

SELECTION CRITERIA

1. NEED FOR PROJECT:

a. provides services or address the needs of students at risk of educational failure.

The Rochester City School District (RCSD) is a high-minority, high poverty urban school district located in Rochester, New York. The RCSD has a K–12 student enrollment of 32,537. RCSD has 40 elementary schools and 19 secondary schools. All schools receive Title I funding. More than 83.60% of Rochester’s elementary students are eligible for Free-and-Reduced lunch. **The city of Rochester is faced with extremely concentrated poverty and the city of Rochester ranks 11th nationally in per-capita child poverty.**

RCSD has the highest percentage of minority students of all urban school districts in New York State (NYS). [NYS 2008-09 Education Statistics:

<http://www.emsc.nysed.gov/irts/statistics/public/>]

The District’s *elementary* student population is 83.6% minority: 63% Black; 23% Hispanic; 11% White; 2.6% Asian; .4 % Native American. Nearly 18% of RCSD students have a disability, 27% are English Language Learners. Rochester has a high immigrant population because Monroe County, New York has the highest concentration of immigrants in New York State outside of New York City. The vast majority of these new arrivals settle, at least initially, in the City of Rochester. Many refugee families arrive with one or more school-aged children and there are currently an estimated 1,200 such children in Rochester. Rochester annually re-settles approximately 500 refugees from African countries, and re-settled more than 50 students from Asian countries in 2008. More than 50 languages are represented among families in the District.

Students in the RCSD are impacted by challenges of concentrated poverty which adversely affect academic achievement. **Rochester has the lowest graduation rate of any of the New York**

State urban districts at 46%. (New York City as a whole outperformed Rochester by 13 percentage points.) **Nine** of Rochester's 18 secondary schools were recently cited as **"persistently lowest achieving"** by the New York State Education Department – the highest number outside of New York City. An additional **four** secondary schools are in **SURR** status and **three** are in **SINI**. In all, 24 RCSD schools are SURR or SINI. This chronic low performing trend needs to be disrupted in the elementary and middle grades. A paradigm shift in teaching struggling students is required.

Despite the poor economy and an anticipated budget deficit, the RCSD administration supports Arts Education. During the past two budget years, the schools have had to decrease their arts staffing. However there is still a full or part-time NYS-certified art teacher and a NYS-certified music teacher in every elementary school. Unfortunately, instructional time for classes has been reduced and not all grades receive instruction.

RCSD is able to offer instrumental music lessons, taught by a NYS-certified teacher, at Grade 4-6 in each of the elementary schools. String instruction is also offered to students in seven of the 40 elementary schools starting at Grade 3. Dance and theatre are *not* offered at the elementary level.

In 2006, Rochester was fortunate to receive a U.S. Department of Education *Arts in Education Model Development and Dissemination* grant, titled the *Rochester Arts Impact Study*.

Ten elementary schools were randomly selected to participate and were randomly assigned one of four art forms (Dance, Theatre, Visual Arts, Music) for three years to study the impact of intensive professional development on integrating the assigned art form into core class (English, Math, Science and Social Studies) teaching. More than 275 teachers participated and the study which impacted more than 4,460 students in grades K-6.

b. gaps, weaknesses in services or opportunities are identified and will be addressed

GAPS AND OPPORTUNITIES	ADDRESSED BY:
<p>1. Lack of funding for arts experiences and arts appreciation. RCSD Department of Arts budget has been cut 40% in 2010. Instruction time has been diminished and budgets for supplies have been reduced in every elementary school.</p>	<p>Each class in each grade, K-6, at the 10 treatment schools will have 10 in-class experiences with a Teaching Artist. Each grade will attend at least one arts experience. Cultural organizations will provide up to 4 performances or tours each year. Students to be bussed as necessary. Each class will receive supplies and materials to implement their residency.</p>
<p>2. RCSD has low student achievement in English Language Arts (ELA) & Math. In 2008-2009, 31% to 50% of students in grades 3 -6 performed at Levels 1 & 2 in ELA, and 21% to 35% performed at Levels 1 & 2 in Math.</p>	<p>RCSD will continue its 2006-2009 AEMDD study. Three art forms will be analyzed: Visual Arts, Music, Theatre/Movement – by Grade level. Students will learn age-appropriate arts skills and classroom curriculum content. Grades K & 5 will target music integration. Grades 1,2 & 6 will target Theatre/Movement. Grades 3 & 4 will target Visual Arts.</p>
<p>3. Local cultural organizations' education departments lack understanding of NYS curriculum standards in Arts, English, Math, Science & Social Studies.</p>	<p>RCSD Arts Director and Project Coordinator will engage 5 cultural organizations and conduct 10 hours of NYS standards training per year with all cultural organization education departments and selected teaching artists. Each year, cultural organizations will deliver 4 to 8 hrs of professional development and assist with 5-10 hrs of curriculum development.</p>
<p>4. Rochester's elementary classroom</p>	<p>Each year, 280 classroom teachers at the 10 treatment</p>

GAPS AND OPPORTUNITIES	ADDRESSED BY:
<p>teachers have little opportunity to learn arts integration skills, nor a way to assess student learning in the arts. There is no assessment tool for teachers to use that assesses arts.</p>	<p>schools will receive 10 in-classroom (residency) sessions, attend 15 hours of arts integration professional development with associated in-service materials and receive supplies to implement arts integration lesson plans. <i>RAISE</i> will refine and enhance arts integration teaching strategies based on direct teacher feedback and targeted unit/lesson plan development.</p>
<p>5. English Language Learners (ELL), low income students, and students with disabilities revealed statistically significant increases in ELA and Math scores during Rochester’s 2006-2009 AEMDD project.</p>	<p>The expanded <i>RAISE</i> project creates an unprecedented opportunity for RCSD, SchoolWorks Lab and Brown University to conduct a longitudinal study on these special populations’ response to arts integration. The study will utilize the COR at grade K, the CTB Terra Nova & NWEA at grades 1 & 2; the NYS ELA and Math at grades 3, 4,5, 6; the NYS Science at grade 4 and the NYS Social Studies at grade 5.</p>

1 GAP: Although Rochester is a culturally rich city, few City school students take part in its diverse arts activities. Lacking the discretionary income to enjoy arts experiences through a family activity, most high poverty children are only exposed to arts in school. Schools in economically deprived areas of urban areas have, historically, been unable to raise funds for arts in education experiences. This leads to inequitable access of the arts compared to Suburban counterparts.

The District’s Budget deficit has forced arts programs to be extremely underfunded.

March 16, 2010

A January 23, 2005 *Democrat and Chronicle* newspaper article compares the spending on arts supplies and materials between the RCSD and the surrounding suburbs. This comparison illustrates the disparity that suburban districts are allocated \$3,940 for art supplies while RCSD a total of \$820 for art supplies, \$103 for music supplies and equipment per school, .3 instrumental music teachers per school. For 2010, RCSD is anticipating a 10% cut to the arts budget.

