MEMORANDUM

October 17, 2017

TO: Jorge Arredondo
Area Superintendent, East Region

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: DISTRICT III – EAST AREA FINE ARTS INITIATIVE, 2016–2017

CONTACT: Carla Stevens, (713) 556-6700

Attached is the 2016–2017 evaluation of the District III – East Area Fine Arts Initiative. The initiative emphasizes a high-quality fine arts education by expanding students’ access to arts partnerships and teacher professional development in East Region neighborhood schools. The program builds on best practices in fine arts to support student engagement and academic success, through student participation in off-campus and in-school arts-related activities and events.

Key findings include:

- A total of 10,104 students had access to the District III – East Area Fine Arts Initiative during the 2016–2017 academic year.
- The first year of the initiative captured baseline needs assessment data from a sample of fine arts teachers in the east area. In general, teachers expressed the need for more professional development, more support, collaboration, and funding for fine arts at their schools.
- Throughout the year, District III – East Area students were exposed to fine arts-related activities and events by organizations, such as the Houston Grand Opera, Houston Symphony, and the Houston Ballet. Students were encouraged to participate in fine arts competitions and perform at district-level events. The culminating event, “A Feast of Art,” allowed students to demonstrate their fine arts skills in music, dance, and artistic presentations.
- Staff who helped to plan the initiative expressed benefits of collaborating across east area schools. These benefits were evident in students’ work at the fine arts showcase event.

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

Attachment

cc: Grenita Lathan
Sabrina Nguyen
RESEARCH
Educational Program Report

DISTRICT III – EAST AREA FINE ARTS INITIATIVE, 2016–2017
2017 BOARD OF EDUCATION

Wanda Adams
President

Diana Dávila
First Vice President

Jolanda Jones
Second Vice President

Rhonda Skillern-Jones
Secretary

Anne Sung
Assistant Secretary

Anna Eastman
José Leal
Michael L. Lunceford
Holly Maria Flynn Vilaseca

Richard A. Carranza
Superintendent of Schools

Carla Stevens
Assistant Superintendent
Department of Research and Accountability

Venita Holmes, Dr.P.H.
Research Manager
Introduction
Arts participation of students in HISD is being supported through the District III - East Area Fine Arts Initiative (Figures 1 and 2). Research has reported the benefits of arts participation toward improving academic and non-academic outcomes for children and youth in schools. 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 (Roe-Kransen et al., 2006), leadership skills (Hancoc,k, Dyk, & Jones, 2012), as well as reduced risky behavior (Miller et al., 2013). Research has found that “At-risk students who have access to the arts tend to have better academic results, better workforce opportunities, and more civcengagement” (p. 1). Students not offered education in the arts lose an opportunity to experience an array of cognitive, social, and emotional dispositions that the arts may foster (Gaudden, 2008; Vandell, Pierce, & Karsh, 2011; Li & Vandell, 2013).

Background

The District III - East Area Fine Arts Initiative was an effort by schools in east Houston (Table 1) to collaborate in a vertical alignment at the elementary, middle, and high school levels. The goals of the program are presented in Table 2. These goals were established to provide students fine arts programs of (1) continuity, and (3) in their neighborhood. School principals in the east area to gather information about 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. Throughout the school year, ideas to develop new performance opportunities for students at schools as well as at community events were explored. Schools shared resources, including splitting teacher salaries, facilities, musical instruments, and costumes. These strategies would help to expose students to high-quality arts programming while strengthening their skills to perform at higher levels (Figures 3 and 4). To that end, this research brief addressed the following questions:

- 1. What was the demographic profile of students in the District III - East Area Fine Arts Initiative?
- 2. What were the perceptions of District III - East Area fine arts teachers regarding their fine arts opportunities, strengths, and needs prior to the initiative?
- 3. What activities and events were held in the District III - East Area Fine Arts Initiative during the 2016-2017 academic year?

Research Questions:

- 1. What was the demographic profile of students in the District III - East Area Fine Arts Initiative?
- 2. What were the perceptions of District III - East Area fine arts teachers regarding their fine arts opportunities, strengths, and needs prior to the initiative?
- 3. What activities and events were held in the District III - East Area Fine Arts Initiative during the 2016-2017 academic year?

