



2022-2023

State of the Arts

in Houston Independent
School District

Baseline Report
April 2024

ARTS CONNECT
HOUSTON

Table of Contents

Introduction	4
Executive Summary	6
Key Findings	9
An Overview of Houston ISD	11
Figure 1. Houston ISD Campuses by Type	11
Figure 2. Houston ISD Demographics	12
Arts Education Requirements and Benchmarks	13
Creative Schools Certification	14
Figure 3. Houston ISD Creative Schools Certification	15
Access to the Arts	17
Staffing	17
Student-Fine Arts Teacher Ratio	17
Figure 4. Elementary Student-Fine Arts Teacher Ratio by Campus Type	18
Figure 5. Secondary Student-Fine Arts Teacher Ratio by Campus Type	19
Elementary Percent Access	20
Figure 6. Elementary Percent Access	21
Secondary Discipline and Depth	22
Figure 7. Secondary Fine Arts Disciplines Offered	22
Figure 8. Secondary Number of Disciplines	23
Quality	25
Arts Learning Standards	25
Figure 9. Elementary and Secondary Arts Learning Standards	25
Arts Inclusion in School Governance	27
Figure 10. Houston ISD Arts Inclusion in School Governance	27
Impact on Student Experience	29
Arts Partnerships, Professional Learning, and Family/Community Engagement	30
Figure 11. Arts Partnerships, Professional Development, and Family/Community Engagements in Houston ISD	31
Figure 12. Family and Community Engagements by Type	32

Arts Organizations and Partnerships	33
Arts Disciplines Represented by Arts Organizations	33
Figure 13. Houston Arts Organization Arts Disciplines	34
Partnership Reach	35
Figure 14. Number of Partnerships in Houston ISD	35
Program Types	36
Figure 15. Programs by Type	36
Conclusion	39
Acknowledgements	40
Appendix A	43
Definitions	43
Appendix B	45
List of Schools and Survey Completion Status	45

Written by Monique Mogilka, Arts Connect Houston
Data Manager

Designed by Giselle Rodriguez

Introduction

Arts Connect Houston (ACH) is a collective impact organization that unites the Greater Houston community to ensure access to high-quality arts education in creative writing, dance, music, theatre, and the visual arts for every student, beginning with Houston Independent School District (HISD). Since its inception, data has been key to ensure that we are closing gaps in fine arts education access. This important data is the first step to creating system-wide change. With it, our collective can improve its decision-making and deploy resources to close arts education gaps.

This inaugural State of the Arts in HISD Baseline Report covers 2022-23 HISD school data collected from HISD Research and Accountability and the artlook® survey, and was developed in partnership with Parliament Collective Intelligence. A total of 60.6% of campuses completed the artlook® survey, 11.3% of campuses started the survey, and we received no response from 28.1% of campuses.¹ We would like to thank the teachers, principals, and other educators who completed the artlook® survey. This report is only possible due to the data collected from those who serve our students everyday. As this report is the first of its kind for Houston, this data sets the baseline against which ACH will measure fine arts education access annually, and will allow us to track progress and growth in the district.

What is artlook®?

artlook® is an online platform that has three key features: a live map that shows arts organizations and their educational offerings, a live map that shows schools and partnerships they are currently seeking, and data from a survey that is collected annually from HISD campuses to show arts education access across HISD. Check it out at houston.artlookmap.com!

¹As not every campus took the survey, it is possible that some questions may display response bias. For example, schools that are excelling in one metric may be more likely to report on that metric.

Executive Summary

ACH and our collective in partnership with the HISD Fine Arts Department have made great strides towards increasing fine arts education access in HISD. At the time the Fine Arts Department was created at HISD in 2017, there were 46 total campuses without any fine arts instructors. HISD has annually decreased the number of fine arts deserts across the district to 15 campuses in the 2022-23 school year. However, there are countless more steps to be taken before securing a complete and sustained fine arts education access for every student on every campus. The following are findings from the first State of the Arts in HISD Baseline Report, including discussion on different benchmarks for fine arts education access and goals that ACH has identified to grow the district.

Creative Schools Certification

The Creative Schools Certification (CSC) is a quantitative summary score calculated for each campus, and these scores are intended to provide an overall summary of arts education access across HISD. We found that 56.9% of HISD campuses were Strong or Excelling, while 43.1% of HISD campuses were Emerging or Developing. For HISD to have all campuses in at least the Strong category, as ACH has defined as a goal, we need to increase fine arts education access and quality for 93 elementary schools, 3 middle schools, 9 high schools, 5 combination schools, and 8 alternative schools/programs.

Access

The Access section includes information about fine arts instructors, as well as percent access in elementary schools and depth in secondary schools. These are the most basic access indicators for student access to fine arts instruction and constitute the foundation of fine arts education access. Using the Texas Cultural Trust Pilot Arts Education Access Benchmarks, we found that 35% of HISD's elementary campuses did not meet Proficient student-fine arts teacher ratio access benchmarks, and 7 elementary schools (4%) did not have any fine arts instructors on campus and are arts deserts.

In order to make sure all elementary campuses meet the Proficient student-fine arts teacher ratio benchmark, ACH advocates for, at minimum, adding fine arts instructors to 99 campuses offering elementary instruction. Additional exploration is required to identify fine arts disciplines that are needed most on each campus. In order to eliminate elementary arts deserts, HISD would need to add fine arts instructors to the seven specific elementary campuses that report no fine arts instructors.

About half (21) of Houston ISD high schools did not meet Proficient student-fine arts teacher ratio access benchmarks. Additionally, 2 high schools and 6 alternative campuses, or 7.7% of secondary and alternative campuses, reported having no fine arts instructors. In order to make sure all secondary campuses meet the Proficient student-fine arts teacher ratio benchmark, ACH advocates for, at minimum, adding fine arts instructors to 38 campuses offering secondary instruction. Additional exploration is required to identify fine arts disciplines that are needed most on each campus. In order to eliminate secondary arts deserts, ACH recommends adding fine arts instructors to 2 high schools and 6 alternative schools that report no fine arts teachers.

Roughly a third of reporting elementary and combination campuses reported having less than 100% of their students enrolled in at least one fine arts course. If this sample is indicative of all elementary and combination campuses, then HISD will need to improve fine arts course enrollment in about 60 campuses offering elementary instruction to meet ACH's minimum goal of 100% of students on every campus being enrolled in at least one fine arts course.

More HISD high schools, middle schools, and combination campuses offered visual arts and music courses than dance and theatre courses. To meet the minimum standard set by TEA, 13, or 13.5% of secondary campuses need to add additional fine arts disciplines to their course offerings. For campuses that offer two or three TEKS fine arts areas (about half of secondary campuses do), it is likely that theatre and dance are

areas that need to be added to a campus' course offerings to reach the goal of having all four TEKS fine arts areas.

Quality

Beyond basic access, the Quality section covers additional opportunities to enhance fine arts education for students. These include which arts learning standards campuses utilize, arts inclusion in a school's governance structures, impact on student experience, partnerships with arts organizations, professional development for fine arts instructors, and family and community engagement offerings. These indicators are not required by the district or state, so ACH has defined goals and ideals for these indicators.

