

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:**June 2015****REPORT FROM THE MISSOURI ALLIANCE FOR ARTS EDUCATION****STATUTORY AUTHORITY:**

Sections 160.514 and 161.092, RSMo

Consent
ItemAction
ItemReport
Item**DEPARTMENT GOAL NO. 1:**

All Missouri students will graduate college and career ready.

SUMMARY:

The Missouri Alliance for Arts Education will present the results of their study on the positive effects that arts programs have on the students of our state. There is a measurable correlation between student access to arts programs in Missouri schools and an increase in positive performance on standardized math and language arts testing. The study also indicates that there is a positive effect on student attendance, graduation rate and a decrease in discipline referrals.

The second part of the presentation will focus on the efforts of various state arts organizations to advocate for a comprehensive arts program based on the results of the "Turnaround Arts Initiative," a program of the President's Council on Arts and Humanities, and the State Education Agency Directors of Arts Education (SEADAE) White Paper: "Roles of Certified Arts Educators, Certified Non-Arts Educators, & Providers of Supplemental Arts Instruction." These programs emphasize strong arts programs led by certified arts specialists in the schools, and arts integration. A collaboration of administrators, certified arts specialists, supplemental arts instructors, and non-arts certified educators. The presentation will conclude with recommendations for teacher/administrator preparation, and professional development including: arts integration for teachers and administrators, evaluation of arts teachers, and a revisiting of the current Missouri Fine Arts Standards.

PRESENTER(S):

Sharon Helwig, Assistant Commissioner, Office of College and Career Readiness; Ben Martin, Executive Director, Missouri Alliance for Arts Education; Leslie Scheuler, Researcher, L&S Associates; and Mark Cross, Co-Director, COCA Edu and Director, Interchange-Center of Creative Arts, will assist with the presentation and discussion of this agenda item.



Missouri Alliance
for Arts Education

The State of Fine Arts Education In Missouri

Why Arts Education?

1. Arts Education is valuable in and of itself.
2. Arts Education provides significant benefits:
 - supports other aspects of quality education
 - instills “soft” skills within students
 - prepares students for creative arts industries (a \$600 billion part of the economy)
3. The public supports Arts Education.

Study Goals and Process

- To explore the availability of and participation in fine arts education courses in public schools across the state
- To examine the relationships between arts education and student indicators at the district level, including standardized test scores, attendance, graduation rates, and disciplinary rates
- To work collaboratively with DESE to access district-level Core Data.

Findings: Availability of Fine Arts Education Courses

Of the 519 “regular” public school districts:

- Nearly all offered courses in **music**
- Nearly all offered classes in the **visual arts**
- 36% reported offering classes in **theatre/drama**
- Three districts offered stand-alone courses in **dance**

