

MEMORANDUM

August 23, 2018

TO: Jorge Arredondo
Northwest Area Superintendent, Office of School Support

Geovanny Ponce
East Area Superintendent, Office of School Support

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **DISTRICT III - EAST AREA FINE ARTS INITIATIVE: YEAR 2 - BUILDING CAPACITY FOR QUALITY FINE ARTS IN SCHOOLS, 2017–2018**

Attached is a copy of the District III – East Area Fine Initiative study for the 2017–2018 academic year. The goals of the initiative are to expand students' access to high-quality fine arts, support fine arts teachers, and enhance collaboration with community arts partners. This is the second year that the initiative has been implemented in the Houston Independent School District (HISD).

Key findings include:

- Access to high-quality fine arts expanded from Chavez High School feeder schools in 2016–2017 to include both Chavez and Milby high school feeder schools in 2017–2018. A total of 16,301 students across all grade levels were impacted by the expansion.
- Fine arts opportunities for students encompassed general music, choir, mariachi, band, orchestra, piano, guitar, dance, theatre, and visual arts during regular and after-school hours.
- Houston area arts partners, including the Houston Symphony, Houston Ballet, Houston Grand Opera, Houston Youth Symphony, and the Houston Chamber Choir, engaged students and teachers in live performances and visits to local arts events.
- A Summer Music Academy was held to offset the learning lag for students in Chavez feeder schools.
- Students, parents, and teachers noted benefits for students who participated in the Honor Choir and the Houston Ballet residency program relative to engagement and motivation to develop music and dance skills, express themselves, develop team-building skills, and discipline. Program benefits were also manifested through awards earned by students in band, theatre, dance, drill team, and visual arts.

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.

 CJS

Attachment

cc: Noelia Longoria
Lance Menster
Wenden Sanders
Sabrina Nguyen



RESEARCH

Educational Program Report

**DISTRICT III – EAST AREA FINE ARTS
INITIATIVE: YEAR 2 – BUILDING
CAPACITY FOR QUALITY FINE ARTS IN
SCHOOLS, 2017–2018**



2018 BOARD OF EDUCATION

Rhonda Skillern-Jones

President

Jolanda Jones

First Vice President

Anne Sung

Second Vice President

Sergio Lira

Secretary

Holly Maria Flynn Vilaseca

Assistant Secretary

Wanda Adams

Diana Dávila

Susan Deigaard

Elizabeth Santos

Grenita Lathan, Ph.D.

Interim Superintendent of Schools

Carla Stevens

Assistant Superintendent

Department of Research and Accountability

Venita Holmes, Dr.P.H.

Research Manager

Houston Independent School District

Hattie Mae White Educational Support Center
4400 West 18th Street Houston, Texas 77092-8501

www.HoustonISD.org

It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, political affiliation, sexual orientation, gender identity and/or gender expression in its educational or employment programs and activities.

EVALUATION REPORT

BUREAU OF PROGRAM EVALUATION

District III - East Area Fine Arts Initiative: Year 2- Building Capacity for Quality Fine Arts in Schools, 2017–2018

Prepared by Venita R. Holmes, Dr.P.H.

Abstract

The District III - East Area Fine Arts Initiative began during the 2016–2017 academic year in Chavez High School feeder schools, and expanded during the 2017–2018 academic year to Milby High School feeder schools. This expansion extended access to a high-quality fine arts education for approximately 16,301 students across all grade levels within the targeted Houston Independent School District (HISD) community. Fine arts opportunities for students during and after-school included general music, choir, mariachi, band, orchestra, piano, guitar, dance, theatre, and visual arts. Partnerships with arts organizations included the Houston Symphony, Houston Ballet, Houston Grand Opera, Houston Youth Symphony, and the Houston Chamber Choir. A Summer Music Academy helped to offset the learning lag for students in Chavez feeder schools. Feedback gathered from students, parents, and teachers noted benefits for students who participated in the Honor Choir and the Houston Ballet residency program relative to engagement and motivation to develop music and dance skills, express themselves, develop team-building skills, and discipline. Evidence of program benefits was also manifested through multiple awards earned by students in band, theatre, dance, drill team, and visual arts. While this research noted the social benefits of the arts for students, future research should explore the academic benefits. This is, particularly, important considering the potential to extend partnerships beyond local to state and national arts organizations to broaden the benefits of arts participation for students in District III.

Introduction

The Houston Independent School District (HISD), District III - East Area Fine Arts Initiative was designed to expand fine arts participation and exposure for students in East Houston schools (**Figure 1**). Research has reported the benefits of arts participation toward improving academic and non-academic outcomes for children and youth in educational settings. Academic benefits include achievement in reading, math, and language (Deasy, 2002; Hattie, 2009), improvements in concentration, motivation to learn (Shernoff & Vandell, 2007), reasoning abilities, problem solving skills (Catterall, 2007), and educational aspirations (Marsh & Kleitman, 2002). Non-academic benefits of arts participation for students have been associated with enhanced self-worth (Blomfield & Barber, 2011), empathy (Hunter, 2005), well-being, healthy social relationships (Rose-Krasnor et al., 2006), leadership skills (Hancock, Dyk, & Jones, 2012), as well as reduced risky behavior (Miller et al., 1998). The National Endowment for the Arts (NEA, 2012) reports that “At-risk students who have access to the arts tend to have better academic results, better workforce opportunities, and more civic engagement” (p. 1). Students not offered education in the arts lose



Figure 1. Houston Grand Opera, Opera To Go presents "Monkey and Francine in the City of Tiger" at Bellfort Early Childhood Center

an opportunity to experience an array of cognitive, social, and emotional dispositions that the arts may foster (Gadsden, 2008; Vandell, Pierce, & Karsh, 2011).