Most elementary and secondary campuses, at minimum, reported that they follow state arts learning standards. Supposing this sample is indicative of HISD as a whole, in order to meet the goal of every campus using district arts learning standards, about 65% of HISD elementary campuses and about 75% of HISD secondary campuses will need to adopt district arts learning standards. Regarding professional development for the arts, given that there is a fairly large disparity between elementary and secondary campuses reporting professional development for their instructors, there is more work to be done to ensure every elementary campus offers professional development. Additionally, this could be an opportunity for arts organizations to offer professional development through partnerships, which may also work to increase the number of partnerships across campuses.

Around half of elementary campuses reported offering family or community engagements, compared to about 73% of secondary campuses. While ideally every campus offers some type of family or community engagement, more research is needed to understand potential barriers to offering these engagements and whether this explains the difference between elementary and secondary campuses. Performances were the most common type of engagement offered by HISD campuses, as well as the most common program type in partnerships between HISD campuses and arts organizations as seen in the Program Types section

later in this report. Further exploration is needed to understand how best to support campuses in offering volunteer opportunities, community events, and school-based exhibits. Additionally, further exploration is needed to understand why performances are more popular in both engagements and partnership programs.

Partnerships

The Partnerships section discusses partnerships between a campus and organization that have enriched conventional classroom learning, strengthened ties between schools and neighborhoods, and elevated the standard of arts education across HISD schools.

Given the breadth of fine arts disciplines offered by Houston's arts organizations, there is a possible opportunity for partnerships to provide programs in disciplines beyond the four TEKS fine arts areas, like literary or media arts. 27% of HISD campuses reported having 0 partnerships with arts organizations. Given that this data reflects the 22-23 school year, it is possible that partnership needs have changed throughout the district in the current year. In order to ensure that every campus has at least one partnership, we should also track the campuses without partnerships over time to determine if there are areas that frequently lack partnerships. Furthermore, around a third of campuses reported only one partnership. In order to increase the number of partnerships on a campus, artlook® can be used to match schools' needs with arts organization offerings.

Next Steps

Some of the greatest challenges moving forward in our work involve gathering more data and continuing investigation of inequitable patterns of fine arts education access. In this report, a few questions from the artlook® survey, such as minutes of instruction, budget, and instructional approach, were omitted due to insufficient data, and we have yet to collect data on every campus due to incomplete surveys. The use of various benchmarks and the Creative Schools Certification point to the need for a Houston specific rubric for fine arts education access and quality.

Additionally, gathering data on teacher certifications and identifying areas of campuses with no partnerships will further enhance our understanding of fine arts education quality. Lastly, seeing how HISD compares nationally as well as identifying patterns of inequitable fine arts education access over time and evaluating if they are correlated with socioeconomic factors will be important areas of further exploration.

Some of the greatest opportunities moving forward include addressing some of the fine arts education gaps identified in the data. For example, eliminating arts deserts remains a priority, and we can further decrease student-fine arts teacher ratio by continuing to advocate for more fine arts instructors on campuses with the highest student-fine arts teacher ratios. Mapping these arts deserts and areas that are under-resourced could potentially assist with directing policy.

To build a foundation of guaranteed arts education, we can ensure that all elementary students have access to at least one fine arts course on their campus as well as advocate that secondary campuses have courses in at least two fine arts disciplines (ideally all disciplines, with an emphasis on increasing dance and theatre access). To continue ensuring quality, we can support HISD campuses towards using district arts standards, including the arts across all governance structures, and providing a variety of family and community engagements. Finally, we can advocate that every campus has at least one partnership, and use the capability of artlook® to make partnership matches based on a school's profile and arts organization offerings to guarantee that campuses have multiple partnerships in different arts disciplines, including ones that are not the four major areas of TEKS.

Key Findings

Access

- According to the Creative Schools Certification, **56.9% of HISD campuses were Strong or Excelling**, while 43.1% of HISD campuses were Emerging or Developing.
- All HISD alternative programs were either Emerging or Developing.
- About **93% of middle schools were Strong or Excelling**.
- **77.5% of high schools were Strong or Excelling**.
- About **42% of elementary schools were Emerging**.
- Using Texas Cultural Trust access benchmarks for student-fine arts teacher ratio, 61% of HISD's campuses offering elementary instruction met or exceeded Proficient student-fine arts teacher ratio access benchmarks.
- **4% of elementary schools did not have any fine arts instructors on campus** and were arts deserts.
- About half of HISD high schools did not meet Proficient student-fine arts teacher ratio access benchmarks, and about **73% of HISD middle schools met or exceeded Proficient student-fine arts teacher ratio access benchmarks**.
- **7.7% of secondary and alternative campuses reported having no fine arts instructors**.
- On average, **47 in 50 students, or 94%, were enrolled in at least one fine arts course** in elementary and combination campuses.
- More HISD high schools, middle schools, and combination campuses offered visual arts and music courses than dance and theatre courses.
- 11 (11.5%) secondary campuses reported offering only one fine arts discipline.

Quality

- Only **4 elementary campuses reported using no arts standards**. Zero secondary campuses reported using no arts standards.
- **Arts inclusion in campus strategic plans was the most common type of arts inclusion** in governance for both elementary and secondary campuses.
- When asked how the arts improve student learning, engagement, and experience on their campus, educators overwhelmingly highlighted the positive impacts of arts education on student experience, including communication skills, engagement within the classroom, attendance, sense of community, and social-emotional learning.
- A higher proportion of secondary campuses (**72.9%**) offered at least one type of community engagement than did elementary campuses (55.8%).
- Performances were the most common type of engagement offered by HISD campuses.

