Theater, this dynamic site of tutorial videos and coaching insights expansively supports our young artists to navigate the process and focus on what is in *their* control, with intention. First and foremost a valuable and equitable resource for many students who might not otherwise have access to audition support, this comprehensive site also provides arts educators with multiple entries to activate these resources for a truly blended and vibrant arts curriculum. Each arts discipline provides a series of videos expanding on core aspects of Audition/Portfolio, such as “Audition Preparation and Performance,” “Master Class Coaching,” and “Audition Next Steps & Careers in the Arts.”

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.**

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. Twenty-four schools participated, with 18 different arts partners providing family workshops in the arts. Because of stimulus funding, Arts + Family Engagement Grants will be awarded to more schools and arts partner organizations for the 2021-22 school year.

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 virtual 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 virtually in winter through spring 2020-21 for rising eighth graders and their parents and guardians.

The **District 75 Office of Arts Education** provides opportunities for schools and families to increase student exposure to and engagement with the arts. Four times a year, the District 75 Office of Arts Education partners with EPIC Players and the District 75 Office of Parent Empowerment to host “District 75 Family Night at the Theater.” This program offers opportunities for families to engage with virtual performances. This office also partners with STEM and Transition to develop a weekend series for students and parents entitled “STEM for Girls.” This program gives the students an opportunity to engage in hands-on art and engineering experiences, while exposing students to females in career fields. Additionally, throughout the course of the year, D75 Arts 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 Theater 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 D75 Music Festival were paused during the 2019-20 school year due to the pandemic. During this pause and throughout the 2020-21 school year, 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 artistic expression, gives students another platform to express themselves while celebrating human diversity. District 75 student artists were invited to submit artwork as individual artists or groups. One hundred and seventy-four pieces were submitted, based on the “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,

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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, 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 Projects' activities include:

- Evaluating and scoring **Pre-Qualifying Solicitation Proposals** from the arts and cultural communities for direct student services, parent services, and professional learning in the arts.
- Presenting the **34th Annual Arts and Cultural Services Fair**, held virtually for a second year, as the Arts and Cultural Education Services Week, where 67 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). Although weekly artists-in-residence coaching and side-by-side performances with All-City students were paused during 2020-2021, we look forward to resuming residency work in 2021-22. Our most recent partner organizations have included **Jazz Power Initiative**, the **Metropolitan Opera**, the **New York Pops**, and the **New**



York Philharmonic. Meanwhile, during Spring 2021, the All-City Chorus enjoyed the honor of performing “Bridge Over Troubled Water” with the New York Philharmonic as part of the “Hope and Healing” episode of the Philharmonic’s spring 2021 streaming of Young People’s Concerts.

- Collaborating with **Carnegie Hall’s Weill Music Institute** to offer **Ensemble Connect** in school residencies to 14 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 NYCDOE music teachers through a series of workshops on producing virtual concert performances.
- 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 anthem for New York City: “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 Metropolitan Museum of Art**, a virtual fall short course was developed for visual arts teachers, K-12, on the history and the collection of the Museum and its relevance to New York City history and to classroom instruction.

Partnering with two museums—The Metropolitan Museum of Art and the **Museum of Modern Art**—the annual professional learning series “Ticket for Two” was developed for visual arts and social studies teachers. This year the series was held in March with MoMA and in May with The Met. Teachers considered the theme “Exploring Leadership”; workshops were virtual.

Related to PS Art 2021, the OASP collaborated with **Studio in a School NYC** to offer two virtual professional learning events with The Met. A fall workshop centered on looking at student artwork. Participants assessed student work looking through the lens of the strands and benchmarks of the *Blueprint for Teaching and Learning in the Visual Arts*. A virtual April event honored the teachers whose students’ work was selected for PS Art 2021. Teachers created brochures for their students that connected student artwork to works in the collection.

The exhibition at Gracie Mansion entitled “Catalyst: Art and Social Justice” was the impetus for a fall teacher workshop on integrating social justice issues into arts instruction. In addition, in December, the OASP collaborated with Gracie Mansion on a student project revolving around this exhibition. Students from four high schools had an in-person tour of the exhibition with Paul Gunther, Executive Director of Gracie Mansion, and then sat down for a conversation with Gonzalo Casals, the Commissioner of the Department of Cultural Affairs. The conversation was recorded and posted on the Gracie Mansion website. As a follow-up, students created artwork exhibited on the website.

During virtual office hours for visual arts teachers, presentations were made by educators from **The Metropolitan Museum of Art**, the **Solomon R. Guggenheim Museum**, and the **Whitney Museum of American Art**.

Teacher and School Leader Supports and Professional Learning in the Arts

The **American Voices Project** provided over 70 middle and high school teacher teams 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 a new website which allows NYCDOE theater teachers remote access to all units, including 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.

Our **Royal National Theatre/NYCDOE Filmed Theatre Initiative** launched a pilot partnership between our Director of Theater and the Royal National Theatre, providing over 20 theater and English teachers and 2,000 students with free access to Royal National Theatre's Filmed Theatrical Collection. With access to over 30 high-quality and diverse productions, and additional learning resources and teaching pathways, the aim is to support the teaching of theater but also to inspire classes to cultivate deep cultural and theater literacy for participants and school communities. We are also providing ancillary support, including but not limited to teacher-generated lesson plans and resources, professional development, and theater education opportunities. All elements of the project are free for the public schools involved, including access to high-quality recordings of these filmed theater productions. Teachers are encouraged to devise their own lessons/approaches to these rich, filmed productions, and provide the following curriculum categories as lenses to support diverse, dynamic student engagement with relevant topics: Culturally Responsive Teaching and Diversity; Technical Theater; Cultural Context and Literacy; Physical Theater/Devising; Performance; Text to Stage to Film; and Working with Students with Special Needs/Disabilities. In 2021-22, over 350 teachers and 30,000 students will have access for a three-year collaborative project.