The 2010- 2014 AEMDD grant project, *Rochester Arts Impact Study Enhancement (RAISE)*, will result in the empirical data needed to determine the most effective means of establishing cultural arts opportunities for all elementary students and access to cultural organizations while delivering high quality arts integration instruction. Since *RAISE* is built on the foundation of the Rochester's first, 2006-2009 AEMDD *Arts Impact Study* grant, and RCSD's 2004 Arts Systemic Plan – attempting to ensure that all Rochester's K-6 children have equal access to arts experiences - the aforementioned barriers have been lessened. However, with the poor economy and an estimated budget deficit RCSD needs *RAISE* in order to fully develop a replica table, cohesive model that levels the playing field for high poverty children resulting in higher standardized test scores and greater skills in responding to the arts. The Rochester *RAISE* project will also result in the necessary data to bring to the forefront the critical need for equitable resources for arts education in high poverty urban districts serving low income children.

2 GAP: Low student achievement in English Language Arts (ELA) and Math. RCSD is a designated “District in Corrective Action.” Currently, 8 elementary schools are in SINI or SURR status, but 16 of Rochester's 18 secondary schools (serving grades 7 -12) are in SINI/SURR status.

New York State English Language Assessment (ELA) (District Actual Performance)				
2008-2009 Lowest Performing	Grade 3	Grade 4	Grade 5	Grade 6

Levels				
Levels 1 & 2	51%	43%	36%	30%
New York State Mathematics Assessment (District Actual Performance)				
2008-2009 Lowest Performing	Grade 3	Grade 4	Grade 5	Grade 6
Levels				
Levels 1 & 2	20.9%	34.7%	31.8%	35.5%

Rochester’s newly-proposed, enhanced *AEMDD* project will continue to capitalize on findings from Rochester’s 2006 AEMDD grant by refining instruction to the **most** effective the integrated arts forms and by determining greatest impact per grade level.

3 GAP: Cultural organizations do not understand the NYS Learning standards and arts experiences with these partners are often viewed as field trips with little or no directed or connected learning. Integrating these field trips into the classroom curriculum has always been an independent decision made by the classroom teacher. Classroom teachers determine which exhibits to take children to - often based solely on what was available at the time of the field trip not on specific curricular needs. Cultural organizations may incorporate arts-related standards into their presentations but this does not usually align directly with K-12 educational standards. *RAISE* seeks to provide cross-functional professional development with the project’s 5 cultural education coordinators, the selected Teaching Artists, RCSD arts teachers. National and State standards will be taught by the RCSD Executive Director of the Arts and the *RAISE* Project Coordinator.

4 GAP: Teachers have few opportunities to attend professional development that incorporates art teaching strategies with core curriculum. Rochester’s first AEMDD grant determined that by injecting just 10 hours of targeted arts integration professional development, elementary

classroom teachers showed positive integration strategies if given associated materials. [see *Other Attachments: References.*] *RAISE* will continue to study this effect by injecting a total of 15 hours of professional development - 10 hours of arts integration professional development with associated in-service materials, and 5 hours of job embedded PD during the Teaching Artist residency sessions. In addition, inservice materials will include refined lesson plans and concentration on three art forms as opposed to four studied in Rochester's pilot grant project. Also, while NYS maintains four arts standards, it does not have any type of standardized State assessment for the arts. Therefore, RCSD data on arts learning and student achievement in the arts is not available. *RAISE* will be the first study of its kind, to our knowledge, that will attempt to inform teacher practice in the arts at the K-6 level. As developed and refined, RCSD will open source its assessment tools.

5 OPPORTUNITY: RCSD's first AEMDD grant revealed that arts integration resulted in increased student achievement for all students. [see *Other Attachments: References.*] Empirical data on arts integration is deficient; additional data is needed to inform school districts and affect teacher practice. The study found statistically significant results in increased achievement for certain subgroups: English Language Learners, students from low performing schools, students with disabilities, and high poverty students. Enhancing, refining and continuing Rochester's study will provide additional empirical data, longitudinal data, and more highly refined teaching strategies that will reduce achievement gaps and be able to replicated in other urban districts.

[Please see results of Rochester's 2006-2009 AEMDD Arts Impact Study Executive Summary located in Other Attachments: References.]

2. SIGNIFICANCE

a. potential for developed products to be used effectively in a variety of other settings.

The Rochester project will: further the development of programs designed to improve or expand the integration of arts education in elementary or middle school curricula; develop materials designed to help replicate or adapt the program; document and assess the program's results and benefits; and develop products and services that can be used to replicate the program in other settings. The integrated learning lesson plans and units of study will be used by the cultural partners as they work with schools from surrounding school districts. The RCSD *RAISE* project will employ two main strategies 1.) Professional development for classroom teachers, arts teachers and other support staff (speech, physical education, ESOL, OTPT, etc; 2.) Coordination of direct services and integrated arts experiences, both field and classroom, for children.

Each activity has the potential to inform a national understating of how to strengthen the role of the local cultural community in partnering with K-6 grade classroom teachers to impact core cultural areas of ELA (English Language Arts) and Math and the arts.

The foundation of the *RAISE* is a true community collaboration that includes local arts and cultural organizations local colleges and universities individual artists and teachers in 10 elementary schools in RCSD. This allows the cultural organizations the opportunity to develop complimentary professional development experiences for teachers at their respective organizations

It also allows the cultural organizations the opportunity to adjust their current student offerings to better coincide with NYS Learning Standards and classroom content. Like many urban centers Rochester boasts a wealth of arts and cultural organization: all have a desire to reach out to children and families to build a future audience and also to expand their educational programming.

1. As a result of the size of the target population participating in the study RCSD will gain significant data on the impact of integrated arts instruction on student achievement in ELA and Math. The study compares the target population with a matched control population. Effort has been taken to ensure that cross-contamination does not occur by randomizing at the *school* level. Data and information gained through the study will be shared with the RCSD Superintendent of Schools, the School Board, the Superintendent's Cabinet, the RCSD curriculum directors, local cultural organizations and individual schools.
2. Materials compiled by the RCSD *RAISE* will be utilized within the district to determine future initiatives. Information will be shared with local Arts and Cultural organizations as a means of disseminating the information and study results. The planning, implementation and results of the *RAISE* will be shared at the annual "Arts in the Elementary Classroom" conferences sponsored by the RCSD Department of the Arts, other conferences and in journal articles.
3. Extensive record keeping, including details of meetings, events and arts experiences will be logged. Activities and events will be compiled to enable other organizations and institutions to replicate or adapt as needed to implement a similar project in their specific setting.
4. All unit and lesson plans will be collected and organized so they may also be replicated or adapted. These will be available for free download on the RCSD website.

The research question that will guide this work is: to what extent can the RCSD *RAISE* affect student achievement in ELA and Math? Student achievement will be based on measuring a strengthened standards-based arts education and on standardized test scores in ELA and Math.

The project evaluation will include three areas of interest:

- 1) assess impact of integrated arts learning experiences on student achievement in ELA and Math;

- 2) study the impact of integrated arts learning on teacher practice;
- 3) assess and evaluate professional development activities by and for teachers.

3. QUALITY OF THE PROJECT DESIGN

a. The project reflects up-to-date knowledge from research & effective practices.

The 2010-2014 *Rochester Arts Impact Study Enhancement (RAISE)* extends the work of the 2006 AEMDD RCSD *Arts Impact Study* and will add to the body of research on the effect of arts integration on student achievement at the elementary level. In the 2006 AEMDD *Arts Impact Study*, RCSD found that there is a direct correlation between arts integration and increased student achievement in ELA, Math, Science and Social Studies. These positive results align with other positive results on student achievement (Grant et al 2008; Repress, Lutfi, 2006; Richards 2003; Deasy 2002; Morris 2001; Vaughn 2000; Fiske 1999).