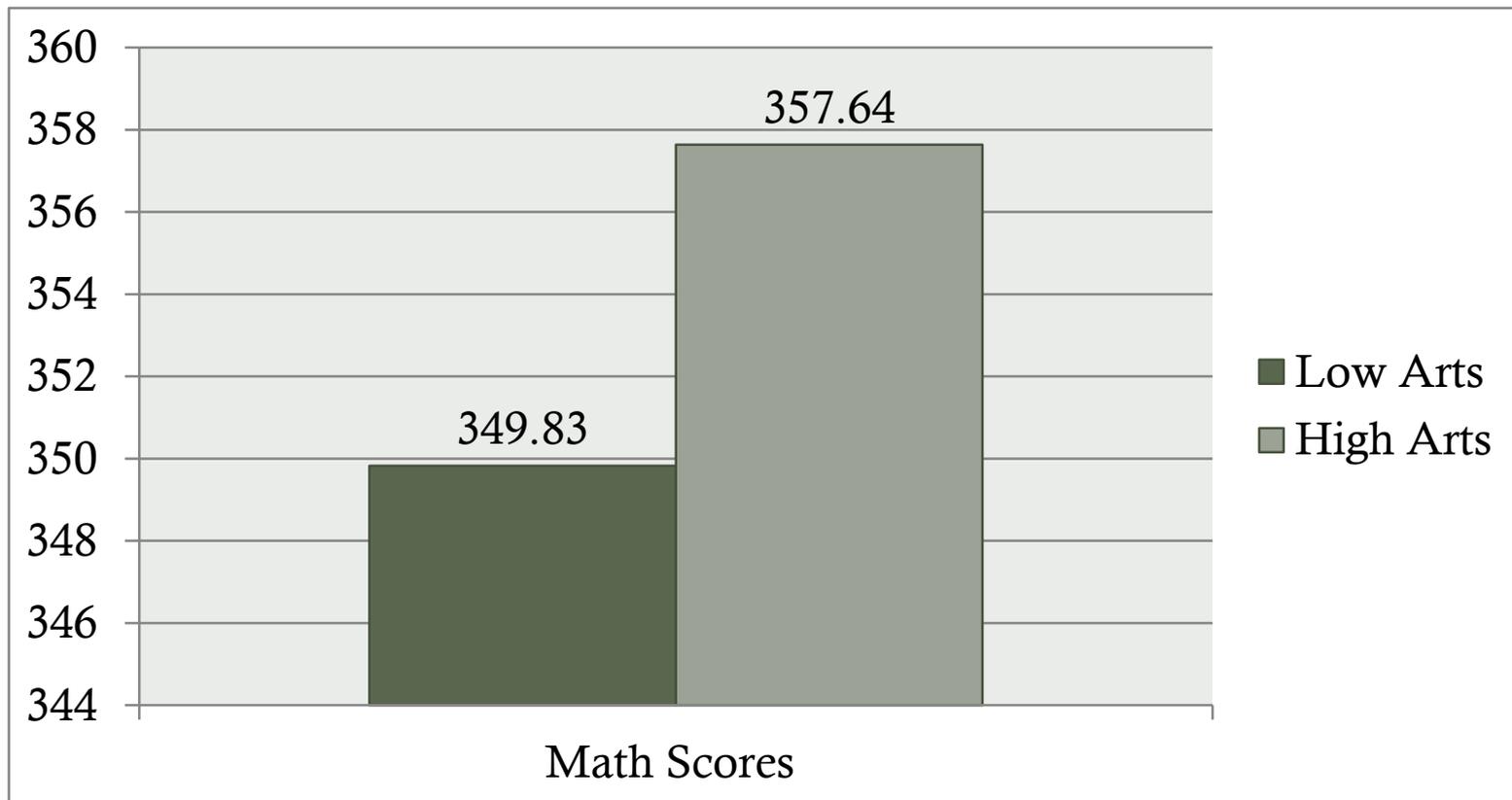
Relationships Between Fine Arts Education and Student Indicators

- An index of Fine Arts Participation was created for each district in Missouri which represented:
 - The number of students enrolled in fine arts classes (courses in music, visual art, theatre/drama, and dance) divided by
 - The total enrollment in the district (thus controlling for the size of each district)
- Districts were divided into 3 groups:
 - High, Medium, and Low arts participation