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 Dance Teacher Support Program

The purpose of the Arnhold Dance Teacher Support Program is to elevate the teaching practice of NYCDOE dance educators across all grade levels while enhancing student achievement across New York City. Ultimately, this initiative serves to increase the number of New York City public school students with access to dedicated dance education. The 2020-21 school year marked the 13th continuous year of the Arnhold Dance Teacher Support Program, which is made possible by the generous support of **Jody and John Arnhold | Arnhold Foundation**.

The Arnhold program includes two major initiatives:

- Support for new dance teachers (first-, second-, and third-year teachers), and
- Professional learning opportunities and resources for all dance teachers.

Support for New Dance Teachers

A cohort of 48 new teachers (five first-year teachers, 20 second-year teachers, and 23 third-year teachers), assigned to all grade levels across the five boroughs, were provided support in 2020-21, when the multifaceted approach of the program was expanded to address the new and challenging landscape of blended and remote learning. Highlights of the Arnhold Dance Teacher program from the 2020-21 school year include the following:

- **Mentorship** was provided to all 48 educators by retired master teachers.
- **Financial Stipends** of \$2,500 per educator supported virtual cultural partnerships.
- **Five Virtual Intervisitations** were offered to new dance educators: three in middle and high school classrooms, two in elementary schools.
- **Dance Toolkits**, valued at \$1,000, were delivered to all first-year teachers.
- **Dance Libraries**, valued at \$300, were delivered to all second-year teachers.
- **Dance Education Laboratory** virtual courses were provided to dance educators free of charge.

Supports for All Dance Educators

Highlights of the Arnhold Dance Teacher program from the 2020-21 school year include the following supports for ALL dance teachers:

- **Tracing Footsteps: Diverse Voices Through Dance History** professional learning was provided over three sessions:
 - November 17, 2020: *Native American Dance History in NYC: Roots to Branches* – 98 participants
 - February 2, 2021: *Roots of Rhythm: The Invention of American Tap Dance* – 96 participants
 - April 20, 2021: *Into the Heart of Chinatown: Hidden Voices History* – 56 participants

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- **Tracing Footsteps Curriculum** was posted weekly in four grade bands: K-2, 3-5, 6-8, and 9-12.
- **Dance Units: Exploring Blended Learning** was published. It includes 12 dance units, 10 with full lesson plans, written by NYCDOE dance educators.
- **Lesson Plan Tutoring** by master teachers was provided to six dance educators, providing support for curriculum development and writing.
- **The Dance Google Classroom** was used to post lesson plans and resources.
- **The Dance Educator's Virtual Collective Concert** included choreography by 12 NYC dance educators as well as two group works commissioned from Larry Keigwin and Adam Barruch.
- **Dance Teacher Workshops** (a total of 31) were provided, focusing on social/emotional learning, technology tools, virtual choreography, using the NYPL Jerome Robbins Dance Library, and culturally relevant teaching. Many are available on the dance educators website.
- **PS Dance! To the Rescue** was completed and aired on June 23, 2021 to an initial audience of 105. This short documentary traces the path of NYCDOE dance education during the Covid-19 pandemic.
- **Reimagining Education**, a culturally responsive education initiative presented by Columbia University, was attended by 20 dance educators.
- The **Dance Educators Website** was launched.
- Eleven **Digital Master Classes** were developed by NYCDOE dance educators, designed to be used by colleagues for both synchronous and asynchronous blended instruction.

The **Arthur Miller Foundation Fellows Program**, produced by the OASP theater program in partnership and with funding from the **Arthur Miller Foundation (AMF)**, provided impactful mentorship for 65 K-12 theater teachers (the Arthur Miller Fellows) in its sixth year of support. Fellows received remote mentoring from retired NYCDOE theater educators and seasoned teaching artists, as well as toolkits with resources for theater instruction. With in-school programming unavailable due to the Covid-19 pandemic, Arthur Miller Fellows gathered virtually throughout the year for professional learning sessions on curriculum development, antiracism in theater education, and engaging multilingual learners in a theater classroom. In 2021, AMF Virtual Theater Labs partnered with Story Pirates (elementary school), Opening Act (middle school), and Epic Theatre Ensemble (high school) to bring together over 45 students from all five boroughs to devise theater based on student responses to social justice prompts. The Arthur Miller Foundation continued to provide scholarships to seven graduate students committed to teaching theater in NYCDOE public schools through its **Arthur Miller Scholars**. 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 "Supporting Teachers and Students with Remote Learning Strategies." In collaboration with **Adobe** and the **Museum of the Moving Image**, teachers learned about how to utilize Spark technology in the remote and blended classroom. Then, teachers worked with Sesame Workshop to support students of all ages with their socio-emotional health and share tips for remote learning engagement. Teachers also learned from environmental activists about engaging students around current topics through film and media. Finally, teachers shared best practices and engaged in a teach-back to learn from their students and each other. This professional learning was supported by weekly instructional resources around a variety of moving image topics for remote and blended learning along with a supplemental Canvas virtual professional learning course about documentary filmmaking. The workshops and instructional resources were led by Magic Box Productions in collaboration with the OASP.

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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 virtual professional learning for 3K and pre-K teachers and site leaders in dance, music, theater, and visual arts. For the sixth 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 | Arnhold Foundation, The New York Community Trust**, and the **AG Foundation**.

The Digital Theatre Project is an innovative international initiative where students and teachers from schools across the city and around the globe explore the intersection of theater, social justice, student voice, digital technology, and education. Participating students generated original digital theater stories focused on individuals, families, and communities. Capitalizing on our dynamic push-pull tech work focused on migration stories, we partnered once again with C&T Theatre as NYCDOE students produced a series of brilliant, at times irreverent, insightful, short theatrical videos in the spirit of *Poor Richard's Almanac* or the British equivalent, *Enquire Within*. Thus, students across grade levels posed singular questions while peers across the city and beyond responded. Students created videos on how to hug someone during the Covid-19 pandemic, how to tie shoes properly, meals to cook, and esoteric ones about world peace that begged for straightforward video answers. The program spotlighted student ingenuity, collaboration, desire to seek and share knowledge, and a good-spirited back-and-forth connecting to many isolated students at *Enquire Within* (<https://enquirewithin.digital>).