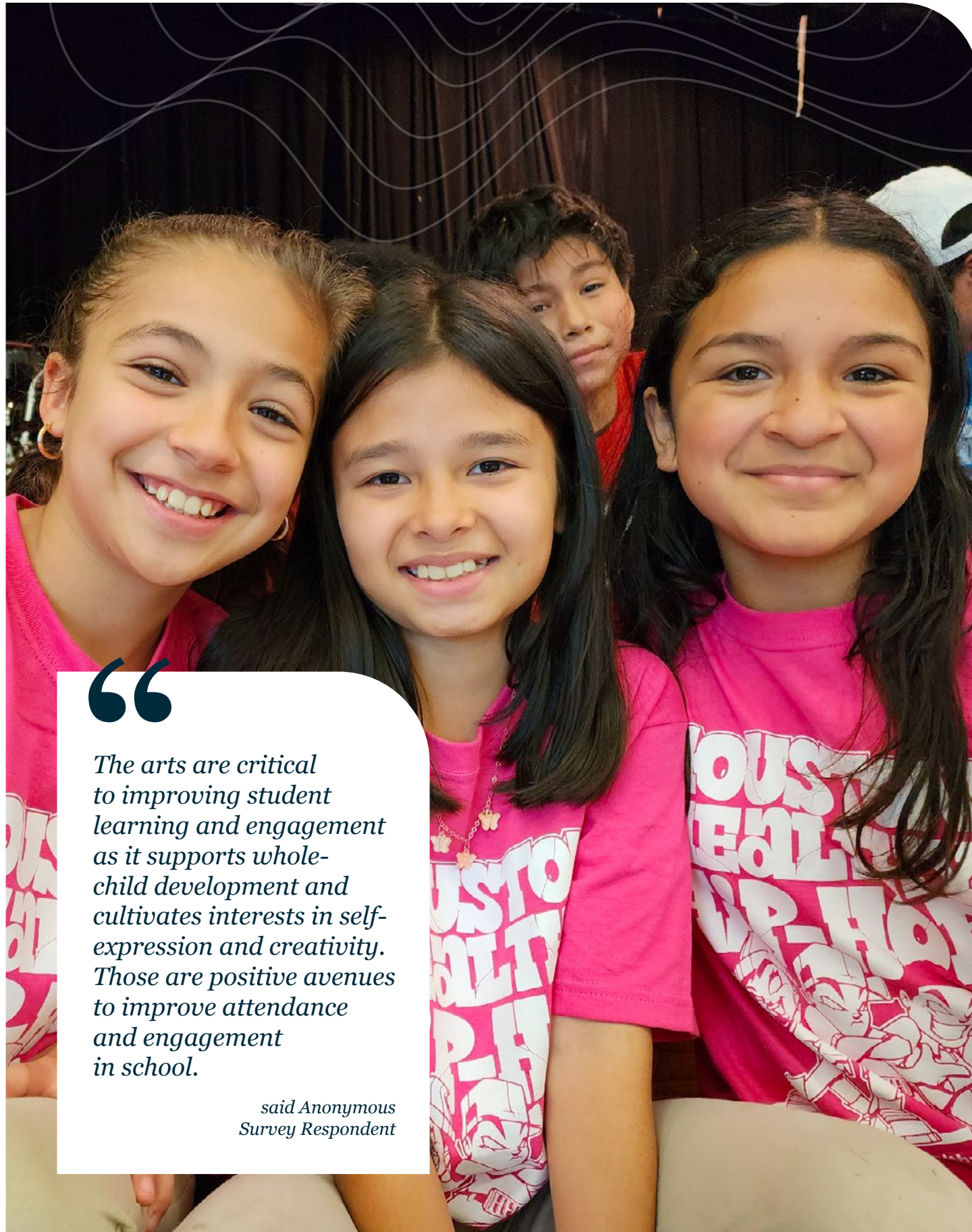
Partnerships

- There were **434 total reported partnerships with an arts organization** with an average of 2 partnerships per campus.
- **Most HISD campuses (about 70%) reported having 1-5 partnerships**.
- 73 (27%) HISD campuses reported having zero partnerships with arts organizations.
- **Performances and workshops** were by far the most frequent type of program that occurred through partnerships, **accounting for 33.6% of all programs**.

An Overview of Houston ISD

HISD is one of the largest school districts in the nation and is made up of 274 campuses with almost 189,300 students as of the 2022-23 school year. Of the 274 campuses, there are 40 high schools, 41 middle schools, 170 elementary schools or early childhood centers, 15 combination campuses, and 8 alternative programs.²

In 2022-23, the majority of HISD students identified as Hispanic or Black.³ Nearly 62% of HISD students identified as Hispanic and 21.7% of students identified as Black. 9.6% of students identified as White, while 4.8% of students identified as Asian. Only 2% of students identified as Multiracial, American Indian, or Pacific Islander.



“

The arts are critical to improving student learning and engagement as it supports whole-child development and cultivates interests in self-expression and creativity. Those are positive avenues to improve attendance and engagement in school.

said Anonymous Survey Respondent

Students at Shearn ES celebrate with a Houston Healthy Hip-Hop teaching artist following a performance

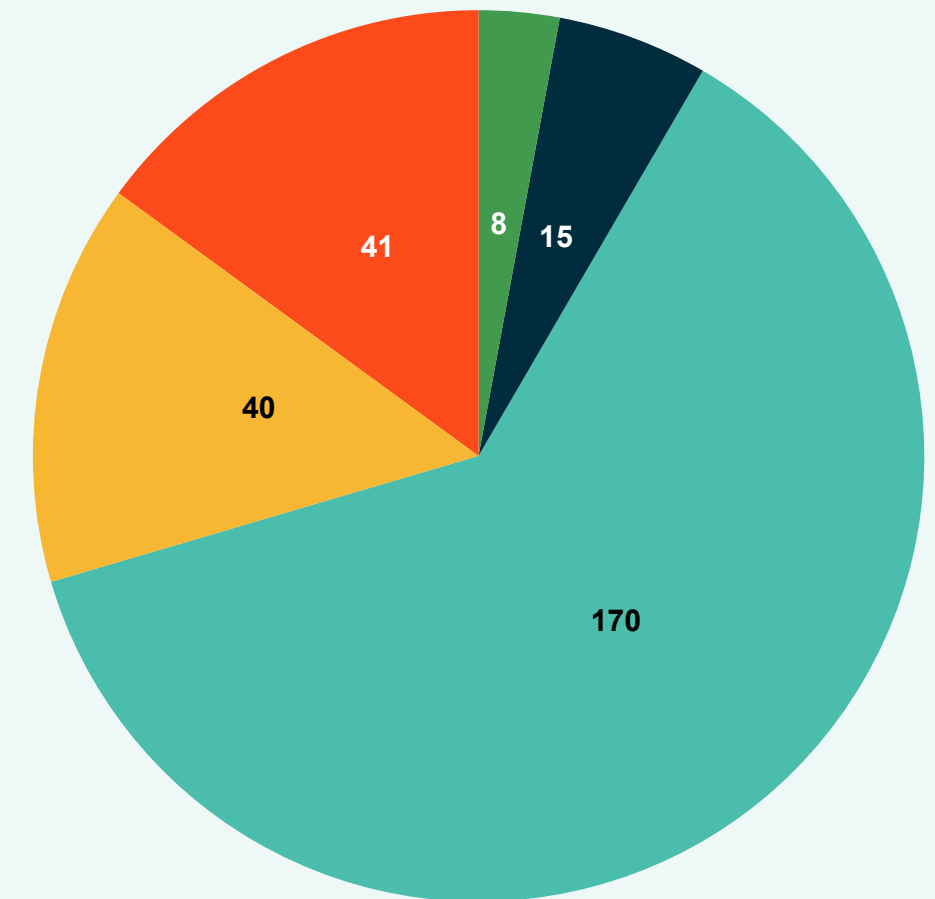


Figure 1. Houston ISD Campuses by Type. This displays the number of Houston ISD campuses that are elementary schools, combination schools, middle schools, high schools, or alternative programs.

²Alternative program campuses were typically excluded from this analysis except where noted. Due to the inclusion of combination campuses, school total count may exceed 274 campuses when comparing between elementary and secondary. For example, there are 181 campuses that include elementary instruction (PK-5), and 96 campuses that include secondary instruction (6-12).