Table 1. District III - East Region Fine Arts Initiative Goals, 2016-2017 through 2019-2020
Goal 1. Expand student access to fine arts in-school and out-of-school programming, development activities, and performance opportunities.
Goal 2. Support fine arts teachers in their content and discipline area through professional development and fine arts educator networking opportunities.
Goal 3. Enhance collaboration, community, and camaraderie among fine arts teachers and sponsors in the Chavez and Milby feeder patterns to build capacity in students, teachers, and schools.

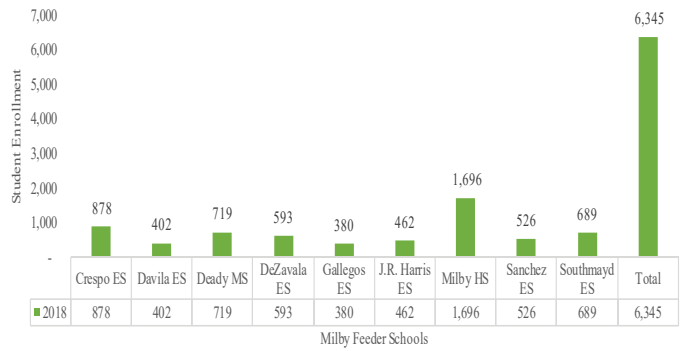


Figure 2b. Milby Feeder Schools Student Enrollment, 2017-2018

Background

The District III - East Area Fine Arts Initiative was conceptualized during the 2016–2017 academic year in Chavez High School feeder schools (Figure 2a), and extended to Milby High School feeder schools in the 2017–2018 academic year (Figure 2b). During the 2016–2017 academic year, 10,104 students in Chavez feeder schools were impacted by the program. In 2017–2018, a total of 16,275 students in both Chavez and Milby feeder schools were exposed to the program.

The goals of the initiative are presented in Table 1. These goals were established to provide students fine arts educational opportunities of (1) their choice, (2) with continuity, and (3) in their neighborhood schools. The initiative builds on students' exposure, active learning, and performances in the arts to develop their knowledge and skills in the area (Figure 3). Traditionally, students residing in the east area of Houston, transitioning from one school to another, faced the difficult decision of attending schools outside of their neighborhoods if they wanted to continue developing their fine arts skills of interest in HISD.

To launch the initiative in 2016–2017, meetings were held in early summer of the year with East Area HISD District III Trustee, Manual Rodriguez, central office administrators, and school principals to gather information about the fine arts infrastructure and other related campus needs. Teachers and school administrators were encouraged to develop partnerships and to collaborate with community arts organizations to support the program's goals. A website was developed on the HISD HUB for schools to share information about events and activities at participating schools.

The current year's District III Trustee, Sergio Lira and East Area administrative staff, have continued to commit to the initiative. This is evidenced by the expansion of support

from fine arts organizations in Houston, including the Houston Symphony, Houston Ballet, Houston Grand Opera, Houston Youth Symphony, and the Houston Chamber Choir.

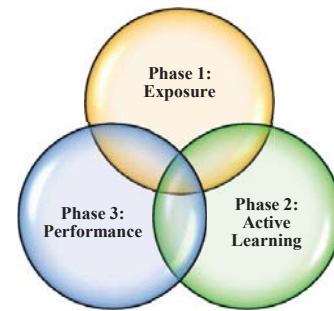


Figure 3. Phases of Program Implementation for the District III - East Area Fine Arts Initiative

East Area fine arts teachers and the fine arts specialist met to develop new performance opportunities for students at schools and within the community (Figure 4). Schools shared resources, including facilities, musical instruments, and costumes. A mentorship program was created, allowing high-school band students to mentor middle-school band students. These strategies helped to expose students to high-quality arts programming, while strengthening their skills to perform at higher levels. To that end, this research brief addressed the following questions:

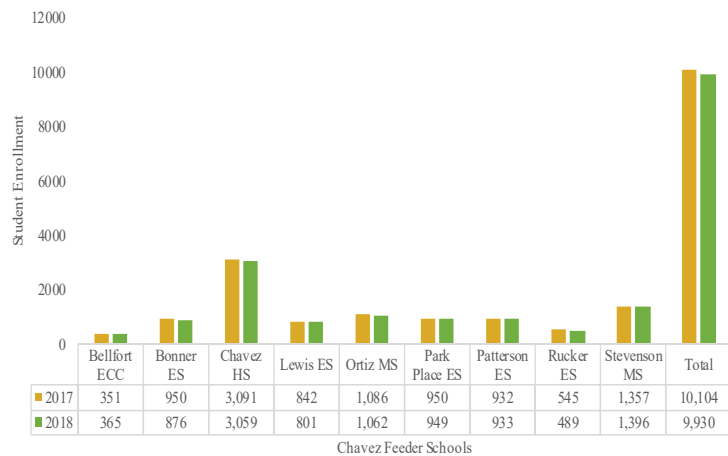


Figure 2a: Chavez Feeder Schools Student Enrollment, 2016-2017 and 2017-2018



Figure 4: East Area Students Perform at School Event

Research Questions:

1. What was the profile of District III - East Area Fine Arts Initiative students during the 2017–2018 academic year?
2. What in-kind contributions and financial resources were provided by community partners to support the District III - East Area Fine Arts Initiative?
3. What key expansions were implemented to support the District III - East Area Fine Arts Initiative during the 2017–2018 academic year?
4. What was the impact of the District III - East Area Fine Arts Initiative on inspiring and motivating collaboration among participants?