The Ensemble Connect Program from Carnegie Hall provided access to world-class professional musicians partnering with 14 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 and events virtually. 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*, *COVID-19 Safety Considerations* 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 a 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 and continued throughout this school year.

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. Forty-nine arts and cultural organizations provided these services to 180 schools in 2020-21.

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 2020-21, schools that received installations at the end of 2019-20 received technical and safety trainings.

Murals/Pop-Up Performance Grant: In collaboration with the Department of Cultural Affairs, the Office of Arts and Special Projects awarded 199 schools the Murals and Pop-Up Performances Grant during the NYCDOE Summer Rising program. Through the City Artists Corps Initiative, the Murals and Pop-Up Performances Grant provided employment opportunities for some of New York City's most talented and inspiring teaching artists and arts partner organizations. This summer, there were six Minority and Women-Owned Business Enterprise vendors that participated in this project. Teaching artists engaged students and school communities in beautiful outdoor mural installations and creative pop-up performances throughout all five boroughs.

For the Murals and Pop-up Performances Grant, each grantee school was awarded \$25,000 to implement a six-week, in-person residency with their participating arts partner. Due to the extended generosity of the Department of Cultural Affairs, an additional 26 schools were awarded the grant in late August 2021—bringing the total amount of grantees to 225 with a total award distribution of \$5,650,000.

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

Arts and Multilingual Learners (MLL) Program: With ongoing support from the Division of Multilingual Learners, the OASP continues to respond to several critical needs in our schools, including low achievement among large numbers of multilingual learners, lack of access to arts education among these same MLL students, and a lack of opportunities for both TESOL (Teaching English to Speakers of Other Languages) teachers and arts teachers to collaborate with their peers. The OASP collaborated with **Studio in a School NYC** (visual arts) and New York City Children's Theater (music) to partner with select elementary schools from District 10 in the Bronx. These virtual, synchronous residencies were designed to maximize authentic language development by providing robust arts instruction. Program goals are twofold: (1) improve arts and academic achievement of MLLs by practicing and developing arts-appropriate Advanced Literacy instruction; (2) Increase school and teacher capacity to develop and implement instruction that integrates visual arts/music and TESOL/ENL (English as a New Language) through a collaborative, integrated model of professional learning, co-planning, instruction, reflection, and documentation. The OASP and NYCCT were the recipients of the 2020 Mayor's Grant for Cultural Impact. Funding allowed us to implement the program during this time of great upheaval and duress for our young multilingual learners in the Bronx.

In spring 2021, we offered our first professional learning opportunity, "Engage and Support for MLLs' Growth as Artists," open to K-12 visual arts teachers from all five boroughs. This five-session (15 CTLE hours) PL offering builds on the practical approaches refined in our



residency pilots. Teacher participants learned about English proficiency levels and how to build mindful practices for teaching language learners. They experienced hands-on art-making activities that model the integration of language supports commonly practiced in TESOL/ENL settings. Teachers learned how to provide arts instruction with proven language supports so that all students grow creatively in addition to building visual arts and language skills.

Students with Disabilities: This year, we adapted our Arts & Students with Disabilities offerings to meet the changing needs of our arts teachers. We initiated professional learning communities for arts teachers working with inclusive, self-contained, and D75 classes, and we hosted monthly online sessions to share expertise and work collaboratively to deepen teaching skills related to in-person and remote (synchronous and asynchronous) learning for students with disabilities. Guided by experienced facilitators, teachers learned about different tech tools and covered timely topics, such as establishing rituals and routines, working with paraprofessionals and caregivers, and planning lessons that engage diverse learners.

The Arts Teacher Studio Funding supported 2,780 teachers of the arts at 1,199 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 the visual arts. The program is designed to enhance the quality of standards-based, *Blueprint*-aligned instruction in the arts. As a result of budget reductions and arts teacher reassignments due to social distancing needs during Covid-19 in-person instruction, there was a reduction in both the number of eligible teachers as well as the amount of funding per teacher.

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.

The OASP 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.

The District 75 Office of Arts Education offered a series of research-based professional learning opportunities in school coaching support, including an online learning model. Participating teachers across District 75 strengthened their skills and knowledge in social communication and 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 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**.

- Partnering with Positive Exposure, District 75 Arts developed a campaign to Fill NYC with Love. This two-part program gave students the opportunity to engage and learn from local artists and have their artwork displayed as public art installations as well. Three installations were created for public view. Two hundred and thirty-eight luminaries were on display outside at PE109 Gallery on East 109th Street. Some 500 pieces of student artwork were combined to create public murals on the fences of public schools M079 and M751. The installations were approximately 5.5 feet x 44 feet.

Click to see the previous public art installations: "Fill NYC with LOVE" at M079 and M751 at [FillNYCwithLoveVideo](#); and "Light Up the Night with Love, Unity and Inclusion" at <https://www.youtube.com/watch?v=DzKAAC4MO4U>.

- Partnering with **Lincoln Center** to expand the **Access Ambassador Program**, students participated in a 10-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.
- Partnering with the **Museum Access Consortium**, we were able to provide students with additional arts-focused internship programs at New York City cultural institutions. Students participated in a 10-week after-school program designed to introduce them to working in performing arts environments. During this 10-week period, students interned for the **Guggenheim Museum, Groundswell, and Broken Box Mime**.
- Working in partnership with ALPHA Workshops, District 75 created 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 work-based learning 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.

- 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 spring 2021.

The **Accelerated Arts Teacher Certification Pilot** was launched in fall 2019 to support a cohort of 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. By the end of 2020-21, five teachers submitted their applications to New York State and two have been awarded their Supplementary Certification in the arts.

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, Harlem School of the Arts** and the **Juilliard School**. In response to the pandemic and with the continued generous support from Lincoln Center and Studio in a School NYC, a virtual audition camp was offered for a second year, which 242 students attended.