The 2006 RCSD *Arts Impact Study* also found significant increases in student achievement in ELA and Math in the K-2 subgroups of ELL, Special Education, and low income students. This work parallels to the results of the CAPE study by Catterall and Waldorf (1999). In addition among special education students, production experiences in the arts, such as singing, playing, drawing and painting and dancing, enhance motivation and self concept and improve attitudes toward school (Exiner and Kelynack 1994; Fedorenko 1996; Kuebhausen 1996; Moon 1994; Tooker 1995).

RAISE is an enhancement of the 2006 *Arts Impact Study* which is influenced by an emphasis on interdisciplinary learning (Mansilla 2004; Gardner 1999), brain research that supports learning in the Arts, and the trend of accountability (Consortium of National Arts Education Associations 1994; Ravitch 1995) where educators today are expected to design and implement effective lessons as well as show evidence of student learning in the Arts and in core academic subjects

(Goals 2000 Arts Education Partnership 1997; Southworth 2001). Classroom and arts teachers will participate in the development and piloting of an arts assessment rubric. They will learn new information about arts standards and achievement in the arts through participation in these activities. The rubrics developed and the PD sessions will inform their practice (Mason & Steady; 2006)

The approximate 15 hours of classroom teacher professional development planned for each year of the proposed *RAISE* study is based on findings from the 2006 *Arts Impact Study* and supported by the work of Grant, Hutchison, Hornsby, Brooke (2008) their findings included the change in perception held by teachers that time really wasn't a constraint for arts integration. Teachers were more confident in their abilities and being able to manage the class during more free activities compared to more teacher directed activities. A second finding was that to have a significant change in teacher practice requires a large amount of time for teacher professional development, a third finding was that teachers would utilize an activity or lesson that was modeled for them during the professional development; ideas that were discussed but not modeled were not implemented.

Champions of Change

A series of meta analyses (Hetland 2000; Podlozny 2000; Vaughn 2000) have recently shown a variety of tantalizing connections between arts and student achievement. By far the most convincing study recently is contained in the *Champions of Change* (Arts Education Partnership 1999a; Fiske 2000) and was conducted to show the rise in creativity gains by students in music class (Burton 1999a). *Champions of Change* is a collection of seven studies in which prominent researchers examine multiple impacts of arts education on students in a more rigorous way than has been attempted before now. The seven research reports are:

- Catterall, J., Chapleau, R., & Iwanga, J. (1999). *Involvement in the arts and human development*. “The main implication of this work is that the arts appear to matter when it comes to a variety of non-arts outcomes, some of them intended and some not” (Arts Education Partnership 1999a, p. 17).
- Heath, S. (1999). Imaginative actuality. The main finding is that “effective youth arts organizations build strong pro-civic and pro-social values in young people, enhancing opportunities for youth to reshape the climate of their neighborhoods through local family entertainment, socialization for younger children, public service work, and promotion of the arts in their communities” (Arts Education Partnership 1999a, p. 33).
- Burton, J., Horowitz, R., Abeles, H. (1999). Learning in and through the arts. Key findings from this study are, “empirical evidence that learning in arts-rich schools is complex and that it is most successful when supported by a rich, continuous, and sequenced curriculum. Arts-rich schools offer a picture of curriculum that is neither formalized nor centralized, but rather is open and flexible. The arts are neither ancillary nor core but rather that they are participants in the development of critical ways of thinking & learning” (Arts Education Partnership 1999a, p. 44).
- Catterall, J., & Waldorf, L. (1999). Chicago Arts Partnerships in Education (CAPE). The main findings from this are that “there appear to be strong achievement effects of CAPE at the elementary level and especially by sixth grade. In high schools there are positive gains. Arts integrated lessons contribute more to skills. Integration succeeds best when teachers are willing to let go of some control, open to new ideas, flexible, and like taking risks. On the teaching artist’s side, integration works best when TA’s are organized, punctual, good

listeners, and have an interest and understanding of how children learn” (Arts Education Partnership 1999a, p. 60).

- Oreck, B., Baum, S., & McCartney, H. (1999). Artistic talent development for urban youth. The main findings from this study are that, “the most crucial external success factor was the existence of a school-based program that identified and developed student’s artistic talents and interests” (Arts Education Partnership 1999a, p. 77).
- Seidel, S. (1999). Stand and unfold yourself; A monograph on the Shakespeare & Company research study. The main finding from this study is, “the programs created by Shakespeare & Co. provide powerful evidence that on the highest levels of literacy, in the realms of social and personal growth and development, and in the development of high-order thinking skills, the arts provide an ideal setting for multi-faceted and profound learning experiences (Arts Education Partnership 1999a, p. 90).
- Wolf, D. (1999). Why the arts matter in education. Key finding from this study is, “this data suggests that the work students do on their own operas can be applied more broadly. Students extend the understanding of the many-layers of meaning & the many modalities for conveying the work of others. It is robust enough to transfer (Arts Education Partnership 1999a, p. 98).

It is important with this major study to also look across the research reports and gather up the similarities and differences.

... the *Champions of Change* researchers found that learners can attain higher levels of achievement through their engagement with the arts. Moreover, one of the critical research findings is that the learning in and through the arts can help “level the playing field” for youngsters from disadvantaged circumstances. ... Since arts participation is highly correlated

with socioeconomic status, which is the most significant predictor of academic performance, this comes as little surprise.

...Another broad theme emerges from the individual *Champions of Change* research findings: the arts no longer need to be characterized solely by either their ability to promote learning in specific arts disciplines or by their ability to promote learning in other disciplines. These studies suggest a more dynamic, less either-or model for the arts and overall learning....

... Engagement in the arts—whether the visual arts, dance, music, theatre or other disciplines—nurtures the development of cognitive, social, and personal competencies (Arts Education Partnership 1999a, executive summary).

The *Champions of Change* studies examined the messy, often hard-to-define real world of learning, both in and out of schools. As a result, these research findings have immediate relevance for both policy and practice in American education today.

For example, if arts experiences help level the educational playing field for disadvantaged students, as revealed by James Catterall, then more proven arts learning resources need to be brought to these students. If well-constructed partnerships between school and arts organizations can increase student achievement, then such partnerships must be nurtured and replicated. The findings of the individual research studies are worthy of the reader's careful review.

These *Champions of Change* studies demonstrate how involvement with the arts provides unparalleled opportunities for learning, enabling young people to reach for and attain higher levels of achievement: "This research provides compelling evidence that the arts can and do serve as champions of change in learning. ..." (Arts Education Partnership 1999a, pp. VIII-XII).

b. comprehensive effort improves teaching, learning & support rigorous academic standards.

The *Rochester Arts Impact Study Enhancement (RAISE)* intertwines community organizations more closely with the mission of the District which is “to provide a quality education that ensures our students graduate with the skills to be successful in the global economy”.

In this project, each team of grade level classroom teachers along with the art and music teacher will become a community of learners, attending the same professional development, learning about integrated teaching techniques and their impact on student achievement. The lessons and units developed in the *RAISE* project is an extension of the work completed in the first AEMDD study. That project revealed increased academic achievement at all grades K-6 in the 10 participating schools. Units and lessons developed during the *RAISE* project will refine and continue this work.