Review of the Literature

School has been found to be an essential environment where students thrive and develop skills through participation in a wide range of activities, including the arts (Farb & Matjasko, 2005; Farb & Matjasko, 2012). Intellectual development through the arts has been reported to be linked to Gardner's (1983, 1999 & 2008) multiple intelligence theory (MI). Gardner proposes the existence of eight autonomous intelligences: (a) linguistic, (b) logical, (c) musical, (d) spatial, (e) bodily kinesthetic, (f) interpersonal, (g) intrapersonal, and (h) naturalistic (National Research Council, 2000). Four of the eight intelligences rely on connections to the arts to develop capacity in those areas (Gardner, 2008). As individuals apply a single intelligence, they move on a continuum from novice to expert (Gardner, 1983). Thus, students who continue to experience, persist, and practice art are building their capacity to learn at high levels of expertise.

A wide range of research has explored the link between exposure to the arts and academic achievement. For example, Omstein and Hunkins (2009) demonstrated that traditional school settings play a viable role toward strengthening students' intellectual capacity, not only through established reading and mathematics programs, but also through quality arts education programs. A correlational, retrospective study conducted by Doyle (2013) found that, after controlling for socioeconomic status, school size, special education status, and English language-learner status, fine arts instruction enhanced student achievement. However, the study did not control for quality fine arts, the number of arts disciplines offered, and the numbers of certified arts teachers. Considering the research on the benefits of the arts in schools, the need to explore arts implementation and participation is warranted.

Methods

A qualitative study design incorporated descriptive measures, including demographic characteristics of the targeted student population. Activities and events were discussed along with survey responses of students, teachers, and parents regarding various components of the initiative that occurred during the 2017–2018 academic year. These data are being used to identify trends and to determine whether activities and events are aligned to the program goals throughout the five-year program implementation period.

Data Collection

School enrollment and student demographic characteristics were extracted from 2017–2018 Public Education Information Management System (PEIMS) data files. A website, developed on the HISD HUB, was used to gather meeting notes and information

about events. One-on-one interviews were conducted with the initiative's program specialist to collect flyers and correspondences and to verify events and activities that occurred throughout the academic year.

The survey results of participants in two key activities are presented in this evaluation: the Honor Choir and the Houston Ballet's X3, Explore, Extend, Excel! Residency program. Survey data were gathered from 40 students who participated in the Honor Choir, 19 parents, and 9 teachers to determine their perceptions about the choir. Pre-post survey results of 59 students who participated in the Houston Ballet's program are also presented in this evaluation. All survey participants were administered a paper-and-pencil survey.

Results

What was the profile of District III - East Area Fine Arts Initiative students during the 2017–2018 academic year?

A profile of students who had access to the District III - East Area Fine Arts Initiative during the 2017–2018 academic year is depicted in **Appendix A** by Chavez (**Table 2a**, p. 10) and Milby feeder schools (**Table 2b**, p. 10). Access to the program was based on student enrollment at participating schools. The majority of students in the Chavez feeder schools were economically disadvantaged (between 69% and 95%) as well as at risk of dropping out of school (between 60% and 91%). Further, at least 50% of the students at Belfort ECC, Bonner, Lewis, Park Place, Patterson, and Rucker were limited English proficient (LEP). The highest percentage of gifted/talented students at the elementary-school level was at Park Place (19%), and at the middle-school level was at Stevenson Middle School (33%). Stevenson is a STEM Magnet school. At the high-school level, Chavez had 12% of the student population identified as gifted/talented. Further, the highest percentage of students identified as special education by level were enrolled at Rucker Elementary School (11%), Ortiz Middle School (11%), and Chavez High School (8%).

The majority of students in Milby feeder schools were also economically disadvantaged (between 68% and 97%) as well as at risk of dropping out of school (between 79% and 89%). Moreover, at least 50% of the students at Crespo, Davila, DeZavala, Gallegos, Harris, Sanchez, and Southmayd were limited English proficient (LEP). The highest percentage of gifted/talented students at the elementary-school level in Milby feeder schools was at DeZavala (31%), which is a Vanguard Magnet school. Deady was the only middle school in the feeder, with 13% gifted/talented students. At the high-school level, Milby had 14% of the student population identified as gifted/talented. Further, the highest percentage of students identified as special education by level were enrolled at Gallegos, Sanchez, and Southmayd elementary schools (10%), Deady Middle School (11%), and Milby High School (11%).

What in-kind contributions and financial resources were provided by community partners to support the District III - East Area Fine Arts Initiative?

The District III - East Area initiative received financial and in-kind donations to support the program from organizations external to HISD. **Table 3a** displays in-kind and financial contributions donated to the District III Fine Arts Initiative during the 2017–2018 ac-

Table 3a. In-kind Contributions to the District III Fine Arts Initiative in Chavez and Milby Feeder Schools, 2017–2018

Partners	Programs/Projects	Chavez Feeder Schools	Milby Feeder Schools	Approximate Value of In-kind Contributions (Total = \$32,255)
Houston Ballet	Various programs offer at schools include: Ballet Talks, Guest Speaking, Learning from the Masters, Studio Series, Chance to Dance, Adapted Dance, X3, Dance to Learn	Bonner, Lewis, Park Place, Patterson, Rucker, Ortiz, Stevenson, Chavez	Davila, J.R.Harris, Southmayd	
Houston Symphony	Upper Elementary Concert	Bonner, Lewis, Park Place, Patterson, Rucker	Crespo, Davila, DeZavala, Gallegos, J.R.Harris, Sanchez, Southmayd	\$11,540.00
	Family Concert "Fiesta"		DeZavala	\$750.00
	Middle School Concert	Ortiz, Stevenson	Deady	\$3,120.00
	High School Residency Clinic	Chavez	Milby	
Houston Grand Opera/ Opera to Go	Presented "Monkey and Francine in the City of Tigers" at schools	Bellfort, Bonner, Lewis, Rucker	Davila, DeZavala, Gallegos, J.R. Harris, Southmayd	\$8,910.00
	Field trip to Heinen Theatre "Monkey and Francine in the City of Tigers"	Patterson		
	"The House Without A Christmas Tree"	Stevenson		\$330.00
	High School Night "La Traviata"	Chavez	Milby	\$990.00
	"Cruzar la Cara de la Luna"	Lewis		
	High School Voice Studio Masterclasses	Chavez	Milby	
Houston Youth Symphony	Workshops for Orchestra Students	Ortiz, Chavez		
BBVA Compass	"The Bodyguard"	Chavez		\$1,695.00
	"Something Rotten"	Chavez		\$1,140.00
	"Lion King"	Stevenson		\$1,620.00
	"West Side Story"	Fine Arts Teachers		\$2,160.00
Houston Chamber Choir	Weekly Music Instruction	Rucker		