³This data was provided by Houston ISD, but is also publicly available in the Texas Education Agency Public Education Information Management System (PEIMS) at <https://tea.texas.gov/reports-and-data/data-submission/peims>.

Arts Education Requirements and Benchmarks

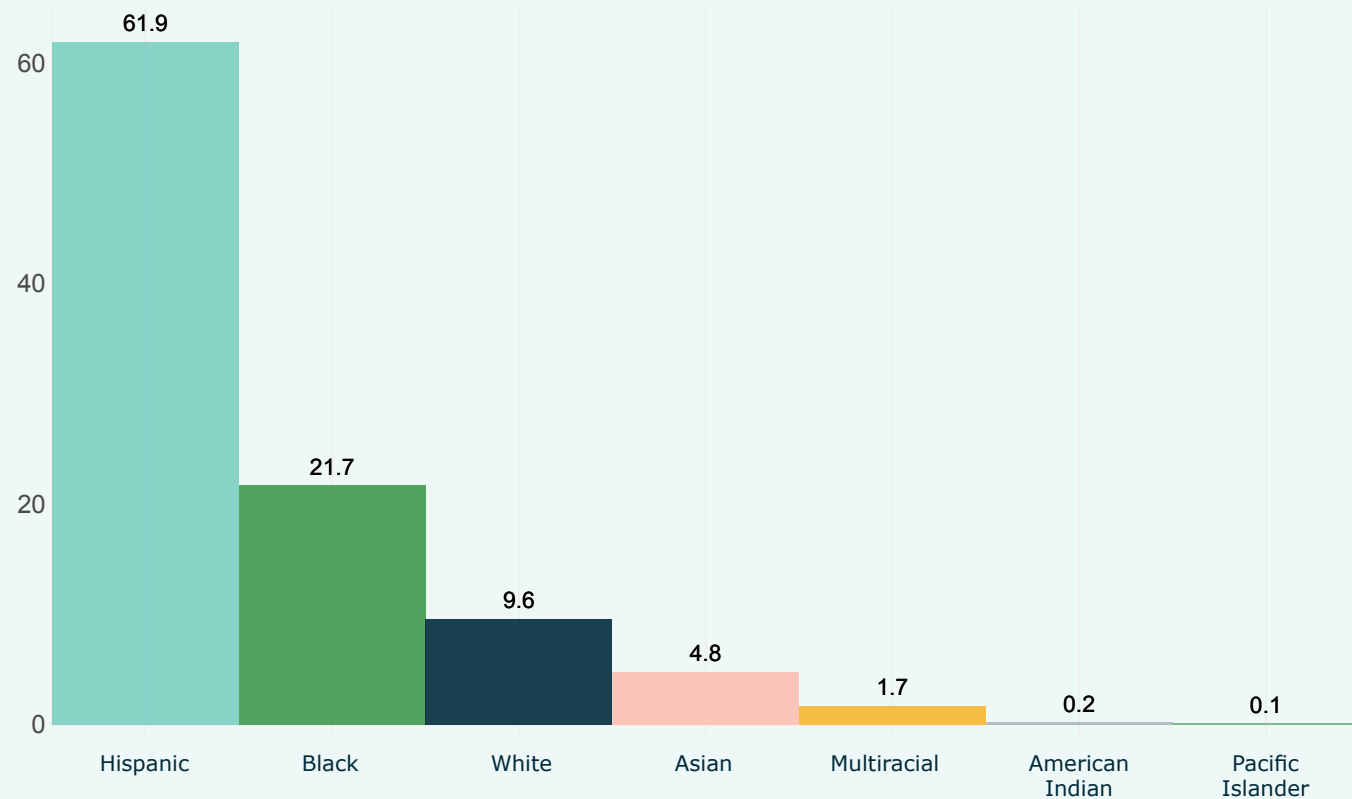
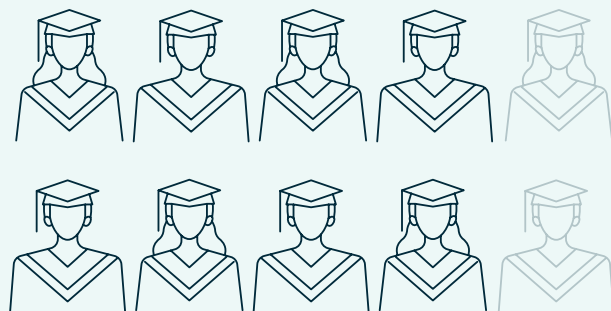
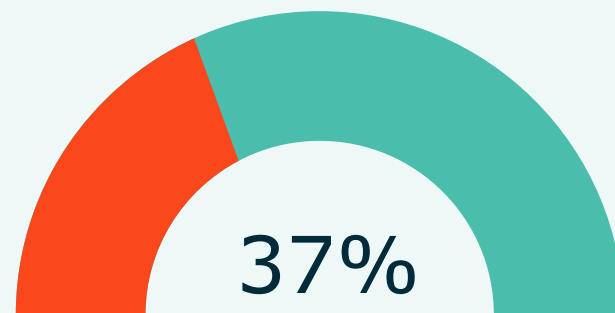


Figure 2. Houston ISD Demographics. This displays the percent of Houston ISD students that identify as Hispanic, Black, White, Asian, Multiracial, American Indian, or Pacific Islander.



Nearly 80% of Houston ISD students were in economically disadvantaged status in 22-23.



37% of Houston ISD students were English Language Learners in 22-23.⁴

HISD follows the standards set by the Texas Education Agency (TEA). According to the Texas Education Agency, Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do. TEA has defined TEKS for Art, Dance, Music and Theatre.

Beyond what is required by the state, the Texas Cultural Trust convened the Arts Education Task Force to “discuss and clarify what constitutes equitable access in arts education for Texas students.”⁵ The result of this task force was a pilot rubric with benchmarks for arts education access. As Houston has no such rubric yet, we have used the Texas Cultural Trust Pilot Arts Education Access Benchmarks to set a baseline for understanding specific access metrics we have collected data on, such as student-fine arts teacher ratio.

The Creative Schools Certification (CSC) is a quantitative summary score initially developed by Ingenuity for Chicago Public Schools (CPS) as a way to track how successfully each school in CPS provides students access to the arts. Data for the

CSC in this report is compiled from responses to the annual artlook® survey as well as administrative data provided directly by HISD.⁶ There are certainly differences between CPS and HISD, so we have recalculated these summary scores to better reflect HISD.⁷ The CSC scores are intended to provide an overall summary of arts education access across HISD.

Please note that these benchmarks are a starting point to envision best practices for setting specific goals and tracking progress in our district, and neither one is more valid than the other. For example, the CSC scores have the advantage of providing an overall summary of arts education access, however they lack details about specific access metrics. The Texas Cultural Trust benchmarks examine access in specific metrics but does not provide an overall summary on a campus.

ACH is developing a rubric specific to Houston to best suit the priorities and goals of Houston’s arts education ecosystem and community.