Results

A profile of students who had access to the District III - East Area Fine Arts Initiative, based on school enrollment during the 2016-2017 academic year, is depicted in Figure 6. A total of 10,104 students attended targeted schools. Chavez High School had the highest enrollment (n = 3,091), followed by Stevenson Middle School (n = 1,357), and Ortiz Middle School (n = 1,086). Bonner and Park Place had the highest enrollment among the five elementary schools (n = 950 for both schools).

Demographic characteristics of students at targeted schools can be found in Table 3. A majority of students in the targeted schools were economically disadvantaged (between 77% and 94%) as well as at risk of dropping out of school (between 58% and 90%). Further, at least 50% of the students at Bonner, Lewis, Park Place, Patterson, Bellfort, and Rucker were limited English proficient (LEP). The highest percentage of gifted/talented students at the elementary-school level was at Park Place (21%), and at the middle-school level was at Stevenson Middle School (27%). At the high-school level, Chavez had 11% of the students identified as gifted/talented. Further, the highest percentage of students identified as special education were enrolled at Ortiz Middle School (12%), followed by Rucker Elementary School (9%), and Chavez High School (8%).

Table 1: Chavez Feeder Pattern Fine Arts Programs at Baseline, 2016–2017

<table>
<thead>
<tr>
<th>Place ES</th>
<th>Patterson ES</th>
<th>Bonner ES</th>
<th>Chavez HS</th>
<th>Lewis ES</th>
<th>Rucker ES</th>
<th>Stevenson MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2: 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 Feeder pattern to build capacity in students, teachers, and schools.

Figure 3: Ortiz MS band students march at community parade

Austin feeder pattern in subsequent years. A five-year expansion of the arts in District III is designed to enhance students’ access to arts education, while building inventory at each of the targeted schools in the area. The fine arts program at participating schools at baseline (2016–2017) can be found in Table 1. To launch the initiative, meetings were held in early summer 2016 with HISD District III Trustee, Manual Rodriguez, central office administrators, and school principals in the east area to gather information about 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. Throughout the school year, ideas to develop new performance opportunities for students at schools as well as at community events were explored. Schools shared resources, including splitting teacher salaries, facilities, musical instruments, and costumes. These strategies would help to expose students to high-quality arts programming while strengthening their skills to perform at higher levels (Figures 3 and 4). To that end, this research brief addressed the following questions:

- 1. What was the demographic profile of students in the District III - East Area Fine Arts Initiative?
- 2. What were the perceptions of District III - East Area fine arts teachers regarding their fine arts opportunities, strengths, and needs prior to the initiative?
- 3. What activities and events were held in the District III - East Area Fine Arts Initiative during the 2016-2017 academic year?

Research Questions:

- 1. What was the demographic profile of students in the District III - East Area Fine Arts Initiative?
- 2. What were the perceptions of District III - East Area fine arts teachers regarding their fine arts opportunities, strengths, and needs prior to the initiative?
- 3. What activities and events were held in the District III - East Area Fine Arts Initiative during the 2016-2017 academic year?

Methods

A qualitative study design incorporated descriptive measures of the targeted student population. In addition, data related to activities, events, and teacher and administrators’ perceptions of the District III - East Area Fine Arts Initiative during the 2016-2017 academic year were presented. These data will be used to identify trends in program development and to determine whether the program met its goals over the five-year program implementation period.

Figure 4: Stevenson students perform at Board auditorium naming ceremony

Figure 5: Patterson ES students’ art on display

4. What was the impact of the Fine Arts Initiative on inspiring and motivating collaboration among participating schools?

Review of the Literature

School has been found to be a key 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 linked to Gardner’s (1983, 1999 & 2008) multiple intelligences 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.