ademic year. In-kind donations provided exposure for students to in-school performances, dance programs at schools, and tickets to performances. Field trips were taken to Jones Hall to the Students Concert Series and Family Series, the Hobby Center for the Performing Arts, the Resilience Theatre at George Brown Convention Center for Houston Grand Opera performances, the Houston Ballet Center, and the Museum of Fine Arts. A special event with Irma Infante sponsored by De Casas Productions was attended by all performing and visual arts students (approximately 300 students) from Ortiz and the Chavez Mariachi Band. Support was provided to promote the initiative through HISD blogs, media releases, and videos. The approximate value of in-kind contributions was \$32,255. Some of the in-kind contributions are shown in **Table 3a**.

Table 3b provides information on financial contributions made by other supporters to the initiative. The total amount reported is \$34,998.97.

What key expansions were implemented to support the District III - East Area Fine Arts Initiative during the 2017–2018 academic year?

During the 2016–2017 academic year, District III - East Area

students in Chavez feeder schools were exposed to quality fine arts through part-time and full-time teachers as well as local plays and concerts performed at the Houston Symphony, Houston Grand Opera, and Alley Theatre (**Table 4a** and **Table 4b**, **Appendix B**, p. 11). The expansion of the program in 2017–2018 led to the continuation of a variety of activities (See **Appendix C**, p. 12), including after-school choir and dance programs, theatre, mariachi, and piano in Chavez feeder schools (**Table 5**). Live performances for students in both Milby and Chavez feeder schools (**Table 3a**), were provided by Houston arts partners, such as the Houston Sympho-

Table 3b. District III Supporters and Financial Contribution to Chavez and Milby Feeder Schools, 2017–2018

Other Supporters	Amount (Total = \$34,998.87)
Houston Community College	\$1,050.00
BBVA Compass	\$20,000.00
HISD Foundation	\$500.00
Individual	\$9,998.00
Donors Choose	\$1,983.68
TMEA Teachers Grant	\$1,467.19

Table 5. District III Fine Arts Initiative "Expansions" at Chavez Feeder Schools, 2017–2018

Bellfort ECC	Bonner ES	Chavez HS	Lewis	Ortiz MS	Park Place ES	Patterson ES	Rucker ES	Stevenson MS
Part-time dance teacher	After-school dance	Mariachi	Theatre	Mariachi		Full-time music teacher	Music program, grades 2 and 3	Theatre
	General music, regular school hours, grades 3-5	Two full-time dance teachers	After-school dance	Ballet Folklorico			After-school choir	Full-time dance teacher
	After-school choir		After-school choir	Choir		After-school choir		After-school choir
				Piano				



Figure 5. Rucker Second and Third-grade Students with Houston Chamber Choir

ny, the Houston Chamber Choir, Houston Youth Symphony, Alley Theatre, and the Houston Ballet residency programs.

Active learning was emphasized through team teaching and teaching artists to build on students' learning various art forms, including poetry, music, and dance. Musicians and artists modeled lessons for students and students demonstrated what they learned during class instruction (**Figures 5** and **6**). The HISD fine arts specialist and teaching artists coached and modeled instructional strategies, and teachers returned to their schools to implement the strategies. To strengthen alignment of the instructional program across academic levels, band teachers from Stevenson, Ortiz, and Chavez worked together. Consequently, a mentorship program was established with Chavez high-school band students mentoring Stevenson and Ortiz middle-school band students. Moreover, students' opportunities to participate in off campus, live choir, dance, and band performances were evident (**Figure 7**). Descriptive information on some of the key programs and activities that consistently occurred throughout the school year follows.

- **Houston Ballet - X³, Explore, Extend, Excel! Residency** involved two Houston Ballet teaching artists and a musician who worked with students at Rucker conducting a series of classes that culminated with a themed performance for the school, community, family, and friends (**Appendix D**, p. 13).



Figure 6. Lewis Students Attend “Chance to Dance” at the Houston Ballet Center for Dance, 2017–2018



Figure 7. Southmayd Students Excited about Fieldtrip to the Houston Symphony Students Concert at Jones Hall, 2017–2018

- **Houston Ballet - Chance to Dance** was offered to students at Davila, Lewis, and Park Place elementary schools. The program targeted first and second-grade students. Students received a merit scholarships for the Houston Ballet Academy.
- **Houston Ballet - Adapted Dance** helped students with disabilities at Ortiz and Park Place learn various dance steps.
- **Feast of Art at Milby and Chavez:** The showcase featured live performances and visual arts exhibitions in the Milby auditorium (**Figure 8**) and at Chavez. This was the first Feast of Art for Milby feeder schools. For Chavez, the showcase was expanded to include more choir performances, Ballet Folklórico, arts tours, arts activities, and photo booths for digital arts.
- **Summer Music Academy** was held for the first time during the 2017–2018 academic year for all students in Chavez feeder schools. Classes offered during the camp included mariachi, Ballet Folklórico, singing, and music theory. The program was the result of a collaboration among teachers at Ortiz, Stevenson, Chavez, and Bonner.

