

**HIGHLIGHTS IN A DECADE OF ARTS FOR ACADEMIC ACHIEVEMENT:
PROGRAM ACTIVITIES AND RESEARCH (IN BLUE)**

1997- 2007

1997

- Minneapolis Public Schools (MPS), in partnership with Perpich Center for Arts Education, receives \$3.2 million Annenberg Foundation Challenge Grant to initiate Arts for Academic Achievement. The purpose of grant is the start-up of a system-wide educational reform through partnerships between schools, artists, and arts organizations.
- Dr. Judy Hornbacher becomes Director of AAA.

The underlying theory of action is that general instruction becomes more effective and student achievement increases when teachers and artists collaboratively develop instruction that integrates arts and non-arts disciplines.

1997-98

- Superintendent Carol Johnson and community leader Martha Atwater co-chair committee to secure matching community funds for Annenberg Challenge Grant.
- AAA begins first year of providing direct support to 32 K-12 schools for arts-based learning projects with artists and community arts organizations based on student learning needs identified at each school.

AAA contracts with Center for Applied Research and Educational Improvement (CAREI), University of Minnesota, to evaluate the program. The program seeks change:

- that benefits students directly.
- in how teachers teach and schools are run.
- in the way communities see schools and schools see their communities.
- in the way the District makes policy.

The primary focus of CAREI research is the program's impact on students and teachers.

1998-99

- AAA develops collaboration with Minneapolis Institute for the Arts to provide training for teachers in Visual Thinking Strategies. This VTS method of looking at and discussing visual art fosters student critical thinking skills.
- AAA initiates annual fundraiser, Department 56 sale, garnering approximately \$100,000 annually for the next eight years.

1999-2000

- AAA expands program to involve teacher-artist collaborations at 35 K-12 schools.

- AAA and the Perpich Center for the Arts sponsor community wide conferences and forums to engage community artists, educators, and arts administrators in best practices in arts integrated teaching and learning.

2000-01

- AAA broadens reach to include collaborative projects at 45 K-12 schools.
- Urban Retreat for the Arts involves 500 teachers, artists, and community members. The three day conference focuses on implementing the standards, collaborations, and research results based on school Action Research plans. This conference later becomes state-wide event now known as Minnesota Retreat for the Arts.

2001-02

- Fifth and final year of funding through Annenberg Challenge prompts strategic and fundraising planning to move from Program Start-up to Phase II – defining and honing model collaborations and products.
- MPS, in partnership with Perpich Center for Arts Education, receives U.S. Department of Education Model Development and Dissemination grant. Artful Teaching and Learning serves as R & D arm for Arts for Academic Achievement developing tools and protocols for rigorous and intentional arts integrated teaching and learning.
- AAA publishes *Letters from the Field*, a collection of essays and reflections on the Annenberg Challenge.

CAREI identifies five models of implementing AAA by observing elementary classroom projects: Residency Model; Elaborated Residency Model; Capacity Building Model; Co-Teaching Model; and Concepts Across the Curriculum Model.¹

CAREI concludes that: 1) partnerships involving visiting literary or theater artist and the non-arts disciplines of reading and writing proved easiest to implement; 2) each model changed instructional practice of regular classroom teachers; and 3) AAA program was a teacher-led initiative whose success was not dependent on active principal involvement.

2002-03

- Phase II Arts for Academic Achievement begins. MPS commits \$400,000 annually to sustain the effort. Remaining 60% of the budget is raised from both local and national foundations, government agencies, corporations, service organizations, and individuals through Achieve!Minneapolis (established spring 2002). Major long term donors include: Martha and Bruce Atwater Fund of the Minneapolis Foundation, Carolyn Foundation, Curtis L. Carlson Family Foundation, Judy W. Dayton, Department 56, The Hearst

¹ (For a detailed explanation of these models, see: *Models of Implementing Arts for Academic Achievement: Challenging Contemporary Classroom Practice, Executive Summary*, by Carol Freeman, Ph.D., Karen R. Seashore, Ph.D., with Linnette Werner, Ph.D., January 2002)

Foundations, The McKnight Foundation, Robins, Kaplan, Miller and Ciresi L.L.P. Foundation for Education, Public Health and Social Justice, and Target.

- With a reduced annual budget of approx. \$1 million/year, Phase II provides direct support to 32 K-12 schools.

CAREI publishes summative evaluation of Arts for Academic Achievement's first 5 years: The Annenberg Challenge. CAREI concludes that AAA supports:

- Change that benefits students directly: both student achievement and student behaviors
 - A significant relationship exists between arts integration and student learning in reading and mathematics.
 - The amount of arts integration matters. Students with a high level of arts integration show greater gains than those with little arts integration.
 - Arts integration can be a significant factor in increasing achievement for disadvantaged learners, especially for English language learners and students on free and reduced lunch.
- Change in how teachers teach and schools are run. The program changed teacher practice to better meet the needs of a diverse student population.

CAREI describes AAA as a bottom-up change effort; a team of interested teachers within a school initiates a project by designing a program of arts integration and arts partnerships that reflects the unique context of its school community. Teams link their program goals to school and district improvement plans, which include standards for student learning, providing a top-down framework for the project.