Table 3: Demographic characteristics of students at targeted schools

<table>
<thead>
<tr>
<th>School</th>
<th>Percentage Male</th>
<th>Percentage Female</th>
<th>Percentage African American</th>
<th>Percentage Hispanic</th>
<th>Percentage White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lewis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Park Place</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patterson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rucker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stevenson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 6: Student enrollment at District III-East Region Fine Arts Initiative schools

Data Collection

Student enrollment and demographic characteristics were extracted from the Public Education Information Management System (PEIMS) for the 2016–2017 academic year. A website was developed on the HISD HUB to gather meeting notes and share information about events. Teacher survey data were collected in fall 2016 via SurveyMonkey as part of a needs assessment at baseline. A total of 19 teachers in Chavez feeder schools participated in the survey. Data were gathered from the coordinator describing activities conducted over the 2016-2017 academic year. The purpose of the post-survey was administered to fine arts teachers and administrators in spring 2017 to assess the impact of the initiative on motivating and inspiring collaboration among participating schools. There were 29 respondents to the post-survey.

Results

What was the demographic profile of students in the District III - East Area Fine Arts Initiative?

A profile of students who had access to the District III - East Area Fine Arts Initiative, based on school enrollment during the 2016-2017 academic year, is depicted in Figure 6. A total of 10,104 students attended targeted schools. Chavez High School had the highest enrollment (n = 3,091), followed by Stevenson Middle School (n = 1,357), and Ortiz Middle School (n = 1,086). Bonner and Park Place had the highest enrollment among the five elementary schools (n = 950 for both schools).

Demographic characteristics of students at targeted schools can be found in Table 3, Appendix A. The majority of students in the targeted schools were economically disadvantaged (between 77% and 94%) as well as at risk of dropping out of school (between 58% and 90%). Further, at least 50% of the students at Bonner, Lewis, Park Place, Patterson, Bellfort, and Rucker were limited English proficient (LEP). The highest percentage of gifted/talented students at the elementary-school level was at Park Place (21%), and at the middle-school level was at Stevenson Middle School (27%). At the high-school level, Chavez had 11% of the students identified as gifted/talented. Further, the highest percentage of students identified as special education were enrolled at Ortiz Middle School (12%), followed by Rucker Elementary School (9%), and Chavez High School (8%).
What were the perceptions of District III - East Area fine arts teachers regarding their fine arts opportunities, strengths, and needs prior to the initiative?

During the initial phases of program development, fine arts teachers in Chavez feeder schools were surveyed to gather information about fine arts opportunities, strengths, and needs. The most prevalent responses are summarized below.

Teachers' perceptions of fine arts opportunities

Teachers indicated having a variety of showcase opportunities for students that included national competitions as well as district and school-level music and art performances. Examples of these opportunities were Rodeo Art, HISD Holiday card contest, HISD District Art Show, Adopt a Beach, Treasures of the Texas Coast Art competition, Dental Health poster contest, Art Auction, Christmas concert, and Black History Month. Students also participated in class projects, displayed art in school hallways, while school bands performed at competitive sports and community events.

Fine arts teachers who responded to the survey also indicated their perceptions of program strengths. The strengths included administrative support, enthusiastic students, teachers who are industry professionals, the ability to see all students which allowed them to build on material covered in the previous course rotation, as well as a flexible curriculum.

Teachers in the targeted schools were also surveyed about their fine arts needs. The most prevalent issues are reflected in the word cloud shown in Figure 7. The larger the font, the more frequent the response. In general, teachers expressed the need for more professional development, collaboration, access, support (e.g., administrative, equipment), and funding for fine arts.

Teachers' perceptions of future goals for fine arts

Teacher survey respondents articulated future goals for the fine arts program. In general, teachers noted interests to:

- expose students to a wide range of activities that enhance their creativity and build on their knowledge and skills in the arts;
- help students develop a love and appreciation for the arts;
- provide students with a quality education;
- provide students with a solid foundation in the arts;
- help students develop their talents;
- help students become lifelong learners and consumers of the arts;

What activities and events were held in the District III - East Area Fine Arts Initiative during the 2016–2017 academic year?

Students in District III - East Area schools were exposed to a variety of activities and events during the 2016–2017 academic year that are depicted as three phases of accomplishments (Figure 8).

Phase 1 (Tables 4a and 4b) exposed students to quality fine arts partners, such as the Houston Symphony and the Houston Ballet through residency programs. Residency activities included resizing about fine arts opportunities, strengths, and needs. The survey was conducted in the fall of 2016.