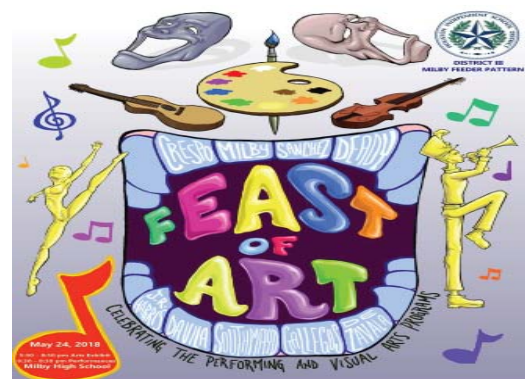


Figure 8: The First Feast of Art in the Milby Feeder Pattern, 2017–2018

What was the impact of the District III - East Area Fine Arts Initiative on inspiring and motivating collaboration among participants?

To determine the impact of the District III - East Area Fine Arts Initiative on inspiring and motivating participation, surveys were administered to students who participated in the Honor Choir, parents of students, and music teachers. The Honor Choir was a key component of the initiative during the 2017–2018 academic year. In addition, students who participated in the Houston Ballet's "X3, Explore, Extend, Excel! Residency" program at Rucker Elementary School were surveyed to determine the extent that the program influenced their perceptions of self-efficacy, active learning, learning values, and performance goals.

Honor Choir Student, Teacher, Parent Survey Results

A total of 40 students completed the Honor Choir survey. The results are depicted in **Figure 9**. Notable findings were all of the student respondents either "strongly agreed" or "agreed" that they liked to participate in the Honor Choir (Item 1), the music teachers made the Honor Choir interesting (Item 2), and they looked forward to attending Honor Choir rehearsals and concerts (Item 7). The highest extent of disagreement was on Item 8. Specifically, 20% of students indicated disagreement that they spent extra time practicing songs that they learned in the Honor Choir.

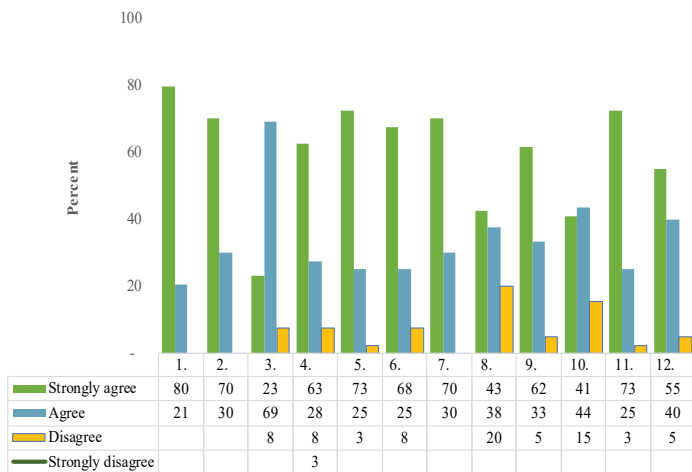
Students were also asked to share their experiences in the Honor Choir using an open-ended format. Comments representing the typical perspectives of student respondents are presented in **Table 6a**. In general, students thought that the Honor Choir was enjoyable and helped them develop their music skills. A student noted that "The Honor Choir made me confident, and it pushes me to do better and work harder."

District III - East Area music teachers were asked to share their experiences about the Honor Choir collaboration. **Table 6b** provides comments from teacher respondents. In general, teachers considered the Honor Choir as a positive learning experience for students, emotionally as well as academically, and that the Honor Choir allowed students to build their skills as musicians. One teacher wrote "...My students and I loved being part of this project. It gave us an opportunity to meet new people and to learn beautiful music." When asked to provide comments regarding changes, teachers suggested altering the audition process for the choir, making it more fun and engaging for students. In addition, teachers noted the need for more financial support to sustain the Honor Choir.

Parents of students who participated in the Honor Choir were also asked their perceptions about the experience. A total of 19 parents completed the survey. Some comments are depicted in **Table 6c**. In general, parents emphasized the dedication of students and teachers in the Honor Choir to be successful. Parents noted specific skills that their child developed due to participation in choir, including improved singing and diction skills. Additional observations by parents were enhanced discipline and team work displayed by their child while participating in the choir.

Houston Ballet - X³, Explore, Extend, Excel! Residency Student Survey Results

The findings from a pre-post survey administered to 59 stu-



1. I like to participate in the District III Honor Choir.	7. I look forward to attending Honor Choir rehearsals and concerts.
2. The music teachers make the Honor Choir interesting.	8. I spend extra time practicing songs that I learned in the Honor Choir.
3. The students in the Honor Choir pay attention to the teachers.	9. Participating in the Honor Choir helps me feel more confident.
4. The Honor Choir music teachers encourage me to express my thoughts, feelings, and ideas.	10. I talk about the Honor Choir with my friends and family.
5. I have made a lot of progress in the Honor Choir.	11. I learned the singing techniques and understand music better since participating in the Honor Choir.
6. I am satisfied with the Honor Choir.	12. I want to continue to be involved in a choir at my school.

Figure 9: Students' Perceptions Regarding the Honor Choir, 2017–2018

Table 6a: Students' Perceptions Regarding the Honor Choir, 2017–2018
".....Honor Choir is really helping me understand music better and I have fun doing the Honor Choir."
"....The teacher lets us learn on our own pace....."
"...I have learned that everyone can express their feelings by music and singing."
".....The Honor Choir made me confident, and it pushes me to do better and work harder."

Table 6b: Music Teachers' Perceptions about the Honor Choir, 2017–2018
".....I enjoyed working with other musicians to create a beautiful result! It was fantastic to see the growth and confidence come from my students. I feel like they have something that they worked on together, and to be proud of. They grew as musicians and as people."
"....I love that it gave our students a chance to explore their voices and build a talent. The students were required to memorize, build upon skills, and be consistent. I think it will serve them well in the future."