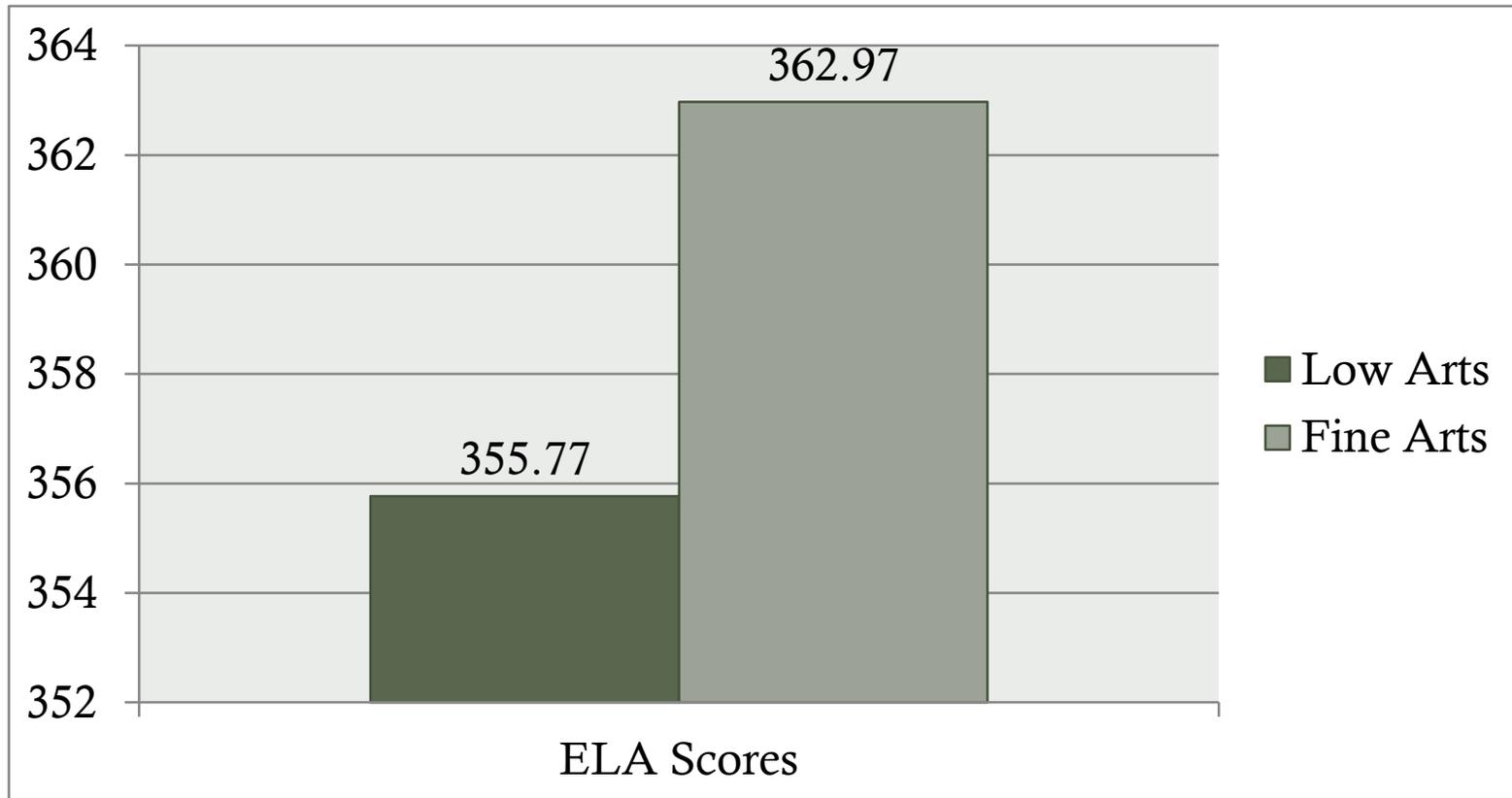
Results: MAP Scores

- Fine arts participation in Missouri school districts is significantly related to MAP scores in Math and English Language Arts.
- Higher levels of fine arts education correlate with higher math scores.
- These results are true for districts regardless of the percentage of students receiving free or reduced price lunch and regardless of the racial/ethnic backgrounds of the students.