Table 4a: Phase 1 - “Exposure” Accomplishments, 2016–2017

<table>
<thead>
<tr>
<th>Phase 1: Exposure</th>
<th>Activity</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016–2017 Houston Symphony Residency Program at Patterson</td>
<td>4 ensemble workshops for orchestra students</td>
<td>Chavez, Bonner, Lewis, Park Place, Patterson, Bonner</td>
</tr>
<tr>
<td>2016–2017 Houston Symphony Residency Program at Chavez</td>
<td>1 concert with the Pea &amp; the Pea</td>
<td>Chavez, Bonner, Lewis, Park Place, Patterson, Bonner</td>
</tr>
<tr>
<td>2016–2017 Houston Symphony Residency Program at Chavez</td>
<td>2 concerts - with a year of Community-Embedded Music</td>
<td>Chavez, Bonner, Lewis, Park Place, Patterson, Bonner</td>
</tr>
<tr>
<td>2016–2017 Houston Symphony Residency Program at Chavez</td>
<td>1 post-concert classroom visit with musical conductor for orchestra students</td>
<td>Chavez, Bonner, Lewis, Park Place, Patterson, Bonner</td>
</tr>
<tr>
<td>2016–2017 Houston Symphony Residency Program at Chavez</td>
<td>2 chamber music performances</td>
<td>Chavez, Bonner, Lewis, Park Place, Patterson, Bonner</td>
</tr>
<tr>
<td>2016–2017 Houston Symphony Residency Program at Chavez</td>
<td>20 grade 5 students attended Houston Symphony’s Lower Elementary concert at Jones Hall</td>
<td>Chavez, Bonner, Lewis, Park Place, Patterson, Bonner</td>
</tr>
<tr>
<td>2016–2017 Houston Symphony Residency Program at Chavez</td>
<td>20 grade 6 students attended Houston Symphony’s Lower 6th Grade concert at Jones Hall</td>
<td>Chavez, Bonner, Lewis, Park Place, Patterson, Bonner</td>
</tr>
<tr>
<td>2016–2017 Houston Symphony Residency Program at Chavez</td>
<td>Clinic workshp with guest conductor Robert Boter to write a new work for Chef</td>
<td>Chavez, Bonner, Lewis, Park Place, Patterson, Bonner</td>
</tr>
<tr>
<td>2016–2017 Houston Symphony Residency Program at Chavez</td>
<td>Students completed artwork to accompany their poetry, displayed on the hall for a weekend</td>
<td>Chavez, Bonner, Lewis, Park Place, Patterson, Bonner</td>
</tr>
<tr>
<td>2016–2017 Houston Symphony Residency Program at Chavez</td>
<td>20 poems selected and read by a speaker from the Alley Theatre during the Family Concert at Jones Hall</td>
<td>Chavez, Bonner, Lewis, Park Place, Patterson, Bonner</td>
</tr>
</tbody>
</table>