RAISE is a community collaboration between the RCSD, local cultural organizations: The University of Rochester Memorial Art Gallery, The Rochester Philharmonic Orchestra, Rochester Children’s Theatre, The Eastman School of Music, and The Eastman Community Music School, and local teaching artists. RCSD found from the implementation of the AEMDD *Arts Impact Study* that consistency across the grade levels was beneficial. **Therefore, the *RAISE* project units and lesson plans will focus on a specific art form at each grade level K-6 rather than by each school.** The art form will be integrated with Math, English Language Arts (ELA), Science or Social Studies. Art form integration will be as follows: Music at K and 5th grade, Theatre/ movement will be 1st, 2nd and 6th grades, and Visual Art will be 3rd and 4th grades. The unit and the individual lessons will be co-developed by a team of: Math and ELA specialists, classroom teachers, arts teachers, arts organizations and teaching artists. Each year these lessons will be revised as a result of feedback from implementation. All classes at a specific grade level

in the participating schools will engage in the same activities, taught by teachers who have participated in the same PD and teaching artists who have developed the lessons and participated in the PD.

Each classroom in the 10 participating elementary schools will receive a ten session residency. The residency sessions will be ½ hour long for theater/movement and music. The visual art session will be 45 minutes each in duration. RCSD learned from its first study that 45 minute sessions are optimal for visual art integration activities due to the additional time required for materials distribution and clean-up.

All classroom teachers will participate in 15 hours of professional development (PD). The first two (2) hour session will focus on arts integration research and arts integration strategies.

Teachers will learn about the recently completed AEMDD *Rochester Arts Impact Study*, and how this project is an enhancement of that work. The remaining eight (8) hours will consist of specific activities and integration strategies related to their specific art form (music, visual art, and theater/movement) and the development and piloting of the arts rubrics. Five (5) hours of the PD will be job embedded PD as the teaching artist co-teaches the arts integrated lessons with the classroom teacher. All arts teachers will participate in ten (10) hours of PD. The PD sessions will be designed to be sequential and cumulative. These sessions will be aligned with adult learning principles that support the acquisition of new knowledge and skills, building capacity and continuous growth.

The collaboration among the classroom teachers, the arts teachers, and teaching artists meeting to provide educational arts experiences for students, will result in higher student achievement in the arts, ELA, Math, Science, and Social Studies. This data will be collected during the course of the *RAISE* project to demonstrate the effectiveness of integrated instruction on student

achievement. The primary intent of the PD is the improvement of teachers' content knowledge in the arts, instructional strategies related to integrating the arts with classroom content, and assessing student achievement in the arts utilizing the arts rubric to be developed. The PD sessions planned to accompany *RAISE* will improve student learning because it is experiential, collaborative, linked to and derived from teachers' work with their students and connected to classroom content. Teachers will receive training on the arts rubric and use this rubric during the scoring of student work during PD sessions. RCSD has learned from the AEMDD *Arts Impact Study* that the residency component also serves as job embedded PD for the classroom teachers.

Grade	Integration	Collaboration	Cultural Organization
K	Music	Co-develop an integrated unit, arts assessment rubric and provide 8 hours of PD per year	Eastman School of Music and The Eastman Community Music School
1	Theatre / Movement	Co-develop an integrated unit, arts assessment rubric	Individual Teaching Artist
2	Theatre	Co-develop an integrated unit, arts assessment rubric and provide 4 hours of PD per year. Performances for Students	Rochester Children's Theatre
3	Visual Art	Co-develop an integrated unit, arts assessment rubric and provide 8 hours of PD per year. Gallery tour at the MAG	Memorial Art Gallery (MAG) of the University of Rochester
4	Visual Art	Co-develop an integrated unit, arts assessment rubric and provide 8 hours	Memorial Art Gallery (MAG) of the University of

		of PD per year. Gallery tour at the MAG	Rochester
5	Music	Co-develop an integrated unit, arts assessment rubric and provide 2 hours of PD per year. RPO Ensemble Performances for students	Rochester Philharmonic Orchestra (RPO)
6	Theatre	Co-develop an integrated unit, arts assessment rubric.	Individual Teaching Artist

Students in grade 2 will attend a performance by Rochester Children’s Theatre, and students in grade 5 will attend an ensemble performance by the Rochester Philharmonic Orchestra. These performances will enhance the arts integrated learning and will be an extension of the arts residency. These performances will be the basis for student writing supporting the NYS Arts Standard: Responding to and Analyzing Works of Art.

Students in grades 3 and 4 will visit the Memorial Art Gallery as an extension of their integrated learning experience in their residency. These visits will be the foundation for student writing supporting the Arts Standard: Responding to and Analyzing Works of Art.

Students in kindergarten, grade 1 and grade 6 will participate in school performances. These performances will be the basis for student writing supporting the Arts Standard: Responding to and Analyzing Works of Art.

Arts Standard of Creating and Performing in the Arts will be assessed annually through a rubric, collecting student work in a pre- and post- methodology, and score student work during professional development activities.

The activities of this study will: 1) provide approximately 4,500 elementary school students (K-

6) with access to high quality arts programs 2) develop integrated units of study incorporating arts with classroom subjects 3) train RCSD teachers (K-6) to integrate arts learning into the curriculum to benefit student achievement and classroom content and the arts 4) train RCSD arts teachers (K-6) to integrate ELA, Math, Science and Social Studies content into arts curriculum to benefit student achievement. 5) provide a framework that would be replicable by various educational and arts organizations across the nation.

c. builds capacity and yields results beyond the period of Federal financial assistance.

RAISE is a true community collaboration involving the RCSD and the many cultural organizations in the region. RCSD was successful in forging these essential partnerships because it approached each cultural organization with research detailing the benefits of arts-based learning and a desire for systemic change in the manner in which arts-in-education experiences were delivered to RCSD students. Prior to this change the arts-in-education experiences were isolated, random and frequently not offered at all to students in schools in the poorest sections of the city. Teachers report continuing to use arts strategies they learned from PD and from the teaching artists in the 2006-2009 grant.

RCSD has been extremely successful in professional development for classroom teachers to teach using the arts and for arts teachers to teach ELA, Math, Science and Social Studies. RCSD plans to continue this work with Saturday conferences as well as after school PD sessions. The PD sessions have an approval rating of 96%, which is the highest of any Department in the RCSD. One reason for this is RCSD provides teachers materials and the strategies to include in their practice. More than half of participants report using something they have learned from the PD in their classroom. Many teachers also report using something they have learned from the job embedded PD provided during the Teaching Artist residency.