The Impact of COVID-19



The Covid-19 pandemic continued to have devastating consequences on New York City during the 2020-21 school year. The city's elementary schools opened in late fall, but middle and high schools did not open until the

spring. Once schools were opened, parents were able to choose whether their students would attend classes remotely or in person, resulting in the need for ongoing instructional modifications. Additionally, schools were further challenged by sporadic closures or other adjustments due to the identification of positive virus cases among students and staff.

Arts education was particularly impacted. Because of the need for social distancing and small-group instructional pods, arts spaces were often used as classrooms, and some arts teachers were reassigned to non-arts positions. Furthermore, safety considerations related to the handling and shared use of arts supplies, the use of mouthpieces on instruments, and the need to maintain safe distance between students affected arts instruction and student learning.

Despite the challenges that the pandemic brought, the OASP continued to strategize ways to ensure that few arts activities would be eliminated. Many of the innovative adaptations that were initiated in spring 2020 were continued and enhanced in 2020-21.

Moreover, at the start of the 2021-22 school year, the Chancellor made a historic investment in the arts. Fully one-fifth of the pandemic recovery money for the NYCDOE was dedicated to the arts, resulting in \$70 million going directly to schools to strengthen their arts programming. This investment recognizes the importance and significance of the revitalization of arts in school communities and its impact on student engagement and achievement.

Accomplishments and Adaptations

Instructional Resources

- Arts teachers continued to have access to “Considerations for Blended and Remote Learning in the Arts,” which provided guidance for safely delivering arts instruction and strategies for effective instruction in remote and blended learning.
- Weekly instructional resources to assist arts teaching in delivering remote and blended learning were posted on TeachHub.
- Through generous support from The New York Community Trust, an extensive body of remote learning materials were developed to support arts teachers and their students by a cultural organization in each of the following arts disciplines: dance, music, theater, the visual arts.

Professional Learning

- Citywide professional learning sessions in each of the disciplines were moved online.
- Other workshops were held virtually, including both synchronously and asynchronously.
- Arts teacher professional learning communities continued to meet remotely.
- Digital master classes were developed.

Performances and Exhibitions

- Citywide performances and exhibitions, such as The Schubert High School Theater Festival and PS Art, occurred virtually or in a blended format.
- Many school-based student performances and exhibitions were held virtually.
- Arts teachers had the opportunity to participate in virtual collective performances like the Sixth Annual Dance Educators Collective Concert.

Arts Commencement Assessments

- Qualified students were awarded Arts Endorsed Diplomas based on modified criteria.
- Students submitted work online.
- A website was developed to honor and recognize graduates in each borough who earned Arts Endorsements.

Special Programs

- Grant-funded and other special programs, such as the Paul Simon Music Fellows program, the Arnold New Dance Teacher Support program, the Arthur Miller Theater Foundation program, and the Ezra Jack Keats Bookmaking Competition program, continued implementation virtually.

Responding to COVID-19

OASP Initiatives

Impact, Adaptations & Accomplishments

Borough Arts Festivals

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

Office Hours

- Due to the abrupt end to onsite teaching in 2020-21 school year, Borough Arts Directors continued to offer office hours to support arts teachers in their transition to blended learning. 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.

Arts and Multilingual Learners Program

- NYC Children's Theater's and Studio in a School's teaching artists hosted residencies for in-person and remote classes. These variations required strong communication and collaboration with participating teachers.
- Our first-ever five-session (15 CTLE credit) Short Course for visual arts teachers was held on Zoom. K-12 teachers from all five boroughs participated.

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 for All program, families were offered the opportunity to virtually visit the museum during specialized times.

ArtSPACE (Supporting Performing Arts and Creative Education) Facilities

- Safety inspections and technical trainings for the 13 renovation projects and materials deliveries from June 2020 were completed.

Citywide Arts Commencement Exams

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

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. Eligible teachers received \$560 each to purchase materials, resources, and equipment—including online resources and subscriptions—to support blended and remote arts learning. The Office of Arts and Special Projects provided guidance on remote arts learning tools and resources to support teachers and schools in utilizing this funding.

Accelerated Arts Teacher Certification Pilot

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

Middle School Arts Audition Boot Camp

- Although still unable to host in-person screening and auditions for this school year, a total of 372 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

- The Leadership Series took place virtually, with over 800 participants throughout the school year.

Responding to COVID-19

OASP Initiatives

Impact, Adaptations & Accomplishments

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

- All professional learning sessions, planning meetings, and the end-of-term Share Fair were presented virtually.

Arts Education Liaisons Professional Learning

- All sessions were conducted virtually.

Main topics of discussion were: resources and the arts, culturally responsive sustained education, self-care and trauma, and socio-emotional learning in the arts

Arts for ELLs and SWD Grants

- A total of 180 grants were awarded to schools during the 2019-20 school year. Each grantee received \$6,000 to implement arts programming that was tailored to the needs of their multilingual learners and students with disabilities population. Grantee schools selected the arts education service provider of their choice. Instruction took place virtually and in-person when possible.
- No grants were awarded during the 2020-21 school year.

Arts and Family Engagement Grants

- A total of 24 grants were awarded to schools during the 2019-20 school year. Each grantee received \$2,500 to implement arts programming that engaged families and school communities in the art-making process. Grantee schools selected the arts education service provider of their choice. Instruction took place virtually and in-person when possible.
- No grant was awarded during the 2020-21 school year.

ArtsCount

- The survey launch was delayed for a second year as schools continued to navigate through blended and 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.
- The school response rate also continued to be affected. The response rate for the 2020-21 report was approximately 75 percent.
- The *Arts in Schools Report* was completed on schedule.
- For a second year 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

- A virtual festival premiered on May 6, 2021 and was shown outdoors as part of "Movies Under the Stars" in collaboration with the NYC Parks Department and the Mayor's Office of Media and Entertainment on July 9, 10, and 11 in Queens, Manhattan, and Brooklyn parks.
- Six student filmmakers were chosen by teachers to conduct on-camera virtual interviews with leading film industry professionals designed to inspire young people across the city to consider careers in media and entertainment.