Table 6c: Parents' Perceptions Regarding the Honor Choir, 2017–2018
".....I feel that music and education is critical to our society...Music helps our children to learn how to work together. In our community, we strive for our children to get into something they can enjoy, relate to and also benefit from."
"....I have watched my child grow and develop her singing skills...Along with that, her personality has blossomed. Her speaking diction reflects that she is being taught to sound her words. She shows a greater concern for her overall grades in order to continue in the program."
".....I feel that the program has helped my daughter express who she is. She was a shy person but the choir helped her out her shell.....I hope this program is continued for years to come."
".....I believe that music is very important and it is programs like these that are needed in our schools. Students need to have an outlet and music is a great one. It teaches them discipline and team working skills. The music and art programs are great. Thank you for this opportunity. My daughter has really enjoyed it."

dents who participated in the Houston Ballet - X³, Explore, Extend, Excel! Residency at Rucker Elementary School are depicted in **Tables 7a, 7b, 7c, and 7d**. The survey measured students' perceptions of self-efficacy, active learning, learning values, and performance goals.

In general, student survey respondents were more likely to show increases in agreement on items that related to "learning value" and "active learning". Specifically, students noted an increase in agreement on seven out of seven items measuring "learning value" (100%) and seven out of eight of the items measuring "active learning" (88%). The highest percentage-point changes in agreement relative to "learning value" were on the items "I can apply what I learn in dance to do better in school" (55% to 75%) and "It is important for me to participate in discussions about what I learn from dance" (70% to 84%) (Table 7c). The highest percentage-point changes in agreement relative to "active learning" were on the items "When I do not understand a new dance, I ask my teacher or other students to help me" (69% to 80%) and "When I do not understand a new dance, I use other resources to help me (videos, books) (60% to 70%).

Finally, evidence of motivation and engagement was manifested through performances, competitions, and awards earned by students. For example, the Chavez band earned a First Division "Superior" Rating in the 2018 UIL Concert & Sight Reading Contest (**Figure 10**). The Stevenson Middle School Sparklers Drill Team won a Hip Hop and Jazz competition (**Figure 11**). A student at Park Place Elementary School was a school arts winner (**Figure 12**, p. 8). A final Teacher Appreciation Luncheon was held at Ortiz Middle School to celebrate successes that occurred throughout the year (**Figure 13**, p. 8). A guest speaker attended and recognitions were made for the best arts program at each Chavez feeder school. The best programs received \$500 to support the arts.

Table 7a. Influence of Houston Ballet Residency Program on Students' "Self-efficacy" (N=59)	Pre % Agree	Post % Agree
1. I understand movement and how it relates to dance.	88	83
2. I do not know how to move my body to perform difficult dance steps.	55	53
3. I can do well in dance.	76	83
4. No matter how much I try, I cannot learn how to dance well.	41	42
5. When dancing is too hard, I give up or only try easy dances.	38	42
6. I ask other people to dance rather than do it myself.	40	45
7. When I find that dancing is too hard, I do not try.	39	36

Table 7b. Influence of Houston Ballet Residency Program on Students' "Active Learning" (N=59)	Pre % Agree	Post % Agree
9. When learning new dance steps, I try to understand how to do them.	91	86
10. When learning new dance steps, I think about what I already know.	81	86
11. When I do not understand a new dance, I use other resources to help me (videos, books).	60	70
12. When I do not understand a new dance, I ask my teacher or other students to help me.	69	80
13. I think about the things that I learn in dance class.	77	88
14. When I make a mistake dancing, I try to find out why.	75	80
15. When I see dances that I do not understand, I still try to do them.	82	85
16. When I am confused about a dance step, I keep practicing the step.	86	91

Table 7c. Influence of Houston Ballet Residency Program on Students' "Learning Value" (N=59)	Pre % Agree	Post % Agree
17. I think that learning how to dance is important because I can use it in my daily life.	79	86
18. I think that learning how to dance is important because it helps me to think.	68	79
19. Dancing helps me to solve problems.	63	64
20. It is important for me to participate in discussions about what I learn from dance.	70	84
21. It is important for me to be curious when I dance.	72	77
22. I get better in dance if I keep practicing.	87	88
23. I can apply what I learn in dance to do better in school.	55	75

Table 7d. Influence of Houston Ballet Residency Program on Students' "Performance Goal" (N=59)	Pre % Agree	Post % Agree
24. I learn to dance to get a good grade.	67	62
25. I learn to dance to perform better than other students.	41	51
26. I learn to dance so that other students think that I'm smart.	44	39
27. I learn to dance to get attention from others.	38	43

Discussion

The District III - East Region Fine Arts Initiative was launched during the 2016–2017 academic year, and extended to Milby feeder schools during the 2017–2018 school year. The initiative was designed to increase students' access to a high-quality fine arts education in their community by building arts resources at all



Figure 10. Chavez 2018 UIL Concert & Sight Reading Contest, First Division "Superior" Rating



Figure 11. Stevenson Drill Team. First Place Hip Hop and Jazz Winners, 2018



Figure 12: School Art Winner from Park Place Elementary School



Figure 13. Appreciation Luncheon, Spring 2018 at Ortiz

schools in the targeted area. The first year of the initiative captured baseline needs assessment data from a sample of fine arts teachers. In general, teachers expressed the need for more professional development, more support, collaboration, and funding for fine arts at their schools. Teachers' perspectives were taken into account throughout the school year and the current school year. This was evident by the extension of a variety of activities and events, including visiting artists from the Houston Ballet and the Houston Youth Symphony along with field-trips to local arts performances at the Houston Grand Opera, the Houston Symphony, and the Alley Theatre. Moreover, professional development and networking opportunities were provided for teachers by community partners who have shared interest in promoting the arts.