Proposed Annual Classroom Teacher Professional Development		
2 hour PD session on integrated instruction for all participating teachers	Winter 2011, Fall 2011-13	RCSD Arts Director, RAISE project coordinator, cultural organization and teaching artists
8 hour PD session for the K teachers on integrating music	Yearly, ongoing during grant period	RCSD Arts Director, RAISE project coordinator, Eastman School of Music, Eastman Community Music School, and teaching artists
8 hour PD session for the first grade teachers on integrating Theatre/Movement	Yearly, ongoing during grant period	RCSD Arts Director, RAISE project coordinator, and teaching artists
8 hour PD session for the second grade teachers on integrating Theatre/Movement	Yearly, ongoing during grant period	RCSD Arts Director, RAISE project coordinator, Rochester Children's Theatre and teaching artists
8 hour PD session for the third grade teachers on integrating Visual Art	Yearly, ongoing during grant period	RCSD Arts Director, RAISE project coordinator, Memorial Art Gallery and teaching artists
8 hour PD session for the fourth grade teachers on integrating visual art	Yearly, ongoing during grant period	RCSD Arts Director, RAISE project coordinator, Memorial Art Gallery and teaching artists
8 hour PD session for the fifth grade teachers on integrating music	Yearly, ongoing during grant period	RCSD Arts Director, RAISE project coordinator, Rochester Philharmonic Orchestra and teaching artists
8 hour PD session for the sixth	Yearly, ongoing	RCSD Arts Director, RAISE project

grade teachers on integrating Theatre/Movement	during grant period	coordinator, and teaching artists
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[Note: Two of RCSD 2006 AEMDD *Arts Impact Study* schools were recognized by the National Center for Urban School Transformation (NCUST). Dr. Charles T. Lunsford School No. 19 was one of 13 schools from across the country to win the 2010 National Excellence in Urban Education Award. The World of Inquiry School No. 58 won the award in 2009.]

4. QUALITY OF PROJECT PERSONNEL

The qualifications, including relevant training and experience, of key project personnel.

The principal investigator will be The SchoolWorks Lab, Inc. **Robert A Southworth** is a teacher scholar. Founder of The SchoolWorks Lab, Inc. as a non-profit organization dedicated to school reform data research, assessment, and evidence of student learning exchange. He is a leader with expertise in evaluation and research, specializing in research strategies to uncover and analyze “hard to understand” social problems and able to combine quantitative and qualitative research and evaluation to facilitate school improvement. He is a professional developer of teachers and principals using performance assessment, instructional leadership and scientifically based research strategies. He is a collaborative professor of school reform employing assessment of instructional learning goals in order to produce new leaders. Creator of EdSpeak.org to facilitate teacher and parental exchange and to ignite public action in support of improving schools.

SchoolWorks Labs, Inc. served in this capacity in the AEMDD *Rochester Impact Study* awarded in 2006.

Martin F. Gardiner, Ph.D., Center for the Study of Human Development at Brown University and the New England Conservatory of Music in Boston MA. will work in concert with The SchoolWorks Lab, Inc. Dr.Gardiner created the original lessons and current **ACTivities**. Dr.

Gardiner was educated at Columbia University (physics), Stanford University (electrical engineering), and the University of California, Los Angeles (brain research). His musical training includes work at these universities as well as at the Kodaly Institute in Keskemedt, Hungary. Dr. Gardiner studies connections between musical and visual arts learning and broader academic, personal, and social learning. He was lead author of an article, published in the international science journal *Nature*, showing the impact of musical and visual arts training on broader learning.

The project will be directed and facilitated by the RCSD Executive Director of the Arts.

Deborah Harloff has been a visual art teacher since 1981, during that time she has taught at the elementary and secondary levels. She has received awards from the Rochester Teachers Association and the Harvard-Sibley Award for Innovative Practice related to the innovation of Visual art and English Language Arts. Deborah has presented workshops for RCSD teachers, local arts educators at both Nazareth College and the Memorial art Gallery, at the National Art Education Association Conference, Association of Curriculum Development and Supervision, the National Association of Elementary School Principals, The Southeast Conference on Arts Education, Ms. Harloff is the co-organizer of the Rochester Area Arts In the Elementary Classroom Conference. Deborah attended St John Fisher College to receive her degree in School District Administration; there she received the College Presidents Leadership Award. She is currently a doctoral candidate at St John Fisher College. After receiving her administrative certification in 2002 Deborah was appointed the Director of the Arts, Deborah will serve as project director and grant manager, supervise the planning process for professional development and integrated unit development and ensure all goals and objectives are met. Ms. Harloff served as Project Director in Rochester's 2006 AEMDD grant. **William Chandler**, an elementary

Music educator for 35 years in the RCSD will work as a .4 FTE to oversee the planning and implementation of RAISE. Mr. Chandler has presented workshops for the RCSD, NYS School Music Association, Nazareth College, the National Association of Elementary School Principals and the Southeast Conference on Arts in Education. He has worked on collaborations with the Rochester Philharmonic Orchestra and the Eastman School of Music. He is the co-organizer of the Rochester Area Arts In the Elementary Classroom Conference. Mr. Chandler served as Project Coordinator in the 2006 AEMDD *Rochester Impact Study* grant. **Andrew MacGowan**, a Project Administrator with the RCSC Division of Accountability, will serve as Lead District Evaluator at .1 FTE. He has BA from the University of Vermont and a MA in Public Policy Analysis from the University of Rochester. Mr. MacGowan served as liaison to external evaluators- SchoolWorks Labs, Brown University and Branch Associates. He was responsible for internal data collection ,building databases, disclosure agreements, assessment review, Internal Review Board guidance, and district-level analysis. [*Other Attachments: Resumes*]

5. QUALITY OF THE MANAGEMENT PLAN

a. objectives on time within budget, clearly defined responsibilities, timelines, and milestones.

OUTCOME 1: THE ACADEMIC PERFORMANCE OF STUDENTS IN ELEMENTARY GRADES WILL BE DOCUMENTED, ANALYZED AND IMPROVED INCLUDING STUDENT SKILLS IN CREATING, PERFORMING, AND RESPONDING TO THE ARTS.		
Objective 1: Conduct a 4-year randomized, true experimental study to determine the impact of integrated instruction on student achievement in Grades K-6.		
<i>Activity 1.1: Contract with external evaluation, create baseline data points, establish controls.</i>		
Milestones	Timeline	Responsibilities
a. Formally contract with an external,	Summer	RCSD Director of the Arts

independent evaluator	2010	
b. Randomly select schools to participate	Fall 2010	RCSD Department of Accountability
c. Orient school leadership to true experimental evaluation design	Fall 2010	RCSD Department of Accountability, RCSD Director of the Arts, External Evaluator.
d. Survey participating teachers and control group teachers	Pre survey Fall 2010 Post – survey Spring 2011-14	RCSD Director of Arts, project coordinator, RCSD Lead District Evaluator.
e. Gather state student assessment materials and send to external evaluator	Each Fall, 2010-2014	RCSD Lead District Evaluator
f. establish baseline data	Fall 2010	RCSD Lead District Evaluator, The SchoolWorks Lab, Inc.
<i>Activity 1.2: Assess impact of integrated arts instruction on student achievement in ELA & Math [GPRA]</i>		
Milestones	Timeline	Responsibilities
a. Collect baseline and annual data from NYS ELA and Math exams cited in the evaluation plan	Each Fall 2010 - 2014	RCSD Lead District Evaluator, The SchoolWorks Lab, Inc.,
b. Collect baseline and annual data from CTB Terra Nova and CORE	Each Fall 2010 - 2014	RCSD Lead District Evaluator, The SchoolWorks Lab, Inc.,