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

- 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 "Supporting Teachers and Students with Remote Learning Strategies."
- Moving image online teacher resources were provided on TeachHub by magic Box Productions and a fully virtual asynchronous course designed by filmmaker and teacher Kevin Lopez.

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 educators and administrators to safely and effectively deliver instruction in remote and blended learning environments.
- Weekly instructional resources to assist dance teachers in delivering remote and blended learning were posted on TeachHub.

Citywide Dance Professional Learning Series

- All four sessions of this professional learning series were held virtually and synchronously, adapted for online engagement.
- Planning for 2021-22 Dance professional learning took place during several virtual sessions in the summer of 2021.

Dance Teacher Workshops: Professional Learning Series

- A total of 25 teacher workshops were provided by consultants focusing on social/emotional learning, technology tools, virtual choreography, research at the Jerome Robbins Dance Library, and culturally relevant teaching.
- Six additional virtual workshops were provided by our NYCDOE dance educators sharing their best practices. Many of these offerings are available on the dance educators website.

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.

Sixth Annual Dance Educators Collective Concert

- This opportunity to perform in the works of two guest choreographers included a total of 20 virtual rehearsals.
- A total of 12 dance educators presented their own choreography.
- The culminating event took place as a virtual and asynchronous performance event. The event is now available to all dance educators on the dance educators website.

Arnhold New Dance Teacher Support Program

- New teachers were provided with guidance in selecting a cultural organization with the capacity to deliver virtual instruction, and two-thirds of teachers were able to use their \$2,500 stipends. (In comparison, only one-quarter of schools were able to use their stipends in 2020-21.)
- Mentors continued to work remotely with the new teachers/mentees to support their remote and blended dance instruction.
- A total of six intervisitations took place as virtual events. Teachers observed virtual and in-person dance instruction via Zoom and Google Classroom. Debrief and discussion sessions took place during after school hours via Zoom.
- All meetings, supports, and communications were via Zoom.
- For the 2021-22 year the program is fully virtual until January of 2022. We will revisit this decision for semester two, with full consideration for the safety of teachers and students.

Dance Unit Project

- The dance unit book includes 12 remote and blended learning dance units in all benchmarks. The book was distributed digitally at the end of the school year to all dance educators.

Responding to COVID-19

OASP Initiatives

Impact, Adaptations & Accomplishments

Digital Master Classes

- Eleven digital master classes were developed by NYCDOE dance educators.

Additional Initiatives

- *NY Strong*, a dance/music collaboration, culminated in the creation of an original music video by NYCDOE dance and music students.
- *A Guide to Administrative Licensing for Dance Educators* was published and shared with the field.
- A virtual workshop for administrators was developed entitled “Moving Forward: Activating Community, Creativity and Culturally Responsive Pedagogy through Dance Education.”
- *PS Dance! To The Rescue*, a new film documenting the pivot to remote and blended learning in dance was completed and aired on June 23, 2021 to an initial audience of 105.

MUSIC

Considerations for Blended and Remote Learning

- “Considerations for Blended and Remote Learning in the Arts” in music provided guidance to 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.

Remote Arts Learning Partnership

- Through generous support from The New York Community Trust, an extensive body of remote learning materials were developed to support NYCDOE public school arts teachers and their students by a cultural organization in each of the following art forms: dance, music, theater, visual arts.
 - Carnegie Hall developed remote music learning modules, including a total of 80 lessons and accompanying videos designed to support widening the canon to include repertoire from a broad variety of musical genres and cultural traditions, as well as creative learning opportunities in the areas of songwriting and music production.
 - 92nd Street Y
 - Roundabout Theatre
 - Studio in a School

All-City High School Music and Salute to Music Programs

- Full virtual concert 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 Celebrate DOE Arts webpage and the Office of Arts and Special Projects YouTube channel.

Music Commencement Assessment

- Students were awarded the Diploma Endorsement in Music based on modified criteria.



Responding to COVID-19

OASP Initiatives

Impact, Adaptations & Accomplishments

- Over 700 students were registered to submit solo performance videos to be evaluated in the NYSSMA 2021 Virtual Solo Festival. (Alternate project opportunities were provided for students to demonstrate their music performance and creative skills when extenuating circumstances were indicated.) Students also completed modified portfolio requirements, including a reflective essay in which they discussed the impact of Covid-19 on their musical development and their response to the pandemic as young musicians.
- A website was developed to honor and recognize graduates in each borough who earned Arts Endorsements.

Citywide Music Professional Learning Three-Part Series

- The full professional learning series was conducted online in a modified format. Sessions included guest clinicians from around the country, including artists sponsored by Carnegie Hall, and teacher-led segments focused on the sharing of model instructional resources developed by NYCDOE music teachers during the pandemic.
- Citywide Music Professional Learning was complemented by the convening of:
 - PLCs (professional learning communities) in the areas of Widening the Canon and Songwriting & Music Production
 - Short courses and workshops, including appearances and collaborations by nationally renowned speakers and artists, including Scott Edgar (*Music and SEL*), Allyssa Jones (*The Culturally Responsive Music Classroom*), and concert pianist Mona Golabek (*The Children of Willesden Lane*).

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 Strong

- Building on its 2020 New York City Song of Hope project, the NYCDOE's Office of Arts & Special Projects worked in partnership with the Songwriters Hall of Fame to engage over 200 students across the city (grades K-12) in the "NYC Strong" project.
- This interactive citywide songwriting and dance project included original contributions by student songwriters, student dancers, and student choreographers. Through this "dance-inspired-by-music-inspired-by-dance" experience, students leaned into their joy and strength and modeled determination as they created original song and original choreography that proclaim, "Nothing is going to stop me!"
- This original student song and choreography, produced by the OASP in partnership with the Songwriters Hall of Fame, has received over 2,000 views to date!

Songwriters Hall of Fame Songwriters of Tomorrow Scholarship

- The Songwriters Hall of Fame awarded the Songwriters of Tomorrow Scholarship to a senior attending a NYCDOE high school.