Students at Piney Point ES watch a Houston Grand Opera performance of The Barber of Seville in Texas, funded through the Arts Action Fund

⁵Read more about Texas Cultural Trust and the Arts Education Task Force at their website: https://txculturaltrust.org/what-we-do/art-can___trashed/arts-education-task-force.

⁶A detailed explanation of the CSC scoring rubric can be found at this website: www.ingenuity-inc.org/wp-content/uploads/INGTY_CSC_Scoring.pdf.

⁷This was done by taking the final score calculated by CSC and changing the categories associated with the ranges in value to reflect the mean and standard deviation.

⁴Visit www2.ed.gov/datastory/el-characteristics/index.html#intro for more information on English Language Learners.

Creative Schools Certification

The CSC takes into account key indicators of schools' progress and needs that are further examined in this report:

- Measures of school performance in providing *access* to the arts:
 - › Arts teacher staffing.
 - › Percentage of students with access to arts instruction.
 - › Program discipline and depth (high schools only): this refers to the number of arts disciplines offered and depth of instruction, such as opportunities for sequential learning.
- Measures of school performance in providing high *quality* arts education opportunities:
 - › Whether arts learning standards guide instruction.
 - › The extent to which arts education is represented in school governance bodies and practices.
 - › Whether schools provide arts-specific professional development, community arts partnerships, and parent and community engagement.

Applying the CSC rubric to HISD schools using the above indicators results in a composite score for each school. These composite scores resulted in four categories of arts access and quality: Emerging, Developing, Strong, and Excelling. The CSC rubric is just one way of looking at or measuring fine arts education access across HISD, and meeting these benchmarks is not required by TEA. However, an initial goal is for all HISD campuses to fall into the Strong or Excelling categories, where all schools meet or nearly meet fine arts access and quality benchmarks.

Emerging: Schools that infrequently meet fine arts access and quality benchmarks.

Developing: Schools that occasionally meet fine arts access and quality benchmarks.

Strong: Schools that nearly meet fine arts access and quality benchmarks.

Excelling: Schools that meet the fine arts access and quality benchmarks.



With help from the Arts Action Fund, Mercury Chamber Orchestra teaches violin to Scarborough ES students

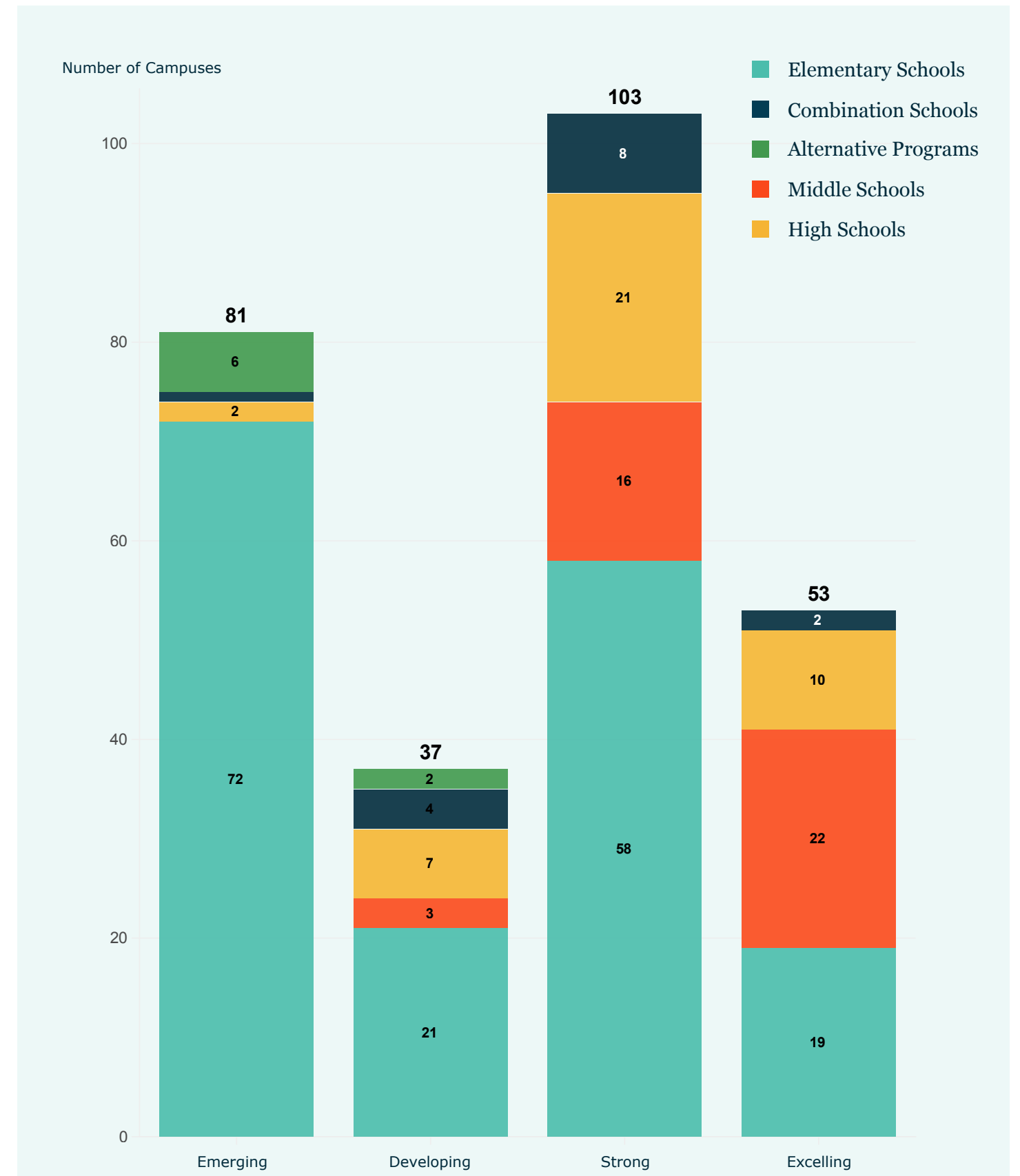


Figure 3. Houston ISD Creative Schools Certification. This displays the number of elementary schools, middle schools, high schools, combination schools, and alternative programs that are considered Emerging, Developing, Strong, or Excelling according to the Creative Schools Certification.

According to the Creative Schools Certification, 156 out of 274 (56.9%) HISD schools were considered Strong or Excelling. Additionally, 81, or about 29.6%, HISD schools were considered Emerging and 37, or 13.5%, were considered Developing.

Notably, 0 middle schools were Emerging; 38 out of 41 (92.7%) middle schools were considered Strong or Excelling. Only 2 out of 40 (5%) high schools were considered Emerging, while 7 (17.5%) were considered Developing; 31 (77.5%) were either

Strong or Excelling. Out of 170 elementary schools, 72 (42.4%) were considered Emerging, 21 (12.3%) were considered Developing, 58 (34.1%) were considered Strong, and 19 (11.2%) were considered Excelling.

All 8 (100%) of HISD's alternative schools were considered either Emerging or Developing. Finally, 10 out of 15 (66.7%) combination schools were Strong or Excelling, while 5 (33.3%) were Emerging or Developing.