Comparison Between Low and High Arts Districts



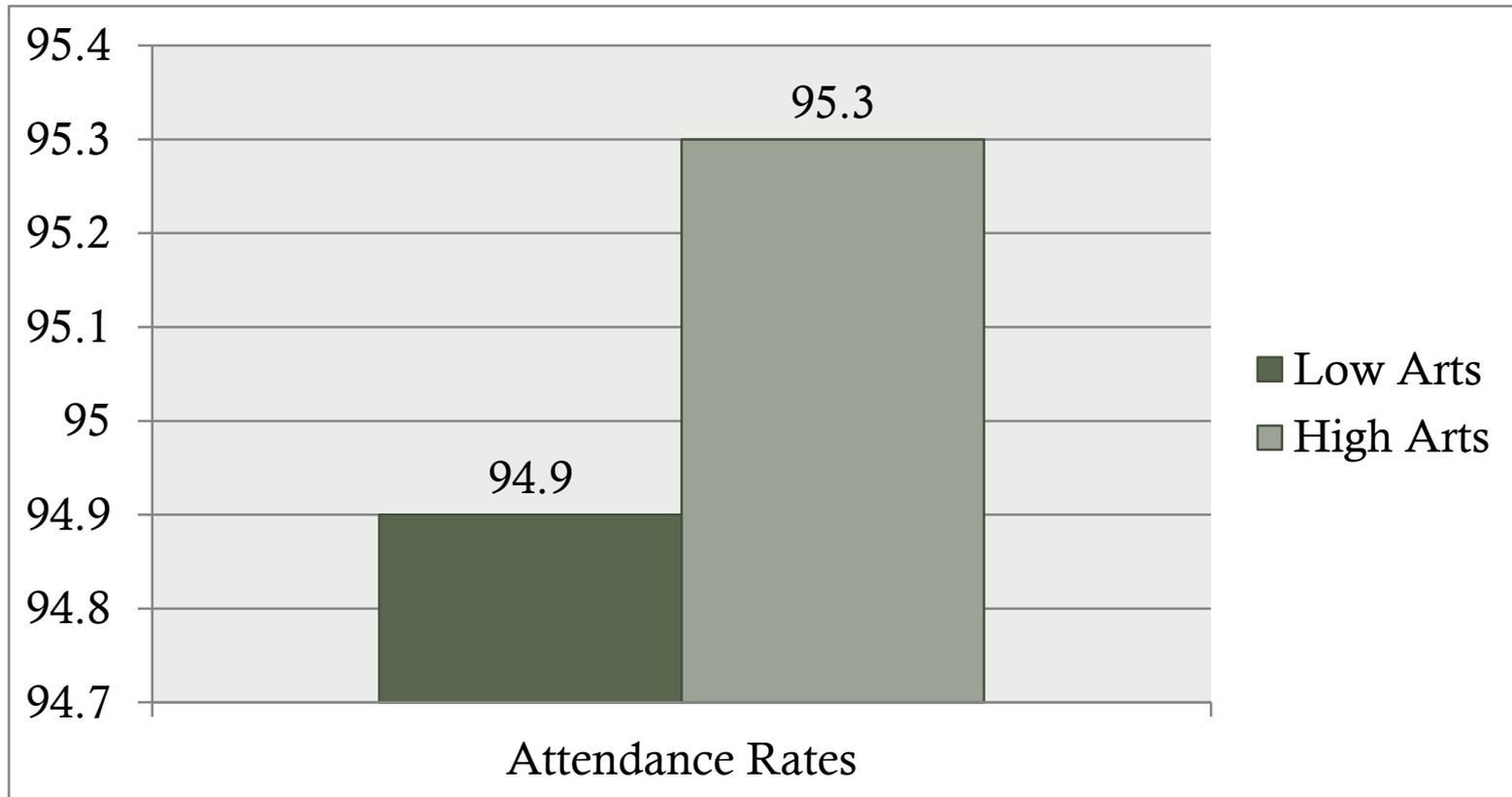
Comparison Between Low and High Arts Districts



Attendance Rates

- Fine arts participation in Missouri school districts is significantly related to district attendance rates.
- The higher level of fine arts education correlate with higher attendance rates.
- These results are true for districts regardless of the percentage of students receiving free or reduced price lunch and regardless of the racial/ethnic backgrounds of the students.