New York Youth Symphony Musical Theater Songwriting Program

- The New York Youth Symphony provided five full scholarships to NYCDOE public high school students to participate in NYYS's yearlong Musical Theater Songwriting program, which provided students the opportunity to receive coaching and feedback from Broadway's most recognized songwriters.

Ensemble Connect Program

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

Metropolitan Opera

- While Met HD "Live in Schools" broadcasts were not able to be held in person, the Metropolitan Opera provided Metropolitan Opera on Demand (MOoD) licenses to schools, accompanied by a comprehensive set of resources, to bring a robust archive of Met Opera performances to students and their families across the city.

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 thousands, was broadcast and lives on Shubert.NYC—hosted by James Monroe Iglehart and featuring introductions by Chancellor Meisha Porter 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 produced an original musical theater performance focusing 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

- Nearly 200 NYCDOE theater teachers participated in citywide professional learning sessions in November, February, and June of 2000-21 held virtually via Zoom. The sessions focused on teaching remotely, social-emotional learning, social justice in theater education, and celebrating student theater.
- Spanning a number of topics, ongoing theater-educator training videos were shared online via the Virtual NYC Theater Teacher Learning Video site.

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.
- Virtual theater labs were made accessible for 45 students at elementary, middle, and high school levels across the city, including professional learning for AMF teacher fellows.

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.

The Shubert/MTI Broadway Junior Musical Theater Outreach Program

- Middle school teacher teams in the program for 1-3 years and their assigned cultural partner advisors worked remotely with their student casts to produce virtual musicals.
- Professional development workshops for teachers were held virtually and focused on how to teach musical theater with students in a remote setting.
- The year-end Broadway student celebration finales pivoted to virtual performances 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 grouped 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 and teachers to safely deliver arts instruction and strategies for effective instruction in remote and blended learning.

Resources for Remote Learning

- Weekly instructional resources to assist visual arts teachers in the transition to remote and blended learning were posted on TeachHub.
- Through a grant from The New York Community Trust, in collaboration with Studio in a School NYC, additional remote resources were created and posted on TeachHub: two modules of 10 lessons each, per all four grade bands. These were medium-based. The slide decks and videos were used in synchronous and asynchronous settings.

Visual Arts Commencement Assessment

- Qualified students were awarded the Arts Endorsed Diploma in Visual Arts and Certificates of Achievement based on credits earned and passing grades on senior portfolios with accompanying portfolio essays.
- A website was developed to honor and recognize graduates in each borough who earned Arts Endorsements.

Citywide Visual Arts Teacher Professional Learning

- Over 500 NYCDOE visual arts teachers participated in citywide professional learning sessions in November, February, and June held virtually via Zoom. "NYC Strong through the Arts: Engaging, Connecting, Healing, and Creating" focused on social-emotional learning through the arts, and student engagement through art making, discussion, and reflection.

Office Hours

- For additional support, two-hour monthly meetings were held, offering teachers a platform for discussion.
- Each office hour had an instructional component with topics that included sketchbooks in the art room, using virtual museum resources, integration of social issues in art making, and tech support.

PS Art

- In-person adjudication of the exhibit was not possible and shifted to virtual final judging using digital images of semifinalists' artwork.
- The exhibition opened in June at The Metropolitan of Art, and the reception was reconfigured as a virtual reception.
- Studio in a School NYC 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 NYC websites, as well as on WeTeach.

DiverCity Lens

- As work could not be installed at the Tweed Courthouse during the summer, the exhibition was on view for several weeks in July in 1441 Broadway/10 Times Square in a space granted by L.H. Charney Associates, and in September, was on view at the Tweed Courthouse. 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 and on OASP's visual arts website.

Responding to COVID-19

OASP Initiatives

Impact, Adaptations & Accomplishments

Dedalus and Rothko Portfolio Scholarships

- More than 60 digital portfolios were submitted for judging, with seven Dedalus winners and five Rothko winners.
- The adjudication was successfully completed virtually.
- Both Dedalus and Rothko winning portfolios are beautifully displayed on the Dedalus Foundation website.

Judiciary and the Arts

- All teachers were able to complete the art projects with their classes.
- The original extensive guide was updated to sustain the program going forward. In November, the guide was the basis of an in-person and virtual presentation at the annual NYSATA convention.
- Culminating art projects could not be displayed in the Thurgood Marshall U.S. Courthouse, but a virtual reception was held at which artwork was displayed. The work will live online at the Justice Resource Center.

Ezra Jack Keats Bookmaking Competition Program

- Because of Covid, the NYCDOE, Brooklyn Public Library, and Ezra Jack Keats agreed to put the full program on hold and run an effective distance learning program.
- The EJK Essay Contest was administered by BPL for grades 3-5 in participating public schools.
- Awards were given, a catalog printed, and a website celebrating the winners and honorees was created.
- This year in preparation of the return of the EJK Bookmaking Competition in school year 2021-22, six online tutorials were created to support educators guiding students with illustrating and writing their books.





2021 Arts Committee Report to the Panel for Education Policy (PEP)

As the Covid-19 pandemic begins to sunset, we understand that we cannot go back to education as usual. Now is our chance to commit to the socio-emotional needs of our children; to bring true equity of access to high-quality education opportunities; and to sustainably build the capacity of our schools to deliver arts education.

We applaud Chancellor Meisha Porter’s commitment to arts education demonstrated by the dedication of \$70 million of SAM funds to be used for arts education. As students entered their buildings this September—some for the first time in over a year—the arts created a welcoming, safe, and affirming space; provided a clear space for culturally responsive, relevant, and inclusive curriculum; and provided strong supports for literacy, socio-emotional learning, students with disabilities, multilingual learners, and college and career readiness. The arts do so much. They are an essential part of education, helping students build relationships, connectedness, and hope.

To support this work, we have witnessed the Office of Arts and Special Projects (OASP) rising to the occasion. Their consistent and high-quality work cannot be underestimated. 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.

In addition, our certified arts teachers are the cornerstone of 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.

Finally, 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. They are community anchors.