Table 4b: Phase 1 - “Exposure” Accomplishments, 2016–2017

<table>
<thead>
<tr>
<th>Phase 1: Exposure</th>
<th>Activity</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016–2017 Houston Symphony Residency Program at Patterson</td>
<td>4 ensemble workshops for orchestra students</td>
<td>Chavez, Bonner, Lewis, Park Place, Patterson, Bonner</td>
</tr>
<tr>
<td>2016–2017 Houston Symphony Residency Program at Chavez</td>
<td>1 concert with the Pea &amp; the Pea</td>
<td>Chavez, Bonner, Lewis, Park Place, Patterson, Bonner</td>
</tr>
<tr>
<td>2016–2017 Houston Symphony Residency Program at Chavez</td>
<td>2 concerts - with a year of Community-Embedded Music</td>
<td>Chavez, Bonner, Lewis, Park Place, Patterson, Bonner</td>
</tr>
<tr>
<td>2016–2017 Houston Symphony Residency Program at Chavez</td>
<td>1 post-concert classroom visit with musical conductor for orchestra students</td>
<td>Chavez, Bonner, Lewis, Park Place, Patterson, Bonner</td>
</tr>
<tr>
<td>2016–2017 Houston Symphony Residency Program at Chavez</td>
<td>2 chamber music performances</td>
<td>Chavez, Bonner, Lewis, Park Place, Patterson, Bonner</td>
</tr>
<tr>
<td>2016–2017 Houston Symphony Residency Program at Chavez</td>
<td>20 grade 5 students attended Houston Symphony’s Lower Elementary concert at Jones Hall</td>
<td>Chavez, Bonner, Lewis, Park Place, Patterson, Bonner</td>
</tr>
<tr>
<td>2016–2017 Houston Symphony Residency Program at Chavez</td>
<td>20 grade 6 students attended Houston Symphony’s Lower 6th Grade concert at Jones Hall</td>
<td>Chavez, Bonner, Lewis, Park Place, Patterson, Bonner</td>
</tr>
<tr>
<td>2016–2017 Houston Symphony Residency Program at Chavez</td>
<td>Clinic workshp with guest conductor Robert Boter to write a new work for Chef</td>
<td>Chavez, Bonner, Lewis, Park Place, Patterson, Bonner</td>
</tr>
<tr>
<td>2016–2017 Houston Symphony Residency Program at Chavez</td>
<td>Students completed artwork to accompany their poetry, displayed on the hall for a weekend</td>
<td>Chavez, Bonner, Lewis, Park Place, Patterson, Bonner</td>
</tr>
<tr>
<td>2016–2017 Houston Symphony Residency Program at Chavez</td>
<td>20 poems selected and read by a speaker from the Alley Theatre during the Family Concert at Jones Hall</td>
<td>Chavez, Bonner, Lewis, Park Place, Patterson, Bonner</td>
</tr>
</tbody>
</table>

Figure 7: Chavez guitar ensemble performance, spring 2017

Figure 8: Three phases of fine arts accomplishments, 2016–2017

Figure 9: Chavez guitar ensemble performance, spring 2017

Figure 10: Park Place fourth grade students’ submission in holiday card contest

Figure 11: Off-campus, live choir, dance, and band performances were a summer camp for band students at Ortiz, Stevenson, and Chavez in the future were initiated by fine arts teachers at the schools.

Off-campus, live choir, dance, and band performances were demonstrated by students at Chavez, Ortiz, Rucker and Stevenson in the future were initiated by fine arts teachers at the schools.

A description of “A Feast of Art” can be found in Appendix C and follows.

Figure 12: Display of students’ art in District III - East Area, 2017

Figure 13: District III - East Area teachers’ perceptions of fine arts needs, fall 2016

Figure 14: District III - East Area students perform at district-level ceremony, August 2017

from the community coached and modeled instructional practices in their classes at Chavez, Ortiz, and Rucker and in general music classes at Lewis. The visual arts teachers at Bonner and Lewis collaborated on visual arts projects. These teachers returned to their schools to work on the projects. Co-teaching occurred in the dance program at Chavez and Ortiz. To strengthen alignment of their instructional program across academic levels, orchestra teachers at Chavez and Ortiz met and observed each other’s classrooms in spring 2017. Chavez, Park Place, and Bonner shared a band teacher in spring 2017. Band teachers from Stevenson, Ortiz, and Chavez joined together to plan collaboration for the 2017–2018 school year. Students at Ortiz participated in the band camp. Plans to hold
Finally, the “Fine Arts Teachers Appreciation Luncheon” was held to celebrate achievements among collaborating schools in the east area during spring 2017. Guest speakers were from the Houston Community College, Center of Excellence for Visual and Performing Arts and the Evelyn Rubenstein Jewish Community Center of Houston. Speakers shared their personal experiences and their teaching philosophy as artists.

What was the impact of the Fine Arts Initiative on inspiring and motivating collaboration among participating schools?

A purposive sample of 20 teachers and administrators who helped to plan the District III - East Area Fine Arts initiative were asked what worked and which program components needed improvement. Some comments are presented in Tables 5a and 5b. In general, survey respondents emphasized benefits of the initiative related to collaboration and administrative support. A teacher noted new networking opportunities with other fine arts teachers in the east area. Other respondents perceived growth in students’ fine arts abilities and opportunities to engage in different types of fine art activities. A teacher stated being a part of the decision-making process to increase fine arts access for students. Another teacher expressed a sense of value as a fine arts teacher, considering the expanded communication among teachers of core content areas at the school.