Key Takeaways:

- 56.9% of HISD campuses were Strong or Excelling, while 43.1% of HISD campuses were Emerging or Developing.
- All HISD alternative programs were either Emerging or Developing.
- About 93% of middle schools were Strong or Excelling.
- 77.5% of high schools were Strong or Excelling.
- About 42% of elementary schools were Emerging.
- For HISD to have all campuses in at least the Strong category, we need to increase fine arts education access and quality for 93 elementary schools, 3 middle schools, 9 high schools, 5 combination schools, and 8 alternative schools/programs.

Access to the Arts

These are the most basic access indicators for student access to fine arts instruction, including instructors, percentage of students taking arts courses, and access to different fine arts disciplines. This data was collected from administrative data from HISD as well as artlook® survey questions. These indicators capture access that occurs only during in school teaching hours.

Staffing

Fine arts instructors are essential to securing fine arts access on a campus. Instructors understand the dynamics of a campus and provide curriculum to meet their students' unique needs. Additionally, instructors are key to creating connections between a campus and the larger fine arts community.

According to the National Education Association, class size matters not just for student learning but for working conditions for teachers.⁸ With this in mind, we considered the student to fine arts teacher ratio for each HISD campus. The student to fine arts teacher ratio is the total student enrollment on a campus divided by the number of fine arts teachers and allows us to compare fine arts education access across campuses of varying size.

A lower ratio is better, as that shows there are more fine arts teachers per number of students.

Student-Fine Arts Teacher Ratio

According to the Texas Cultural Trust Pilot Arts Education Access Benchmarks for secondary schools,

- Less than 145 students per fine arts teacher is defined as Distinguished;
- 146-182 students per fine arts teacher is Accomplished;
- 183-220 students per fine arts teacher is Proficient;
- 221-300 per fine arts teacher is Developing;
- And above 300 students per fine arts teacher is defined as Improvement Needed.⁹

The ratio is calculated by looking at the ratio of the total enrollment on a campus to the number of fine arts teachers.¹⁰ Further, ACH defines campuses with zero dedicated fine arts teachers as "arts deserts." A certain student-fine arts teacher ratio is not required by the state or district, but ACH identifies a goal of, at minimum, all HISD Campuses meeting the Proficient benchmark. Ideally, all campuses would have student-fine arts teacher ratios that meet the Accomplished or Distinguished benchmarks.

Elementary Student-Fine Arts Teacher Ratio

Of the 181 elementary schools and combination campuses offering elementary instruction, 7 (3.9%) elementary schools did not report any fine arts instructors, 83 elementary schools (45.9%) met the Distinguished benchmark for student to fine arts teacher ratio, 16 (8.8%) met the Accomplished benchmark, 11 (6.1%) were Proficient, 19 (10.5%) were Developing, and 45 (24.9%) Need Improvement (please see Figure 4).

⁸ "Class Sizes: A Growing Issue Among Educators." Mary Ellen Flannery. neaToday, June 14, 2023. Accessed March 24, 2023. www.nea.org/nea-today/all-news-articles/class-sizes-growing-issue-among-educators.

⁹To view all of the Texas Cultural Trust Pilot Arts Education Access benchmarks, visit <https://cdn.txculturaltrust.org/content/uploads/2020/11/Arts-Education-Rubric.pdf>.

¹⁰The secondary access benchmark is used for both elementary and secondary due to lack of data on teacher certifications as defined in the benchmarks and due to campuses that offer both elementary and secondary instruction (combination campuses). These categories are more stringent than the elementary student-fine arts teacher ratio benchmarks.

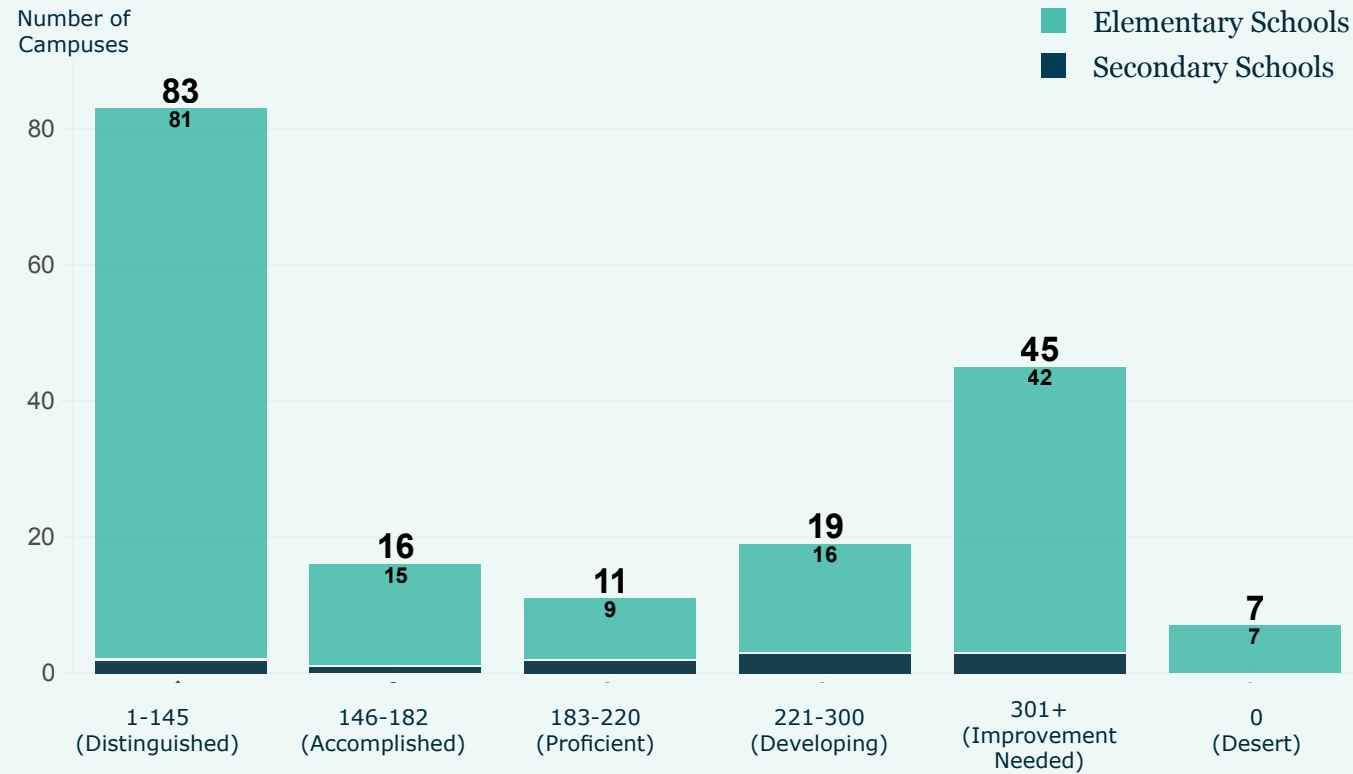


Figure 4. Elementary Student-Fine Arts Teacher Ratio by Campus Type. This displays the number of elementary campuses that meet student to fine arts teacher ratio benchmarks (Distinguished, Accomplished, Proficient, Developing, Improvement Needed, Desert).