c. Assess impact and proficiency on standardized tests in math and reading as cited in the evaluation plan	Each Fall 2011-2014	RCSD Lead District Evaluator, The SchoolWorks Lab, Inc.,
<i>Activity 1.3: Disseminate evaluation findings, project design, and unit and lesson plans.</i>		
Milestones	Timeline	Responsibilities
a. Formal sharing sessions	Each Summer 2011-2014	RCSD Director of Arts, RAISE project coordinator, participating teachers RCSD Division of Accountability, and The SchoolWorks Lab, Inc.
b. Present findings and processes with various educational, arts and cultural organizations at conferences	Ongoing during grant period	RCSD Director of Arts, RAISE project coordinator
c. Present findings with the RCSD Board of Education, Supt. Of Schools and the Supt.'s cabinet	Each Summer 2011- 2014	RCSD Director of Arts, RAISE project coordinator, participating teachers, RCSD Division of Accountability
OUTCOME 2: STANDARDS-BASED ARTS EDUCATION IS INTEGREATED WITH THE CORE ELEMENTARY CURRICULUMS OF ENGLISH LANGUAGE ARTS (INCLUDING READING), MATH, SCIENCE AND SOCIAL STUDIES TO CREATE A COHESIVE MODEL OF LEARNING.		
OBJECTIVE 2.1: Provide approximately 4,500 elementary students (K-6) and 280 teachers at 10 of Rochester's 40 elementary schools with access to high quality arts experiences.		
<i>Activity 2.1: Contract with 5 high quality arts/cultural organizations to co-develop and provide targeted, standards-based arts experiences.</i>		
Milestones	Timeline	Responsibilities
a. Confer with all cultural organizations	Summer,	RCSD Director of Arts, RAISE Project

	Fall 2010	Coordinator
b. Develop and conduct 10 hours of NYS Standards PD for cultural organization staff educators	Each Fall 2010	RCSD Director of Arts, RAISE Project Coordinator
c. b. Schedule curriculum planning sessions with teachers, teaching artists, and cultural partners	Each Fall 2010- 2013	RCSD Director of Arts, RAISE Project Coordinator, cultural organizations and teaching artists
d. Create teacher in-service packets for various performances and exhibits. Duplicate teacher in-service packets for use during the school year. Enhance each year.	Each Fall 2011- 2013	RCSD Director of Arts, RAISE Project Coordinator, cultural organizations
c. Schedule arts events with schools and cultural organizations with bus transportation as needed.	Winter 2011. Each Fall 2011- 2013	RAISE Project Coordinator, Classroom teachers cultural organizations and teaching artists
<i>Activity 2.2: Select 7 Teaching Artists to assist with curriculum development, teacher professional development, and on-site, in-classroom integration (residency.)</i>		
Milestones	Timeline	Responsibilities
a. Recruit and contract with 2 music Teaching Artists (TA), 3 Theatre/Movement TAs and 2 Visual Arts TAs.	Fall 2010, Winter, 2011	RCSD Director of Arts, RAISE Project Coordinator
b. Schedule planning sessions with	Each Fall	RAISE Project Coordinator

teachers and teaching artists	2010-2013	
c. Schedule residencies with schools	Each Fall 2010-2013	RAISE Project Coordinator
d. Develop integrated units and lesson plans. Enhance each year.	Each Fall 2010-2013	RCSD Director of Arts, RAISE Project Coordinator, TAs
<i>Activity 2.3: Provide NYS and national standards training for 300 K-6 classroom, visual art and music teachers, 5 local cultural organizations' education staffs, and 7 teaching artists.</i>		
Milestones	Timeline	Responsibilities
a. Develop sessions and materials in alignment with NYS ELA, Math, Science, Social Studies and Arts standards, and National Arts standards.	Summer 2010; Deliver each summer.	RAISE Project Coordinator, RCSD Arts Director
b. Conduct Professional Development	<i>See Table of PD activities page 19</i>	RAISE Project Coordinator, cultural organizations and teaching artists
c. Review PD evaluations and adjust to meet needs of teachers	Ongoing during grant period	RCSD Director of Arts, RAISE Project Coordinator, cultural organizations and teaching artists
OUTCOME 3: STRENGTHEN THE PLACE OF ARTS AS A CORE ACADEMIC SUBJECT AND AS IN INTEGRATED ELEMENT IN CORE K-6 ACADEMIC CURRICULUM.		
Objective 3: Creating, Performing and Responding to the Arts		
<i>Activity 3.1: Study impact of teacher experience with integrating arts on student achievement</i>		

Milestones	Timeline	Responsibilities
a. Distribute teacher planning document to all participating teachers	Winter 2010	RCSD Director of the Arts, RAISE Project Coordinator
b. Distribute unit lesson plans to all participating teachers	Late Fall 2010 Fall 2011- 13	RCSD Director of the Arts, RAISE Project Coordinator
c. review and revise teacher survey	Summer 2010	RCSD Director of the Arts, RAISE Project Coordinator, RCSD Lead District Evaluator, The SchoolWorks Lab, Inc.
d. administer teacher survey, collect and assess data	Fall 2010, pre-survey. Post-survey Spring 2011-14	RCSD Director of the Arts, RAISE Project Coordinator, RCSD Lead District Evaluator, The SchoolWorks Lab, Inc.
d. evaluate teacher interviews	Each Spring 2011- 2014	RCSD Lead District Evaluator, The SchoolWorks Lab, Inc.
e. Share data, discuss issues to project and provide feedback	Ongoing via email, newsletters, PD sessions, meetings.	RCSD Director of the Arts, RAISE Project Coordinator, RCSD Lead District Evaluator, The SchoolWorks Lab, Inc. teachers and cultural organizations as appropriate

<i>Activity 3.2: Develop Standards-based student proficiency assessments for arts skill development.</i>		
Milestones	Timeline	Responsibilities
Kindergarten utilize COR music component to assess music achievement	Each Spring 2011-2014	RCSD Director of the Arts, RAISE RAISE Project Coordinator, teachers
Grade 1 Develop assessment tool for Theater/Movement	Summer -Fall 2011	RCSD Director of the Arts, RAISE Project Coordinator, teachers
Grade 2 Develop assessment tool for Theatre/Movement	Summer -Fall 2011	RCSD Director of the Arts, RAISE Project Coordinator, teachers
Grade 3 Develop assessment tool for Visual Art	Summer -Fall 2011	RCSD Director of the Arts, RAISE Project Coordinator, teachers
Grade 4 Develop assessment tool for Visual Art	Summer -Fall 2011	RCSD Director of the Arts, RAISE Project Coordinator, teachers
Grade 5 Develop assessment tool for Music	Summer -Fall 2011	RCSD Director of the Arts, RAISE Project Coordinator, teachers
Grade 6 Develop assessment tool for Theatre/Movement	Summer -Fall 2011	RCSD Director of the Arts, RAISE Project Coordinator, teachers
Implement all arts assessments	Spring 2012-14	teachers
K Integrated 10 session music residency	Yearly ongoing during grant period	RCSD Director of the Arts, RAISE Project Coordinator, teachers, teaching artists, and cultural organizations
Grade 1 Integrated 10 session theatre/movement residency	Yearly ongoing during grant	RCSD Director of the Arts, RAISE Project Coordinator, teaching artists,