Table 5a: Teacher and administrators’ perceptions at end-of-year assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Along with the growth in understanding from teachers, there has also been significant growth in the students involved with the arts...”</td>
<td>83%</td>
</tr>
<tr>
<td>“The Fine Arts Initiative was beneficial because it allowed time for teachers to network with other Fine Art teachers and principals which made a great impact on carrying out a successful art show...”</td>
<td>92%</td>
</tr>
<tr>
<td>“...Just at our campus alone, the courses in Fine Arts that are now available have increased dramatically. Moreover, our school and other schools in our area are now collaborating with the Houston Symphony and with the Houston Ballet...”</td>
<td>89%</td>
</tr>
</tbody>
</table>

Table 5b: Teacher and administrators’ perceptions at end-of-year assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>“...Being a part of the fine arts initiative has allowed me to meet and network with the colleagues that work in schools right next door to me...”</td>
<td>85%</td>
</tr>
<tr>
<td>“...The core subjects have been more open to the students to participate in different activities and communication between the arts teachers and STAAR testing teachers [has] grown significantly. For once I am beginning to feel as an equal to the other teachers as opposed to being just an elective teacher...”</td>
<td>87%</td>
</tr>
</tbody>
</table>

Discussion

The District III - East Region Fine Arts Initiative was launched during the 2016-2017 academic year, with plans to extend the initiative to the Milby feeder pattern during the 2017-2018 school year, and to the Austin feeder pattern in subsequent years. The program was designed to increase students’ access to a high-quality fine arts education by building arts inventory at all schools in District III. Students had additional learning opportunities through participation in out-of-school and in-school arts-related activities. The initiative also supported fine arts teachers through professional development and networking opportunities, while strengthening collaboration with partners throughout the community. The program thrives to increase student engagement and academic success by providing students with more arts-education choices and access in order to build on their fine arts interests in east area neighborhood schools.

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 as students were exposed to fine arts-related activities and events through organizations, such as the Houston Grand Opera, Houston Symphony, and the Houston Ballet. Students were encouraged to participate in fine arts competitions and perform at district level events. The culminating event, “A Feast of Art,” allowed students to demonstrate their fine arts skills in music, dance, and artistic presentations. Staff who helped to plan the initiative expressed benefits of collaborating across east area schools. These benefits were evident in students’ work at the fine arts showcase event.

A recommendation is to continue the initiative, considering the positive feedback of District III - East Area staff. Building on the work of collaboration with available local arts resources and potential corporate partners, will help to improve fine arts access for students, professional development opportunities for teachers, and the availability of fine arts programs of interest throughout the east area so that students may remain in their neighborhood schools of choice.

References


Table 3: Profile of East Region

<table>
<thead>
<tr>
<th>School</th>
<th>Enrollment</th>
<th>% Male</th>
<th>% Female</th>
<th>% Bilingual</th>
<th>% Gifted/Talented</th>
<th>% Special Ed</th>
<th>% Eco. Disadv.</th>
<th>% LEP</th>
<th>% At Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chavez HS</td>
<td>1,091</td>
<td>54</td>
<td>46</td>
<td>&lt;1</td>
<td>11</td>
<td>8</td>
<td>81</td>
<td>15</td>
<td>78</td>
</tr>
<tr>
<td>Bonner ES</td>
<td>950</td>
<td>49</td>
<td>51</td>
<td>57</td>
<td>9</td>
<td>7</td>
<td>90</td>
<td>63</td>
<td>89</td>
</tr>
<tr>
<td>Lewis ES</td>
<td>642</td>
<td>48</td>
<td>52</td>
<td>54</td>
<td>13</td>
<td>6</td>
<td>77</td>
<td>37</td>
<td>77</td>
</tr>
<tr>
<td>Park Place ES</td>
<td>650</td>
<td>54</td>
<td>46</td>
<td>53</td>
<td>21</td>
<td>5</td>
<td>94</td>
<td>63</td>
<td>77</td>
</tr>
<tr>
<td>Patterson ES</td>
<td>932</td>
<td>52</td>
<td>48</td>
<td>54</td>
<td>15</td>
<td>6</td>
<td>90</td>
<td>51</td>
<td>73</td>
</tr>
<tr>
<td>Ortiz ES</td>
<td>1,086</td>
<td>53</td>
<td>47</td>
<td>4</td>
<td>6</td>
<td>12</td>
<td>91</td>
<td>32</td>
<td>79</td>
</tr>
<tr>
<td>Bellfort ECC</td>
<td>751</td>
<td>54</td>
<td>46</td>
<td>50</td>
<td>2</td>
<td>7</td>
<td>91</td>
<td>19</td>
<td>80</td>
</tr>
<tr>
<td>Rucker ES</td>
<td>545</td>
<td>57</td>
<td>43</td>
<td>47</td>
<td>12</td>
<td>6</td>
<td>90</td>
<td>56</td>
<td>81</td>
</tr>
<tr>
<td>Stevenson MS</td>
<td>1,357</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>27</td>
<td>7</td>
<td>92</td>
<td>25</td>
<td>88</td>
</tr>
</tbody>
</table>
Appendix B