Key Takeaways:

- 61% of HISD’s campuses offering elementary instruction met or exceeded Proficient student-fine arts teacher ratio access benchmarks.
- About 46% of HISD’s K-5 campuses were Distinguished in the student-fine arts teacher ratio access benchmark.
- 35% of HISD’s elementary campuses did not meet Proficient student-fine arts teacher ratio access benchmarks.
- 7 elementary schools (4%) did not have any fine arts instructors on campus and were arts deserts.
- In order to make sure all elementary campuses meet the Proficient student-fine arts teacher ratio benchmark, ACH advocates for, at minimum, adding fine arts instructors to 99 campuses offering elementary instruction. Additional exploration is required to identify which fine arts disciplines are needed most on each campus.
- In order to eliminate elementary arts deserts, HISD would need to add fine arts instructors to the seven elementary campuses that report no fine arts instructors.

Secondary Student-Fine Arts Teacher Ratio

On secondary and alternative campuses, 2 high schools and 6 alternative campuses, or 7.7% of campuses, reported having no fine arts instructors. Out of 40 high schools, 4 (10%) met Distinguished student-fine arts teacher ratio benchmarks, and 4 (10%) high schools met Accomplished student-fine arts teacher ratio benchmarks. A further 9 (22.5%) high schools were Proficient, 12 (30%) were Developing, and 9 (22.5%) Need Improvement.

For middle schools, 14 out of 41 (34.1%) met Distinguished student-fine arts teacher ratio benchmarks and 10 (24.4%) middle schools met

Accomplished student-fine arts teacher ratio benchmarks. Beyond these, 6 (14.6%) middle schools were Proficient, 3 (7.3%) were Developing, and 8 (19.5%) Need Improvement.

Combination campuses with secondary instruction were evenly split with 3 (20%) campuses meeting Distinguished benchmarks, 3 (20%) campuses meeting Accomplished benchmarks, 3 (20%) campuses meeting Proficient benchmarks, 3 (20%) campuses meeting Developing benchmarks, and 3 (20%) campuses Need Improvement.

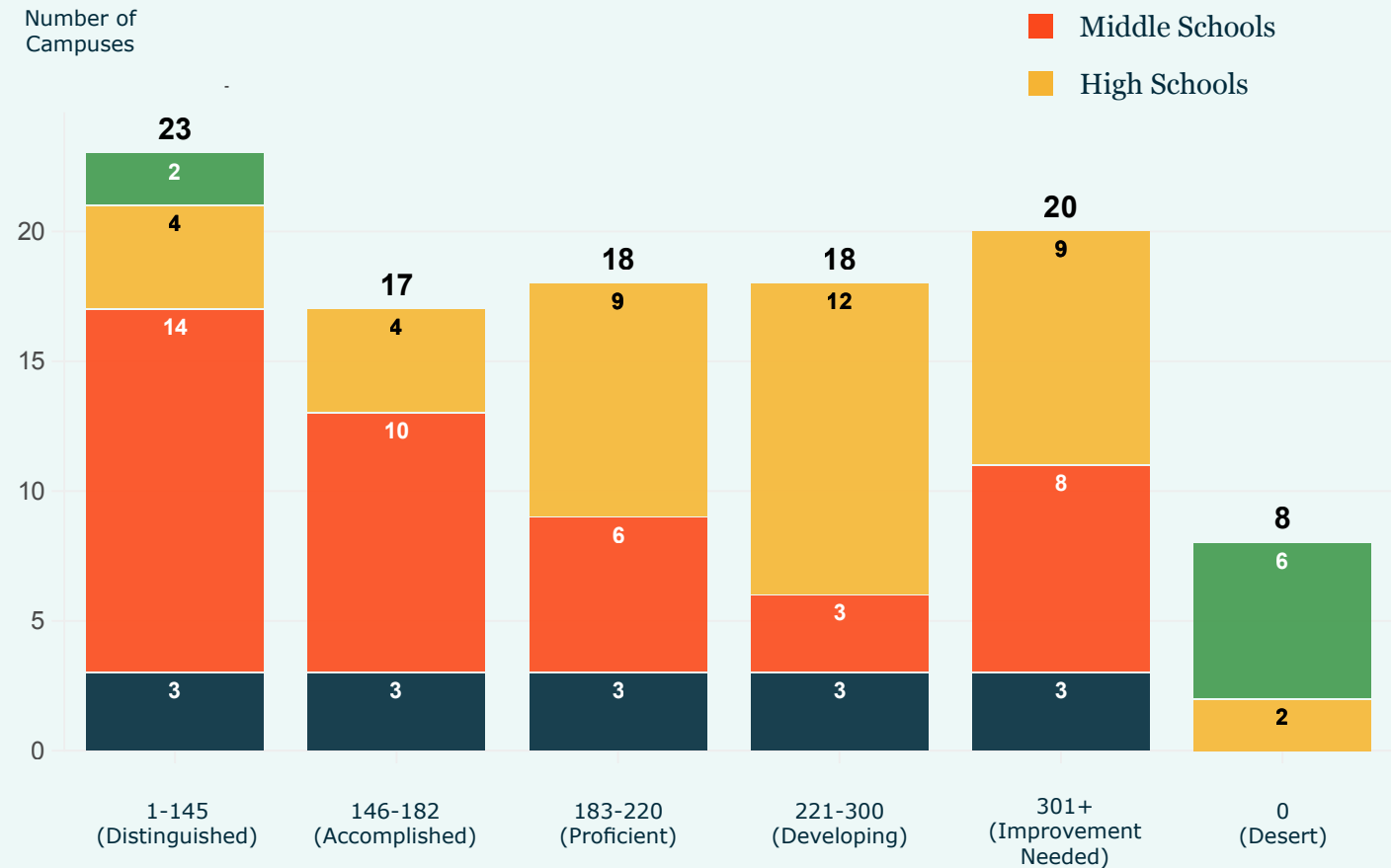


Figure 5. Secondary Student-Fine Arts Teacher Ratio by Campus Type. This displays the number of secondary campuses that meet student to fine arts teacher ratio benchmarks (Distinguished, Accomplished, Proficient, Developing, Improvement Needed, Desert).

Key Takeaways:

- About half (21) of HISD high schools did not meet student-fine arts teacher ratio access benchmarks.
- 42.5% (17) of HISD high schools met or exceeded student-fine arts teacher ratio access benchmarks.
- About 73% (30) of HISD middle schools met or exceeded student-fine arts teacher ratio access benchmarks.
- 2 high schools and 6 alternative campuses, or 7.7% of secondary and alternative campuses, reported having no fine arts instructors.
- In order to make sure all secondary campuses meet the Proficient student-fine arts teacher ratio benchmark, ACH advocates for, at minimum, adding fine arts instructors to 38 campuses offering secondary instruction. Additional exploration is required to identify which fine arts disciplines are needed most on each campus.
- In order to eliminate secondary arts deserts, ACH recommends adding fine arts instructors to two high schools and six alternative schools that reported no fine arts teachers.