	period	and teachers
Grade 2 integrated 10 session theatre/movement residency	Yearly ongoing during grant period	RCSD Director of the Arts, RAISE Project Coordinator, teaching artists, cultural organizations and teachers
Grade 3 integrated 10 session Visual art residency	Yearly ongoing during grant period	RCSD Director of the Arts, RAISE Project Coordinator, teaching artists, cultural organizations and teachers
Grade 4 integrated 10 session visual art residency	Yearly, ongoing during grant period	RCSD Director of the Arts, RAISE Project Coordinator, teaching artists, cultural organizations and teachers
Grade 5 integrated 10 session music residency	Yearly, ongoing during grant period	RCSD Director of the Arts, RAISE Project Coordinator, teaching artists, cultural organizations and teachers
Grade 6 integrated 10 session theatre/movement residency	Yearly, ongoing during grant period	RCSD Director of the Arts, RAISE Project Coordinator, teaching artists, and teachers
Students will attend a performance or exhibit	Yearly, ongoing during grant period	RCSD Director of the Arts, RAISE Project Coordinator, teaching artists, cultural organizations and teachers

a. time commitments of key project personnel

The project will be directed and facilitated by the RCSD Executive Director of the Arts **Deborah Harloff**. Ms. Harloff is a full-time employee and maintains grants management as part of her ongoing job responsibilities. Ms. Harloff intends to spend approximately 10% of her time on AEMDD grants administration and project supervision. Deborah will serve as project director

and grant manager, supervise the planning process for professional development and integrated unit development and ensure all goals and objectives are met. Ms. Harloff was author and project director for Rochester's first 2006 AEMDD *Rochester Arts Impact Study* grant. **William Chandler**, an elementary Music educator for 35 years in the RCSD will serve as Project Coordinator as a .4 FTE to oversee the implementation of *RAISE*. Mr. Chandler also served as Project Coordinator for Rochester's 2006 AEMDD grant. **Andy MacGowan**, is a program analyst with the RCSD Division of Accountability. Mr. MacGowan will serve a Lead District Evaluator in a .1 FTE capacity. He served in this capacity for Rochester's 2006 AEMDD grant. The principal investigator will be The SchoolWorks Lab, Inc. **Robert A Southworth** in association with **Martin F. Gardiner, Ph.D.** of the Center for the Study of Human Development at Brown University. SchoolWorks Labs, Inc. served an external, independent evaluator in Rochester's 2006 AEMDD grant. [All Resumes are located in *Other Attachments*.]

b. procedures for ensuring feedback and continuous improvement

Site visits and follow-up meetings will be held twice a year with the principal investigator, The SchoolWorks Labs, Inc. Feedback from these visits and meetings will inform development of the RAISE project. Meetings will be held at least twice per year with teaching artists, cultural organization representatives, the project director and the project coordinator to discuss the residencies. Feedback will be gathered from classroom teachers and teaching artists during PD activities (per arts experiences) and annual surveys. Revisions to the curriculum and PD sessions will be ongoing based on this feedback. PD sessions will be modified based on the results of evaluations completed at the end of each session. Annual review of data will be held with RCSD Research Evaluation and Testing, project director, project coordinator and school personnel. RCSD Arts Dept. will distribute a semi-annual newsletter featuring best practices, arts

integration activities and PD for participating teachers and administrators at participating schools. Informal feedback will be garnered via email, during grade level planning sessions and during site visits.

Through the 2006 *Arts Impact Study*, RCSD found that the most informative feedback was obtained during informal emails and conversations with classroom teachers and teaching artists. RCSD was able to make modifications quickly based on this feedback. [Executive Summary in *Other Attachments:References*. Full report on file with U.S. Dept. of Education, Richard Kress.]

6. QUALITY OF THE PROJECT EVALUATION

a. performance measures related to outcomes and quantitative and qualitative data.

RCSD's 2006-2009 study successfully utilized a true randomized experimental design for studying 40 K-6 schools. Ten schools were randomly chosen to receive the arts impact treatment consisting of professional development to integrate either music, visual arts, theatre or dance with all core classroom subjects at each grade level, K-6. Another ten schools were randomly chosen as a matched-pair control group from a total population of 39 schools which were used for comparison analysis. By using schools as the unit of analysis, rather than randomizing at the classroom level, the issue of cross-contamination was successfully addressed. This study collected four years of data (2005-2006 served as a baseline) about 30,000 students including 16 major standardized tests and assessments; a conservative estimate of over 1.2 million variables in total were analyzed. This first study avoided cross contamination and achieved statistical equivalence by true randomization at the school level instead of balancing statistical adjustments at the classroom level. Rochester's proposed *RAISE* Project proposes a design that assesses the effectiveness of the first study while setting up new experimental ways to understand the longitudinal questions that arise out of the first study's findings.

The new four-year proposed grant would extend the first study's database to include eight years of longitudinal data. This longitudinal design will incorporate a stratified randomization within both the original treatment group and the original control group:

1. Within the original treatment group, create an even but randomized split between new treatment groups, with 5 schools participating in a continued but enhanced treatment and the other 5 (former treatment schools) participating in the control group;
2. In similar fashion with respect to the original control group, create a randomized split between a new treatment group and the existing control group, with five (5) new treatment schools and 25 "pre-existing" control schools, to be joined by the five new control schools from the previous treatment group (as noted above).

The overall number of treatment schools would remain at ten (10), and the overall number of control schools would remain at 30. But by building on the previous model, this would create four distinct groups – two treatment school groups and two control school groups – each able to inform policy in useful ways:

1. Treatment group No. 1, 5 randomly selected schools from the first 10 *Arts Impact Study* treatment group would receive treatment through *RAISE* for a total of seven years intervention. Moreover, not only will this group benefit from the newer designs incorporated into the second generation project design model, there may be higher gains in the intermediate grades than were originally observed.
2. Treatment Group No. 2, five randomly selected schools from the 30 original control schools. This group would be new to any treatment, so in comparison to the original statistical model, we can compare the effectiveness of the new model.

3. Control Group No. 1, five randomly selected schools from the original treatment group. One benefit to following this group is determining any lasting arts integration effects with students and with originally trained teachers. If there is a “Hawthorne effect,” it would be found in this group.
4. Control Group No. 2, twenty-five (25) randomly selected schools, who continue to receive no treatment and continue to serve as the baseline to both studies.

Each of the four treatment and control groups will possess between 1,600 and 4,500 students – more than enough to achieve statistical significance with groups and sub-groups.

Data Source	Grades	Schedule for Data Collection							
		2010-11		2011-12		2012-13		2013-14	
		Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr
NYS Standardized tests in ELA (GPRA 2)	3,4,5,6	✓		✓		✓		✓	
NYS Standardized tests in Math (GPRA 1)	3,4,5,6	✓		✓		✓		✓	
NYS Standardized tests in Science	4	✓		✓		✓		✓	
NYS Standardized tests in Social Studies	5	✓		✓		✓		✓	
Hi/Scope Child Observation Record	K		✓		✓		✓		✓
CTB Terra Nova	1,2	✓		✓		✓		✓	
North West Evaluation Association (NWEA)	1,2	✓		✓		✓		✓	

Data Source	Grades	Schedule for Data Collection							
		2010-11		2011-12		2012-13		2013-14	
		Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr
Develop arts standards assessment	1,2,3,4,5,6				✓		✓		✓
Pre- and Post Teacher surveys	K,1,2,3,4,5,6	✓	✓		✓		✓		✓

b. methods of evaluation provide feedback and permit periodic assessment of progress.