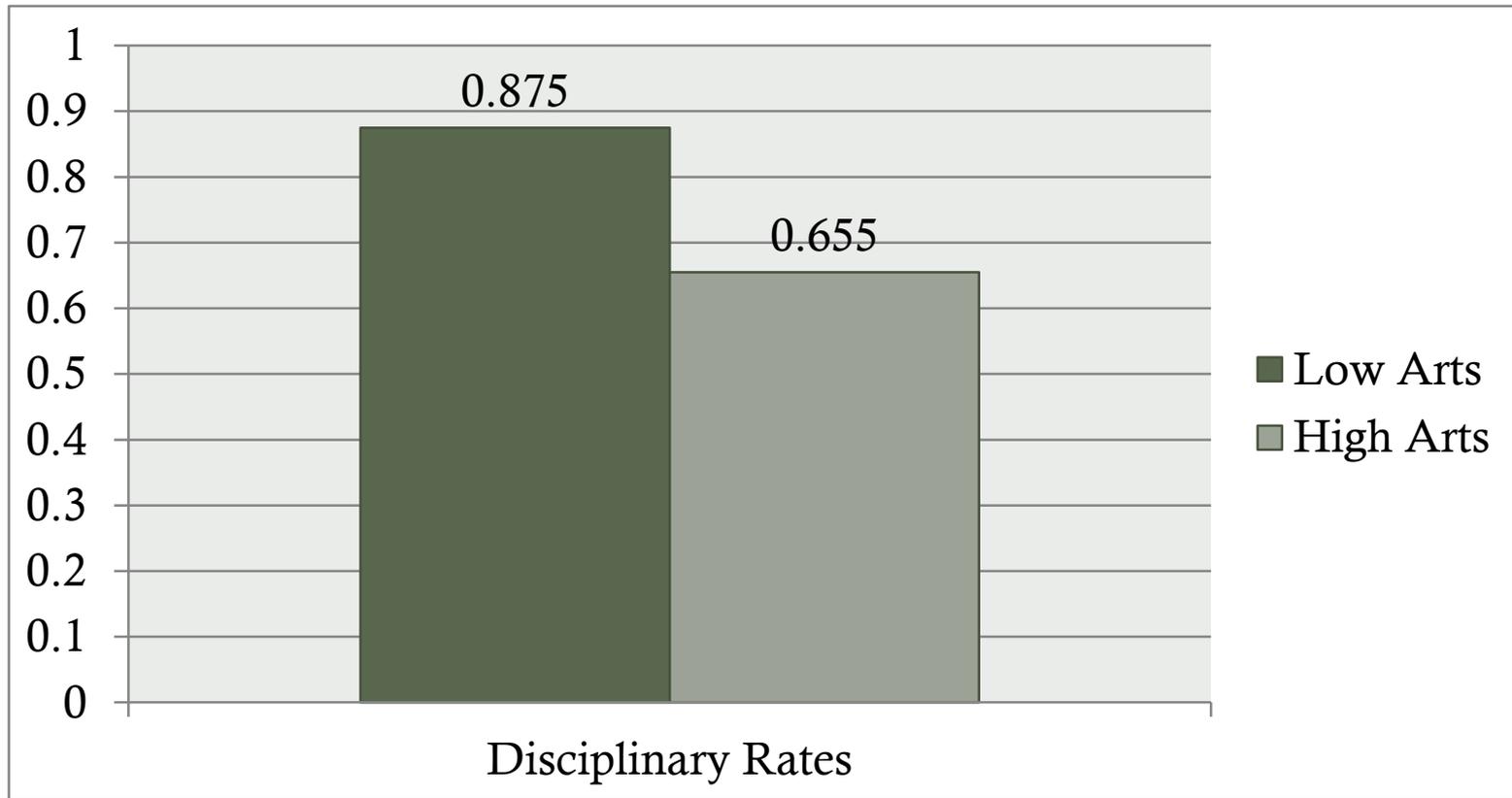
Comparison Between Low and High Arts Districts