Feedback gathered from students, parents, and teachers noted program benefits relative to students' engagement and motivation to participate in art activities, specifically the Honor Choir and the Houston Ballet's residency program. There was general consensus that, not only did students develop music and dance skills, but the activities provided a means to express themselves, develop teamwork skills, and discipline.

A recommendation is to continue the initiative, considering the positive feedback of District III - East Area students, parents, and teachers. There is continued potential to build on the collaboration by extending the partnerships to other local arts organizations as well as organizations at the state and national level. This may inspire students to strengthen their skills in the arts through expanded competitive opportunities. While this research has noted the social benefits of the arts for students, future research should explore program benefits relative to students' academic performance.

References

Blomfield, C. J., & Barber, B. L. (2011). Developmental experiences during extracurricular activities and Australian adolescents' self-concept: Particularly important for youth from disadvantaged schools. *Journal of Youth and Adolescence: A Multidisciplinary Research Publication*, 40, 582–594. doi:10. 1007/s10964-010-9563-0.

Catterall, J. S. (2007). Enhancing peer conflict resolution skills through drama: An experimental study. *Research in Drama Education*, 12, 163–178. doi:10.1080/13569780701321013.

Deasy, R. J. (2002). *Critical links: learning in the arts and student academic and social development*. Washington, D.C.: Council of Chief State School Officers. Retrieved from <http://ijea.org/v3r3/>

Doyle, S. T. (2013). *Fine arts instruction as a predictor of school performance in south carolina* (Order No. 3538738). Available from ProQuest Dissertations & Theses Global. (1335534196). Retrieved from, <https://search.proquest.com/docview/1335534196?accountid=458>

Farb, A., & Matjasko, J. (2005). The role of school-based extracurricular activities in adolescent development: A comprehensive review and future directions. *Review of Educational Research*, 75, 159-210.

Farb, A., & Matjasko, J. (2012). Recent advances in research on school-based extracurricular activities and adolescent development. *Developmental Review*. 32. doi: 10.1016/j.dr.2011.10.001.

Gadsden, V. L. (2008). The arts and education: Knowledge generation, pedagogy, and the discourse of learning, *Review of Research in Education*, 2, 29-61. doi: 10.3102/0091732X07309

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York, NY: Basic Books.

Gardner, H. (2008). *Five minds for the future*. Boston, MA: Harvard Business Press.

Hancock, D., Dyk, D., & Jones, K. (2012). Adolescent Involvement in Extracurricular Activities: Influences on Leadership Skills. *Journal of Leadership Education*, 11(1), 84-101.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.

Hunter, M. (2005). *Education and the arts: Research overview*. A summary report prepared for the Australia Council for the Arts. Canberra: Australian Government and Australia Council for the Arts.

Li, W., & Vandell, D. L. (2013). Relating Type Intensity and Quality of After School Activities to Later Academic and Behavioral Outcomes. Manuscript in preparation.

Marsh, H. W., & Kleitman, S. (2002). Extracurricular school activities: The good, the bad, and the nonlinear. *Harvard Educational Review*, 72, 464–514.

Miller, K. E., Sabo, D. F., Farrell, M. P., Barnes, G. M., & Melnick, M. J. (1998). Athletic participation and sexual behavior in adolescents: The different worlds of boys and girls. *Journal of Health and Social Behavior*, 39, 108-123. doi.org/10.2307/2676394 Retrieved from, https://www.researchgate.net/publication/298907852_Student_home_and_school_socio-demographic_factors_links_to_school_home_and_community_arts_participation

National Endowment for the Arts. (2012). The arts and achievement in at-risk youth: Findings in four longitudinal studies. Retrieved from, <http://www.nea.gov/research/arts-at-risk-youth.pdf>

National Research Council. (2000). How people learn: brain, mind, experience, and school. Expanded Edition. Retrieved from <https://eric.ed.gov/?id=ED481522>

Omstein, C. A., & Hunkins, P. R. (2009). *Curriculum: Foundations, principles, and issues* (5th ed.). Boston: Pearson.

Rose-Krasnor, L., Busseri, M. A., Willoughby, T., & Chalmers, H. (2006). Breadth and intensity of youth activity involvement as contexts for positive development. *Journal of Youth and Adolescence*, 35, 365–379.

Shernoff, D. J., & Vandell, D. L. (2007). Engagement in after-school program activities: Quality of experience from the perspective of participants. *Journal of Youth and Adolescence*, 36, 891–903. doi:10.1007/s10964-007-9183-5.

Vandell, D. L., Pierce, K. M., & Karsh, A. (2011). *Study of Promising After School Programs and Follow Up Report to Participating School Districts*. Irvine, CA: University of California-Irvine.

Appendix A

Table 2a: Profile of East Area, Chavez Feeder Schools, 2017–2018										
Chavez Feeder School	Total Enrollment	% Male	% Female	% Eco. Disadv.	% Gifted/Talented	% Special Ed.	% ESL	% Bilingual	% LEP	% At Risk
Belfort ECC	365	52	48	93	3	5	0	56	56	91
Bonner ES	876	51	49	95	9	7	1	55	63	83
Chavez HS	3059	53	47	69	12	8	14	<1	15	78
Lewis ES	801	50	50	93	14	5	15	41	59	79
Ortiz MS	1062	53	47	91	9	11	30	<1	34	77
Park Place ES	949	52	48	95	19	4	11	49	60	79
Patterson ES	933	52	48	84	15	7	5	56	54	78
Rucker ES	489	57	43	95	8	11	1	46	56	84
Stevenson MS	1396	50	50	93	33	6	22	<1	23	60