The *RAISE* Project will not only evaluate a more intensive, cohesive model of arts integration but will also follow-up on Rochester’s first three-year (2006-2009) AEMDD experimental design study that found significant results of the effects of the arts on student achievement. This second generation of data collection (2010-2014) resulting in an eight-year longitudinal study (2006-2014) will result in very important policy recommendations for the effects of the arts on students who are at risk for low achievement, are English Language Learners, have an IEP-defined disability or are high poverty. RCSD desires to build on this robust database in order to answer key policy questions with respect to the successful integration of the arts into classroom curricula and its effect on students at risk.

Student Learning: RCSD’s first AEMDD study found positive effects from 5% to 30% across all grade levels, K-6 with statistical significance in Grades K, 1, and 2. The effects were detectable in significant sub-groups, including Students with Disabilities, English Language Learners, specific grade levels, pockets of higher than normal poverty as well as higher versus lower performing schools overall. There were many unexpected findings with significant policy implications:

1. The arts impact treatment had a statistically significant effect in improving student achievement as measured through the NYS standardized tests in ELA, Math, Social Studies and Science, across K, 1, and 2 grades (measured by the CTB Terra Nova and Hi/Scope Child Observation Record) and across all major sub groups within K, 1, and 2 grades.
2. The overall effects of the arts impact treatment were so large as to significantly mitigate the effects of low performing schools; the positive effects of the arts on students was clearly observed in high performing schools (e.g., statistically significant and significant in general) – but the positive effects of the arts were even greater in lower performing schools.
3. The poorer the students, the greater were the effects of the arts impact treatment on student achievement. This phenomenon has been seen in other national studies of arts impact and economically disadvantaged students.
4. The greatest effects of the arts impact treatment were observed at lower grade levels of K, 1, 2.
5. Students With Disabilities, classified by an IEP, benefitted from this treatment.
6. English Language Learners (ELL) students and Limited English Proficient (LEP) students benefitted from this treatment.
7. Therefore, it can be concluded that RCSD faithfully integrated the arts into core curriculums K-6, enacted a program that levels the playing field for students at risk, and helped students with the greatest needs experience the highest rates of growth.

Increasing the precision of the study is inherent in the new design. The policy outcome from the first true experimental design yields this type of policy outcome: The 2006 *Arts Impact Study* shows these major outcomes for their model of arts integration treatment:

1. The arts impact treatment had a statistically significant effect on K, 1 and 2 grades

2. Positive effects of the arts were even greater in lower performing schools
3. The greatest effects of the arts on achievement occurred for students most at risk for low achievement, high poverty, ELL and IEP-defined disability

The new experimental design incorporating a stratified random sample of schools will help develop policy around these new questions arising out of the previous study:

1. What is the effect of arts integration on students as they progress from K, 1, & 2 to the upper grades of 3, 4, 5, and 6?
2. Why is the effect of the arts greatest on lower performing schools and can this be replicated in the new study's treatment group?
3. Why are the effects of the arts greatest on the students most at risk for low achievement, high poverty, ELL and IEP-defined disability?
4. Which art forms have the most significant impact on student achievement?

Teacher Learning: RAISE will provide teachers with pre-and post surveys, interviews with Project Coordinators, feedback time during PD and with quarterly meetings. Rochester 2006 AEMDD implemented two teacher surveys, countless teacher interviews and sharing feedback and project adjustments with teachers one-on-one. In the two most formal surveys, 221 teachers in Year 2 and 236 teachers in Year 3 (Total = 457 teachers) reported a stunning 605 instances of arts integration in Year 2 and 1,058 instances of arts integration in Year 3. The teachers in this survey talked about, sketched and developed sophisticated thinking around arts integration in their classrooms, concluding:

- *This arts integration model is evidently helpful for children in crisis. . . "They get the chance to forget their circumstances" as one teacher observed.*

- *Teachers consistently reported unusually high levels of teacher enthusiasm. While this does not guarantee success, it is a prerequisite for a successful intervention.*
- *This arts integration model is especially useful for English Language Learners, as evidently it brings students “out of their shells” and inspires them to try their English.*
- *This arts integration model appears to strengthen reading fluency and reading comprehension.*

Over the years of the arts integration model implementation, the analysis points to a broadening of integration topics within each art form, and a trend toward more even distribution and greater specificity of academic area being taught through the art form

To support Project Activity 3.2 (*Develop Standards-based student proficiency assessments for arts skills development*), RCSD will utilize the framework of the National Assessment of Educational Progress (NAEP) as a template to ensure that activities students participate in are assessed in, and fall into, one of the “three artistic processes” (Pistone, 2002). The work that students engage in during class should be hands-on, interactive activities that provide students with the opportunity to perform, create and respond to a variety of artistic stimuli. Defined as “the three artistic processes” (Pistone, 2002), performing, creating, and responding provide the basis of all activities in music, theatre/movement, and visual arts. Adopting this basic structure allows arts educators to organize curricula and assessment, discuss assessment strategies using common language, and align local objectives with the national arts standards. Graphically, “the three artistic processes” demonstrate which areas are covered by the current curriculum/assessment and which areas need more attention. In the “Highlights of the NAEP 1997 Arts Assessment Report Card”, NAEP recommends using a structural framework for learning in dance, music, theatre, and visual arts (Office of Educational Research and

Improvement in the U.S. Department of Education, 1997). Such a framework is helpful in balancing the learning goals and activities students participate in as well as ensuring that students are responsible for a range of artistic processes, from verbal and written responses to art to inventing and executing an artistic performance. NAEP had the following to say about the framework: *“The term **creating** refers to generating original art. **Performing** is defined as recreating an existing work, a process that calls on a student’s ability to interpret and portray someone else’s creative work. **Responding** includes a student’s response to a work of art or performance as well as to his or her own work”* (Office of Educational Research and Improvement, U.S. Department of Education, 1997, p. 2).

Providing an interactive context for the content that students are expected to learn engages more students. A learner-centered environment gives students the freedom and flexibility needed to learn in the arts. Determining which activities students should engage in during a given lesson/unit requires the educator to ask the following questions:

- Which activities are needed in order to fulfill the objective?
- Are students participating in all three artistic processes: creating, performing, and responding?
- What other activities help to reinforce learning in any interdisciplinary subjects?

The current emphasis on accountability requires all educators to consider what students are learning, how we know that they have learned, and how effective the instructional approach has been. In “Partnerships for learning-a guide to evaluating arts education projects”, Felicity Woolf states that “evaluation has two main purposes: to improve practice during the project and for future projects and to show what happened as a result of a project” (Woolf, 1999). Further, “improving is important so that: projects can evolve and change as they take place and partners,

like artists, group leaders, and participants feel the evaluation is for their benefit, and not just for funders” (Woolf, 1999). Taking the planning and administration of effective evaluation seriously is a necessary component of an arts partnership. During the planning of an arts partnership, it is necessary for all parties to plan the program knowing what success will look like.

The SchoolWorks Lab, Inc. will serve as the technical consultant and help design the protocol and administration schedule and conduct the inter-rater reliability study to confirm its usefulness.

The SchoolWorks Lab, Inc. will: 1. conduct two site visits annually & provide written recommendation on enhancing program design and implementation; 2. assess and analyze student achievement data and teacher preference; 3. provide written reports annually; 4. advise on development of arts assessment of student work; 5. devise and validate a true randomized experimental 4- year study on arts integration as it relates to students and teachers; 6. provide final report at the end of the grant period. SchoolWorks Lab, Inc will work with Martin Gardiner, Ph.D., Brown University to obtain statistical modeling.