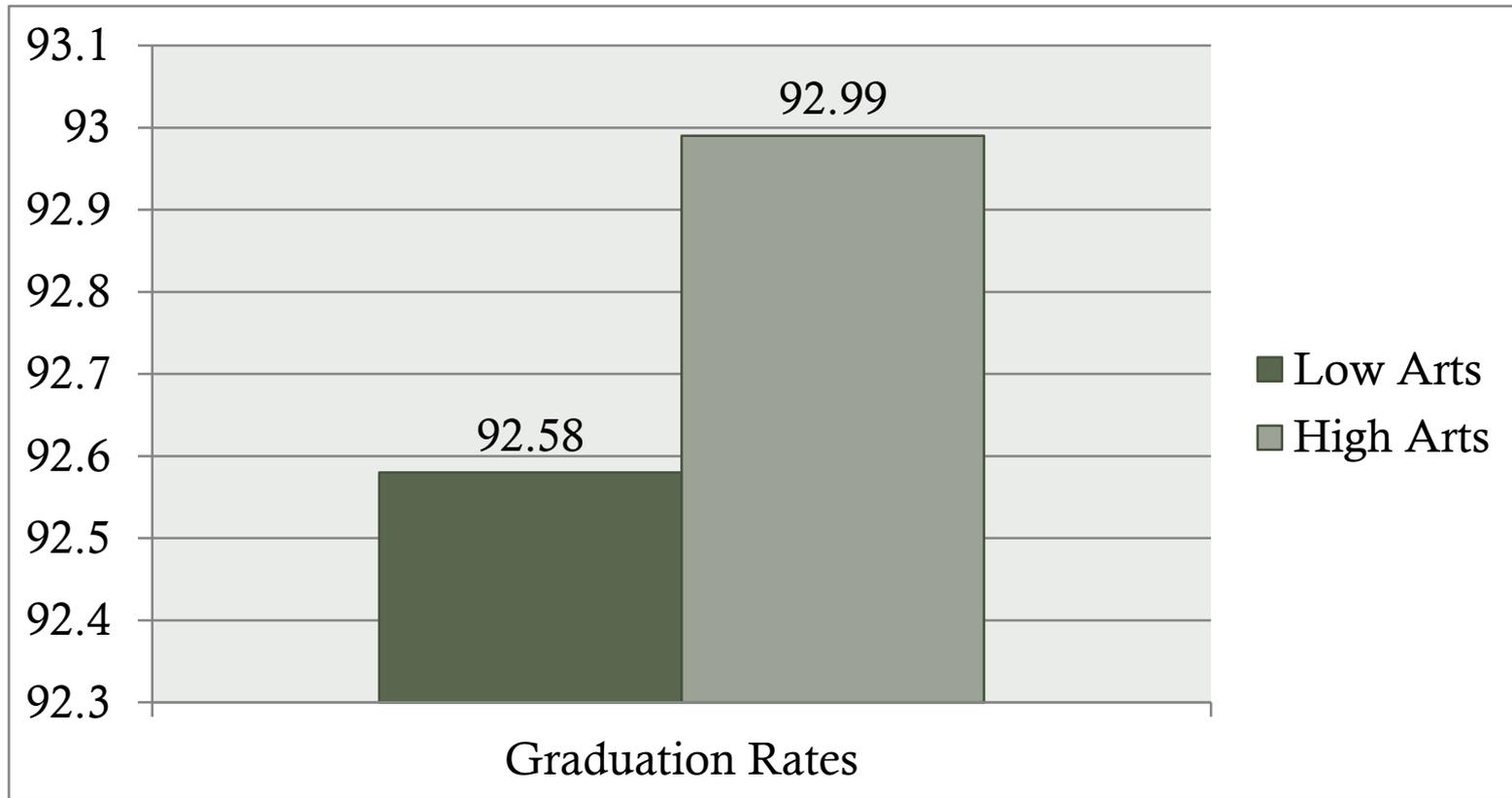
Disciplinary and Graduation Rates

- High Arts districts have lower disciplinary rates and higher graduation rates than Low Arts districts.
- However these differences are not statistically significant.
- These findings differ from 2009 results.

Comparison Between Low and High Arts Districts



Comparison Between Low and High Arts Districts



Summary

- This study confirms that fine arts education continues to make a difference in Missouri schools.
- Districts that offer more courses and have higher rates of enrollment in fine arts courses have higher standardized test scores in Math and English Language Arts.
- The same finding applies to district attendance rates.
- Differences from the 2009 findings for disciplinary rates and graduation rates is currently being explored through additional analysis.

Policy Issues for Arts Education

Improving Missouri Schools through the Arts

Closing the Equity and Achievement Gaps with

Comprehensive Arts Education for Missouri's Children

1. All students in public schools have access to sequential, standards-based arts instruction taught by certified arts educators.
2. Arts Integration: Foster instructional collaborations between **certified arts educators, certified non-arts educators, and providers of supplemental arts instruction** with the support of **school administration** in order to provide children with the best possible education and opportunity to learn.

The Kennedy Center's Definition for Arts Integration

Arts Integration is
an **APPROACH** to **TEACHING**
in which students
construct and demonstrate
UNDERSTANDING
through an
ART FORM.

Students engage in a
CREATIVE PROCESS
which **CONNECTS**
an art form and another subject area
and meets
EVOLVING OBJECTIVES
in both.

Teacher/Administrator Education in the Arts

1. Teacher/Administrator Education course work in the Arts and Arts Integration for all prospective administrators, arts educators, and non-arts educators
2. State-wide Mentoring for beginning arts educators
3. Arts Based Professional Development for administrators, arts educators, and non - arts educators

Use of Teacher Evaluation systems for Arts Educators
Missouri Standards in the Arts
Arts Integration

Additional Concerns

Lack of Resources leads to continuing sub, and part-time arts teachers.

Lack of Arts requirement at the middle school level.

Local implementation of current tests often disrupts consistent delivery of arts instruction.

Loss of instructional time

As a non-tested area, instructional time in the arts is often reduced in an effort to provide additional instruction in other academic (tested) areas.

Individual academically underperforming students are often pulled out of arts classes in order to receive remedial instruction. Many of these students learn best through the arts, and yet they receive reduced arts instruction.

Questions from the Board?



Missouri Alliance
for Arts Education

Every School Every Child Every Day