Source: PEIMS, 2017–2018

Table 2b: Profile of East Area, Milby Feeder Schools, 2017–2018										
Milby Feeder School	Total Enrollment	% Male	% Female	% Eco. Disadv.	% Gifted/Talented	% Special Ed.	% ESL	% Bilingual	% LEP	% At Risk
Crespo	878	50	50	94	14	5	9	61	76	89
Davila ES	402	53	47	93	14	7	2	55	50	83
Deady MS	719	56	44	97	13	11	38	<1	40	79
DeZavala ES	593	51	49	68	31	5	15	56	52	79
Gallegos ES	380	54	46	97	16	10	1	49	52	79
J.R. Harris ES	462	50	50	88	8	4	10	69	63	84
Milby HS	1696	51	49	86	14	11	16	0	18	79
Sanchez ES	526	50	50	90	8	10	0	46	51	79
Southmayd ES	689	51	49	93	14	10	1	49	52	83

PEIMS, 2017–2018

Appendix B


Table 4a: Phase I “Exposure” Accomplishments, 2016–2017		
2016 – 2017 Houston Symphony Residency Program at Patterson	2016 – 2017 Houston Symphony Residency Program at Ortiz	2016 – 2017 Residency Program at Chavez
2 pre-concert classroom visits	4 ensemble workshops for orchestra students	4 sectionals with a pair of Community-Embedded Musicians
In-school chamber concert	Chamber Music Performance for band, orchestra, and choir students	2 clinics/workshops with Musical Ambassador & Assistant Conductor, Carlos Boter
1 post-concert classroom visit	Clinic with Musical Ambassador & Assistant Conductor for orchestra students	2 Chamber Music performances
2nd-grade students attended Houston Symphony Lower Elementary concert at Jones Hall	Houston Symphony classical subscription concert attendance	2 concert attendance
2nd-grade students/families attended Houston Symphony		
Clinic/workshop with Guest Conductor Robert Ranz to write poetry based on Saint-Saenz “The Carnival of the Animals”		
Students completed artwork to accompany their poetry, displayed at the hall for a weekend		
26 poems selected and read by an actor from the Alley Theater during the Family Concert at Jones Hall		

Table 4b: Phase I - “Exposure” Accomplishments, 2016–2017		
Arts Partner	Activity	Schools
Houston Grand Opera – Opera to Go (In-house Performances)	The Princess and the Pea	Bonner, Lewis, Park Place, Patterson, Rucker, Ortiz, Stevenson, Bellfort
	The Barber of Seville A bilingual (English/Spanish) adaptation	Bonner, Lewis, Park Place, Patterson, Rucker
Houston Symphony	Field Trip to the Students Concert Series	Bonner, Lewis, Park Place, Patterson, Rucker, Ortiz, Stevenson, Chavez
Alley Theatre	Field Trip	Rucker


Appendix C

Phase III "Performance" Accomplishments, 2017–2018
Perform within HISD and the City of Houston and Participated at Festivals, Contests and Competitions
• Ortiz Drumline, Stevenson Sparklers, Milby Dance Team performed at the HISD Ceremony Naming Board Auditorium
• Deady Band and Lewis Choir performed at Hobby Airport
• Ortiz Band performed at the HISD Foundation Golf Tournament
• Ortiz Drumline and Royal Diamonds Dance Team performed at HISD Fine Arts Friday.
• Dance group from Lewis, Ortiz, and Stevenson performed at Houston Community College Hispanic Scholarship Council Luncheon
• Ortiz Royal Diamonds Dance Team performed at the Rockets game.
• Chavez Lobo Choir, Park Place Dance Groups, and Milby Band performed at the Association of Latino Administrators and Superintendents Education Summit
• Lewis Mariachi performed at the Lulac Cinco de Mayo Parade
• District III Honor Choir Inaugural Concert at Chavez
• Chavez Theatre advanced to Bi-District in One Act Play, earned alternate to Area Competition
• Park Place participated in UIL mini-play and received superior ratings.
• Patterson presented Macbeth at the Shakespeare Festival for Elementary Students
• Chavez Band earned a First Division "Superior" rating UIL Concert & Sight-Reading Contest. This is the first time Chavez Band and Chavez Orchestrat participated in UIL.
• Ortiz Mighty Eagle Band and Drumline participated in the High Noon Showdown and received First Division Superior rating. 22 students competed in Solo and Ensemble and received 24 medals.
• Chavez Sapphire Stars win 2 grand championships, including one national championship
• Stevenson Sparklers received two second place trophies for Jazz and Pom and a first place award for hiphop at Crowd Pleasers Dance competition. At Fun in the Sun Dance Competition they received first place in Team Jazz, Team Pom and Team HipHop and a Grand Champion Award.
• J. R. Harris and Park Place students were amongst the finalists in the HISD Holiday Card Contest.
• Park Place, Bonner, Ortiz, participated in the Houston Livestock and Rodeo Art Contest. Park Place student won Best of Show award and represented HISD at the Houston Livestock and Rodeo with the elementary champion whose art piece was auctioned off for \$25,000.
• Two art students at Park Place were Finalist in the Treasures of the Texas Gulf contest.
• Chavez participated in the annual High Art Exhibition at the University of Houston-Downtown.
• Stevenson participated in the project aDOORe Houston

Appendix D


HoustonBallet

Please join us for a performance of *We Are Texas!*, the culmination of our
X³- Explore, Extend Excel! residency.
Los invitamos a la culminación de nuestro programa de baile X³ - Somos Tejas!



Rucker Elementary
Thursday, May 24, 2018
2:15 pm
5100 Vinett St
Houston, Texas 77017

For more information please contact the Lauren Anderson at landerson@houstonballet.org.
Para más información y para hablar en español, por favor contacte a Sue Ellen Hill al correo
shill@houstonballet.org.

EDUCATION & COMMUNITY ENGAGEMENT
EXPOSE • EDUCATE • INTEGRATE

Appendix E