HOUSTON SYMPHONY
PATTERSON DUAL LANGUAGE LITERATURE MAGNET
Houston Symphony Family Concert, February 18, 2017
Student Poetry, selected by Robert Franz
10:00 Concert

LION by Julibeth C.
A. The lion is the king
and raids in a swing.
He ate a sheep
in a little jeep.

HENS AND ROOSTERS by Carlos Z.
A. Roosters bawk really loud
and hens go in the barn to hatch eggs.
I own the barn
and do a lot of work.
The roosters are trouble-makers.
When I sleep
the roosters wake me up
in the middle of the night
but the hens
are still in the barn
complaining about the roosters
and trying to go to sleep.
I will sell the roosters to someone else.

Appendix C

A FEAST OF ARTS
By Layla McAfee
Stevenson MS Theater and Step Coach

In the olden days, kings would gather their subjects together to partake in a feast after a particularly amazing victory. Much in the same way, the schools in District III (Chavez feeder pattern) gathered this past Saturday to celebrate all of the artistic successes achieved by our students in the 2016-2017 school year. Patrons were promised a feast of art, and indeed, our attendees left full of inspiration and admiration.

The appetizers were presented as soon as you entered the Chavez commons. Each school, from Patterson ES to Rucker ES, had their very best visual art on display. Park Place ES had sculptures galore and Belfort ECC provided abundant paintings, drawings and collages. Chavez HS even featured a live potter’s wheel; I watched in awe as a student shaped and molded clay. Hundreds of student-made art pieces decorated the walls and lined the aisles. The vibrancy of the displays made everyone’s mouth water, desiring even more art.

After a brief opening ceremony, attendees were served their main course: plenty of performances from cheer to digital media. Middle school drumlines showcased their ability to do tricks and dance moves, all while keeping in time to the beat. Cymbals crashed and the snare drums rat-a-tat-tat-tat as the rich sound of percussion echoed throughout the auditorium.

One by one, almost a dozen dance teams commanded the stage, excelling the choreography taught to them with precision and focus. Like a fruit tray, there was quite a selection, but each piece performed was fresh and flavorful. Stevenson MS even featured their Kickstart Karate demo team; how amazing to see dozens of students executing martial arts moves to music!

The Ortiz band, led by Roderick Kennedy, then played several catchy tunes, and finally, the Chavez band took to the stage and closed out the show with sounds to savor like a slowcooked steak. Down the hall in the Mini Theatre, Bonner ES served us with the beautiful sounds of their choir. Patterson ES, Lewis ES, and Chavez fed us snippets of plays for the thespianlovers in attendance.

But what is a feast without a sweet treat or two? Dessert was served in the form of the concessions area, where patrons could buy nachos, pizza, cupcakes, or lemonade amongst other things. Even the Chavez orchestra found its way onto the menu. Their light and flavorful tunes swirled around the commons area like the aroma of fresh baked bread as people purchased popcorn or viewed the visual art.

When parents and students had taken their fill of what we had to offer, it was time to go home. The richness of the FEAST of art had guaranteed that all artistic appetites would be appeased; everyone in attendance walked away full and fat from a feast fit for kings!