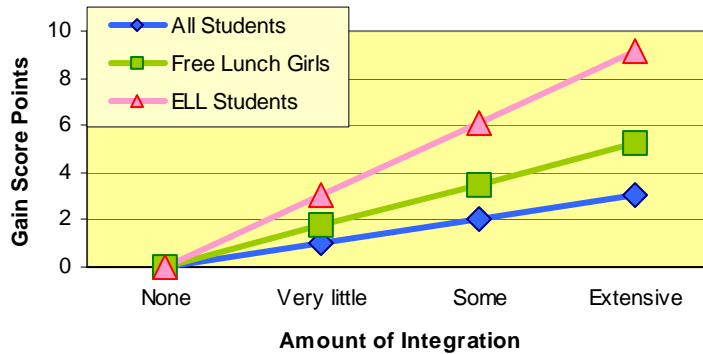
CAREI concludes that: *Rarely in our combined 30-plus years of evaluating school reform initiatives, have we studied an initiative like AAA that is associated with meaningful change in how teachers teach, change in how teachers perceive their students' capacities, and significant improvements in student learning.*

CAREI Recommendations include:

- A. Continue to support arts partnerships, focusing on long-term, collaborative partnerships where teachers and arts partners work together to: plan, develop curriculum and/or instruction, deliver instruction and assess student learning, collect data on the impact of instruction, and reflect and adjust throughout their project.
- B. Maintain district-level leadership and accountability component of AAA.
- C. Provide differentiated technical assistance and professional development to meet a spectrum of teachers' understanding of arts integration and partnerships.
- D. Identify which varieties of arts integration and implementation models are more or less effective in different contexts.
- E. Identify which areas of which disciplines benefit most from integration.

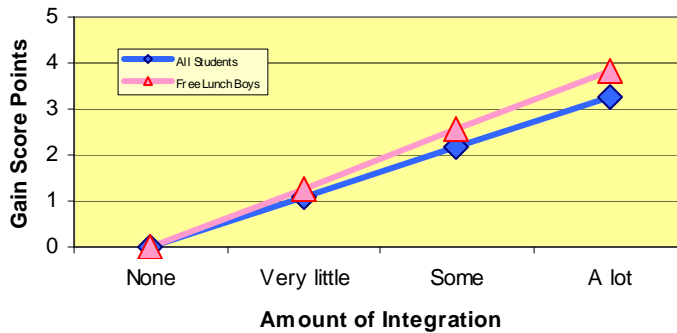
Findings regarding student achievement are illustrated in the following graphs.

Third Grade Reading Gain Score Points Associated with Arts Integration



3rd grade girls on free-and reduced-price lunch and ELL students showed increased gains on reading achievement as their teachers integrated the arts into language arts lessons.

Third Grade Mathematics Gain Score Points Associated with Arts Integration



3rd graders, especially boys on free- or reduced-price lunch, showed increased gains on math achievement as their teachers integrated the arts into mathematics lessons.

2003-04

- AAA expands to reach 37 k-12 schools.
- Program focuses on increasing intentional student learning through arts collaborations. Teachers and artists meet periodically in Critical Friends Study Groups to review and refine projects. (See evaluation recommendation A. Page 3)
- AAA staff encourage sites to “move beyond the Residency Model” identified by researchers to develop deeper arts integrated projects.
- MPS receives a U.S. Department of Education Grant for arts educators. Mirrors and Windows provides professional development opportunities for arts specialists in high poverty schools.
- David Jennings becomes interim Superintendent of Minneapolis Public Schools.

2004-05

- AAA develops new three-year strategic plan to ensure continuous improvement in program to meet challenges of school closures, teacher lay-offs or reassignment, and

constraints of No Child Left Behind mandates. A teacher led bottom-up reform effort faces increasing pressure in educational climate based on top-down leadership structure.

- Program provides differentiated support to schools to increase equity, achieve greater excellence and accountability in arts integrated teaching and learning. (See research recommendation C. Page 3)
- Program introduces tool based on *Understanding by Design*, the AAA Planner that requires teacher/artist teams to incorporate teaching/learning cycle of: gather data, plan, identify assessments, implement, and reflect and assess for student learning. (See evaluation recommendation A. Page 3)
- Thandiwe Peebles becomes Superintendent of Minneapolis Public Schools.
- Uve Hamilton becomes Director of Arts for Academic Achievement.

AAA contracts with CAREI to create new 3-year evaluation of the program to explore relationships between characteristics of collaboration and arts integrated instruction and student achievement. Analysis consists of gathering both qualitative and quantitative data.