The momentum from the first half of this year must be kept up. We have wonderful arts education happening in schools with this infusion of funding. Schools have hired more arts education teachers; they are establishing and re-establishing partnerships with arts and cultural organizations; they are fully stocking their arts education classrooms with the necessary supplies and equipment; and they are supporting arts educators with professional learning. Arts education in schools is thriving and teachers and administrators are building their arts muscles with support from the Office of Arts and Special Projects.

At an elementary school in Queens, the SAM funds are allowing a teaching artist from a community arts partner to continue the work of a recently retired visual arts teacher. While continuing to search for a visual arts teacher, they were able to expand their arts offerings with the addition of a theater teacher. This funding now provides all students with a full arts experience—dance, theater, visual arts, and music—in their small school of just 307 students.

2020 Arts Committee

At a high school, administrators are using funds to add a graphic design program to their visual arts program—purchasing drawing tablets that connect to a 3D printer to outfit a new classroom. This will provide additional 21st century, transferable skills for students as they prepare for college.

Pulling funds now could be devastating for our students and educators. The quality of our education system and the equity of access to arts education should not be based on politics. We have sowed the seeds and need time for them to grow and thrive. We need dedicated, non-transferable arts education support via tax levy funds.

Let this not be just recovery. Let it be restoration and sustainability. Our incoming Chancellor must not only believe and state that the arts are essential, but create clear policies and equitable funding that make the arts non-negotiable for learning, while ensuring a stable arts teaching force and continued partnerships with the arts and cultural community that binds our great city together.



Report to the PEP

Arts Education Advisory Committee Members

Candace Anderson, Executive Director, Cool Culture

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

Sarah Calderon, Committee Co-Chair

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, Music Teacher (Retired)

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

John Haworth, Senior Executive Emeritus/Smithsonian and Senior 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

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

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

Kristena Newman-Scott, Arts and Cultural Strategist/Advisor, Curator

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, Deputy Chief of Staff to the Chancellor/Office of the Chancellor/NYCDOE



Next Steps For Arts Education

EQUITY & EXCELLENCE FOR ALL

Mayor Bill de Blasio assumed office in 2014 and made a deep commitment to arts education, baselining an additional \$23 million dollars 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 administration. 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); and providing studio materials, supplies, and equipment, and professional learning for arts teachers focused on outcomes for students. The results were seismic. Even the pandemic could not defeat the determination of dedicated educators to engage our students, support their social-emotional well-being, and nurture their creativity.

A strategic planning process took place that was focused on the measures that would achieve the goals 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 attended by school leaders, teachers, students, parents, and community partners. Feedback from these key stakeholder groups and geographies was gathered to inform priorities and action steps for the NYCDOE. Paul King’s passing in February 2020 was a profound loss to arts education in New York City. His enduring legacy has set the city on a solid path in reaching equity.

At this critical juncture, Chancellor Meisha Porter has made an historic investment in our collective commitment. To support our students’ academic recovery in the arts, the NYCDOE proudly dedicated 20 percent of the \$350 million academic recovery funding to arts education for the 2021-22 school year—the single largest investment in arts education in New York City’s history! The impact on rebuilding and expanding arts programming has been substantial. We must pledge to build upon this investment and boldly, resolutely deliver to our students the quality arts education they need and deserve.

Moving Forward

This Arts Education Strategic Plan will further equity and universal access to high-quality, sequential, culturally responsive arts education, and sets forth a clear plan for implementing those next steps and programs. Keys to 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, and cultural partners working together on behalf of our diverse students
- Public commitment to a sustainable stream of funding to actualize equity and excellence in arts education for all students pre-K to 12

Arts Education Strategic Plan

Quality Arts Education

- Continue to expand supports for standards/*Blueprint*-based, sequential, culturally responsive arts instruction with grade-level guidance.
- Expand teacher professional learning opportunities that support equity, diversity, inclusion, and social-emotional learning.
- Build on NYCDOE's existing strong *Blueprint*-based instructional foundation for sequential arts learning.
- Leverage blended and remote learning and instructional resources created during the pandemic to enhance teacher resources.

Partnering for Student Success

- Proactively share information with parents, communities, and cultural partners to build stakeholder alignment using web-based and app technology.
- Ensure access to diverse and inclusive arts and cultural partners for every school community in every neighborhood.
- Build awareness by offering resources and events to enable greater engagement, particularly with families and at the local level.

- Capitalize on arts and cultural partner expertise in key areas, including early childhood, audition preparation, college and career support, students with disabilities, and multilingual learners.
- Coordinate arts and cultural partner blended and remote materials to expand arts instructional resources for teachers.
- Build arts and cultural partner training opportunities to assure quality and alignment with NYCDOE priorities.

Supporting Teachers and School Leaders

- Design new and targeted opportunities for teacher and school leader professional learning focusing on equity, diversity, inclusion, and social-emotional 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.
- 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, social-emotional learning, 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, culturally responsive 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 tens of thousands of students
- Implementation of strategies that support articulation of arts learning from elementary to middle to high school
- 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 and arts funding for schools in historically under-served communities
- Creation of an Interactive Arts Map to coordinate school arts programs, local arts and cultural partners, and funders
- Critical Policy Considerations for Arts Equity: adoption and implementation of policies will advance the work of arts education

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.
- 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.

New York City is one of the world's great arts cities, and the arts are an integral part of the way that the city will thrive once again. Arts education is inextricably bound with the vitality of the greater arts community. At the same time, we are entrusted with the mission of guaranteeing all students a comprehensive arts education pre-K to 12. To fulfill this mission, the public and private sectors, civic and economic leaders, arts and cultural organizations, students, families, educators, and school leaders and administrators must redouble efforts give students the arts advantage. 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 who are prepared for college and careers; and assume their place as creative, productive citizens of our great and diverse city.

REPORT 2020-2021





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.

2020-21 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 development; parental involvement with the arts; arts spaces in schools; cultural arts organization partnerships; and the principal's vision for their 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 2016-17 through 2020-21. Out of a total of 1,578 schools,⁸ 75 percent (N=1,176) completed the *Annual Arts Education Survey* in spring 2021. Table 42 provides the response rate by school level and type. The response rate was lower than usual in both the 2019-20 and 2020-21 school years due to the pandemic and demands that schools faced in implementing a hybrid learning model.

Table 41. *Annual Arts Education Survey* Response Rate, by School Year (2016-17 through 2020-21)

School Year	Responding Schools	Total Schools	Response Rate
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%
2020-21	1,176	1,578	75%

⁸ Accounts for schools not required to complete the survey, such as schools that were started in 2020-21 and District PK centers.

Table 42. 2020-21 Annual Arts Education Survey Response Rate, by School Level

School Level	Responding Schools	Total Schools	Response Rate
Elementary	536	659	81%
Middle	184	256	72%
High	249	387	64%
Multi-Grade	159	215	74%
District 75	48	61	79%
All Schools	1,176	1,578	75%

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 organizations 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 teachers, and cultural arts organizations, 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 2020-21 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 2020-21 *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 2020-21 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 development. Spending on non-contracted vendors is not captured.

Arts Room Data

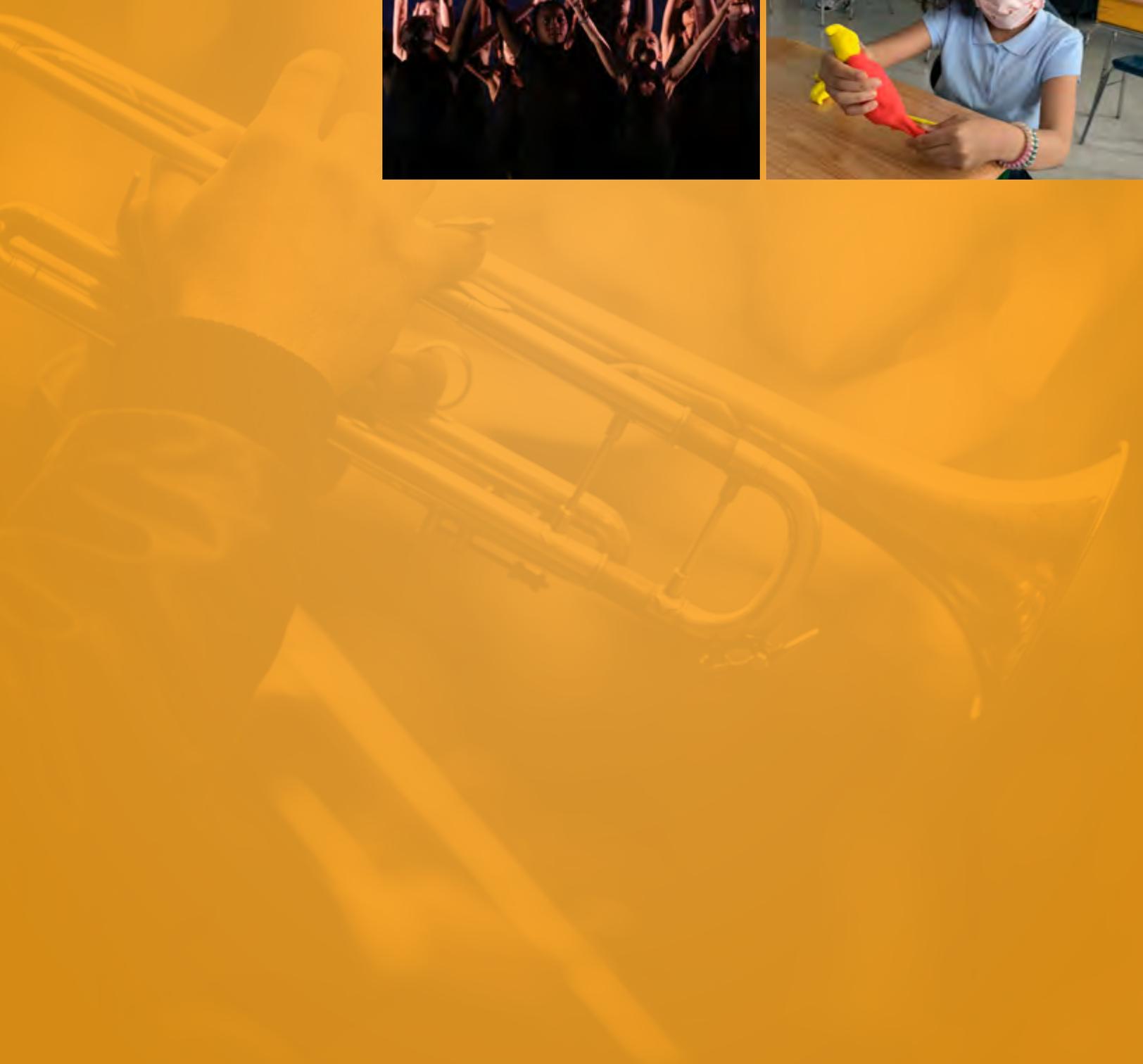
Data on the number of art rooms, as reported by the School Construction Authority (SCA), are compiled from the annual *Building Condition and Assessment Survey* and the *Building Capacity and Utilization Report*. The SCA builds new public schools and manages the upgrades and renovations of large capital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





Bird Collage Parrot
Jeremy Roman
Grade 1
College
P. S. 8 Maple Street Elementary
Art Educator: Frances Ryan
"I want them to know that the artist made a collage
to make and maintain organic and geometric
effects."

Panda
Grade 1
College
P. S. 8 Maple Street Elementary
Art Educator: Frances Ryan



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.

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.



ARTS IN SCHOOLS REPORT 2020-2021

“Our city has made great strides in expanding access to the arts as part of our commitment to equity and excellence for all students. By integrating a rigorous arts curriculum into our schools, we are not only providing students with the opportunity to explore the wonders of music, theater, art, and dance, but we’re fostering hands-on learning and ensuring that every child receives a well-rounded education. Arts instruction is an investment in the future of our city and will help ensure students develop the critical skills they need to succeed in the classroom and move on to successful careers. I look forward to watching arts programs grow and flourish in schools across the city for years to come”

— Bill de Blasio, Mayor