2005-06

- AAA maintains direct program support to 37 k-12 schools, expands to include pre-K students.
- AAA provides individualized coaching to teacher/artist teams to facilitate strong lesson design in arts integrated projects. Tools and protocols ensure cycle of examining data, planning, implementation, and reflection. (See evaluation recommendation A. Page 3)
- AAA staff works strategically with district administrators and curriculum specialists to align arts integration with district initiatives, such as Reading First grants. (See evaluation recommendation B and C. Page 3)
- AAA pilot tests artist led courses and workshops in effective arts based teaching strategies. (See evaluation recommendation C above. Page 3)
- AAA begins to codify exemplary arts integration projects for replication across the district. (See evaluation recommendation D. Page 3)
- MPS/AAA becomes a member of John. F. Kennedy Center for the Performing Arts Partners in Education Program with St. Paul Public Schools and Ordway Center for the Performing Arts partnership team. This partnership links MPS educators to a national network of professional development opportunities in arts education and arts integration.
- *Artful Teaching and Learning Handbook* publishes as a compendium of tools and protocols that support high quality arts integrated teaching and learning.
- MPS Board of Education approves a Comprehensive Arts Plan (CAP) to ensure District wide equity of arts programs for students, excellence in education in and through the arts for all students, and maintain accountability to the goals.
- Thandiwe Peebles leaves District; Dr. William Green becomes interim Superintendent of Minneapolis Public Schools.

CAREI modifies design of long-term evaluation of targeted exemplary projects due to teacher mobility.

In 2006-07, CAREI releases qualitative analysis of student learning through arts integration (conducted 2004-06):

- Students learned in non-arts areas, both in terms of content and skills
- Student were more engaged in instruction during an AAA project
- Students learned new ways of expressing themselves
- Students developed: empathy; perseverance; diligence; patience; and a willingness to try new things.
- Students developed pride in themselves and their work.

CAREI releases quantitative analysis of student learning through arts integration (conducted 2004-05.) Data analysis shows mixed results on standardized measures:

- A positive relationship between the amount of arts-integrated instruction and:
 - Change in 3rd and 4th grade students' scores on the NALT in reading from spring 2004 to spring 2005.
 - 7th grade students' scores on the MCA in reading, spring 2005.
 - 8th grade students' scores on MBST in reading, spring 2005.
- Negative relationship between the amount of arts-integrated instruction and:
 - Change in kindergarten students' scores on the Total Literacy Scale of the Kindergarten Assessments from fall 2004 to spring 2005.
 - Change in 5th grade students' scores on the NALT reading test from spring 2004 to spring 2005.
 -
- Possible Factors for Mixed Results
 - District Context Factors: Budget cuts and teacher mobility, Superintendent turnover, No Child Left Behind, Other change initiatives at the district level and school level
 - Evaluation Design Factors
 - Student achievement on standardized tests is correlated to qualitative teacher surveys.
 - Grade level teacher surveys are combined for a composite response. The impact of a teacher integrating “a lot” is diffused by others integrating “a little.”
 - Data was collected from all teachers, whether or not participating in AAA projects.
 - Projects were included in analysis whether or not the focus of arts integration was on reading.
 - Program Factors. AAA model is difficult to evaluate because:
 - Broad based model supports arts integration across pre-K-12th grade classrooms.
 - Does not designate an art form or a non-arts content area.
 - Implementation is driven by data at each site; no uniform strategy across

district.

- Project goals don't always specifically align with learning as measured on standardized tests.

➤ Lessons Learned from CAREI evaluation

- Clarify the criteria for high quality arts integrated teaching and learning
- Increase level of differentiated support to integrate the arts into the core curriculum for rigorous and engaging standards based learning.
- Make visible AAA program alignment with district academic agenda and IFL initiative.

2006-07

- AAA receives Ordway Center for the Performing Arts 2006 Sally Ordway Irvine Award in Education.
- AAA holds its first donor luncheon.
- AAA establishes and informs all participants of specific criteria for high quality arts integrated teaching and learning. (See Lessons Learned above.)
- AAA offers intensive courses and workshops across district in arts based instructional strategies. (See evaluation recommendation C. and D. and Lessons Learned above.)
- AAA aligns tools and strategies with Institute for Learning's Principles of Learning, a district wide initiative to increase student academic achievement. (See evaluation recommendation B., previous page, and Lessons Learned above.)
- Superintendent Dr. William Green and Chief Academic Officer Bernadeia Johnson support expansion of Arts for Academic Achievement as systemic and sustainable reform effort.
- AAA receives Ford Foundation grant for advocacy, family and community involvement, and partnerships; AA joins Ford *Integrating Arts and Education Reform Initiative*.
- AAA lays plans to expand into 6 North Side schools and serve 43 schools in 2007-08.
- Pat Teske becomes Director of Arts for Academic Achievement in 2007-08.

CAREI evaluates AAA's new classroom based artist-led professional development courses in two specific theater based teaching strategies: Tableau and Reader's Theater, concluding:

- AAA courses expand the models that support collaboration between teachers and artists that makes instruction more effective for students.
- The new model is an effective way for teachers to learn new arts based teaching strategies that can be used in multiple contexts.
- Teachers feel that these strategies help increase students' comprehension of a story, reading fluency, and vocabulary.

Data gathered by Reading First staff reveals that students in classrooms using Reader's Theater and Tableau increased their reading fluency significantly above Reading First students of a comparable demographic not using those strategies.