Elementary Percent Access

The percent access question explores what percentage of each campus' students have access to at least one fine arts course. This is different from student-fine arts teacher ratio in that it determines the percentage of students on a campus that actually received fine arts education.

According to the Texas Administrative Code, Sections 74.1-74.3, elementary schools are required to offer any course for which there are TEKS at a specific grade level — including fine arts. There is no benchmark for this question set by Texas Cultural Trust or CSC, which further demonstrates the need for a benchmark specific to Houston. ACH recommends that 100% of students on every elementary campus be enrolled in at least one fine arts course. Ideally, most students will be enrolled in more than one fine arts course so that they have access to the range of disciplines as identified in the Texas Administrative Code.

On the artlook® survey, 52.5% (95 out of 181) of HISD elementary and combination campuses responded to a question about access to fine arts courses. Their responses are displayed in the following graph. Only 9 of those 95 (9.5%) campuses reported that they had 75% or less of their students enrolled in at least one fine arts course, while 22 (23.2%) campuses reported that 76%-99% of their students were enrolled in at least one fine arts course. For elementary and combination campuses, 64, or about 67.4% of those that reported, indicated that 100% of their students were enrolled in at least one fine arts course. On average, 47 in 50 students, or 94%, were enrolled in at least one fine arts course in elementary and combination campuses (please see Figure 6)

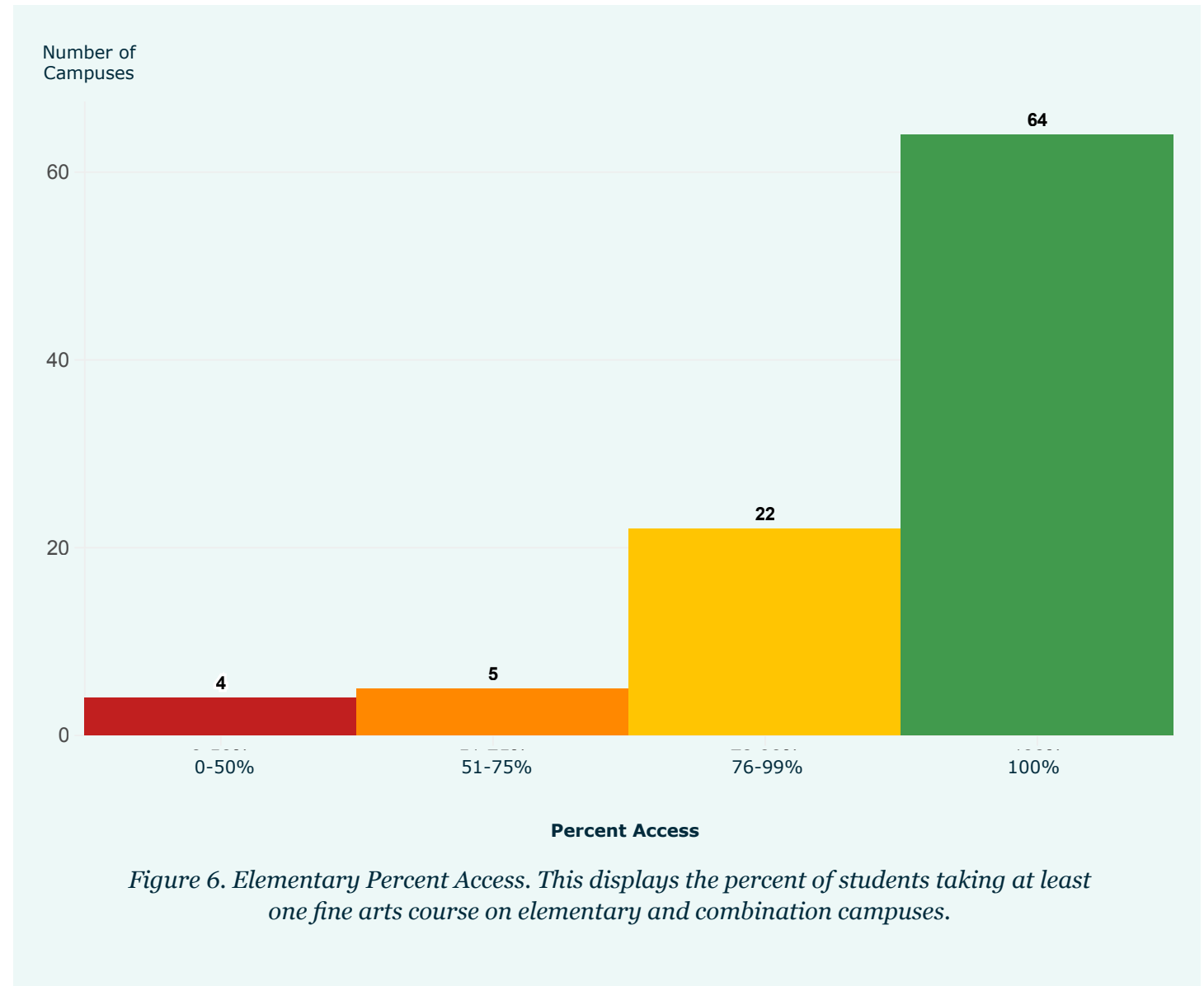


Figure 6. Elementary Percent Access. This displays the percent of students taking at least one fine arts course on elementary and combination campuses.

Key Takeaways:

- 67.4% of HISD elementary and combination campuses reported that 100% of their students were enrolled in at least one fine arts course.
- On average, 47 in 50 students, or 94%, were enrolled in at least one fine arts course in elementary and combination campuses.
- Roughly a third of reporting elementary and combination campuses reported having less than 100% of their students enrolled in at least one fine arts course. If this sample is indicative of all elementary and combination campuses, then HISD will need to improve fine arts course enrollment in about 60 campuses offering elementary instruction to meet the minimum goal of 100% of students on every campus being enrolled in at least one fine arts course.

Secondary Discipline and Depth

While elementary campuses were asked about the percentage of students taking at least one fine arts course, for middle and high schools, the number of fine arts areas and depth of the courses offered is an important metric for determining access to not only a fine arts education, but a high-quality one. Offering the full range of fine arts disciplines is not only attractive to parents and prospective students, it celebrates the full diversity of human expression and increases access to various ways students can engage in social-emotional learning (SEL). Additionally, offering progressive instruction is an important part in offering a high-quality fine arts education.¹¹

According to the Texas Administrative Code, Sections 74.1-74.3, students must complete at least one TEKS based fine arts course in grades 6, 7, or 8. For Secondary Grades 9-12, the school district must offer and maintain evidence that students have the opportunity to take courses selected from at least two of the four fine arts areas (art, music, theatre, and dance). Thus, the minimum standard set by TEA is that two fine arts disciplines are offered. Ideally, every secondary campus will have all four TEKS fine arts areas, in addition to other areas not identified by TEKS, such as literary arts. This is to ensure students can reach the highest level of access to the full range of what the fine arts can offer.

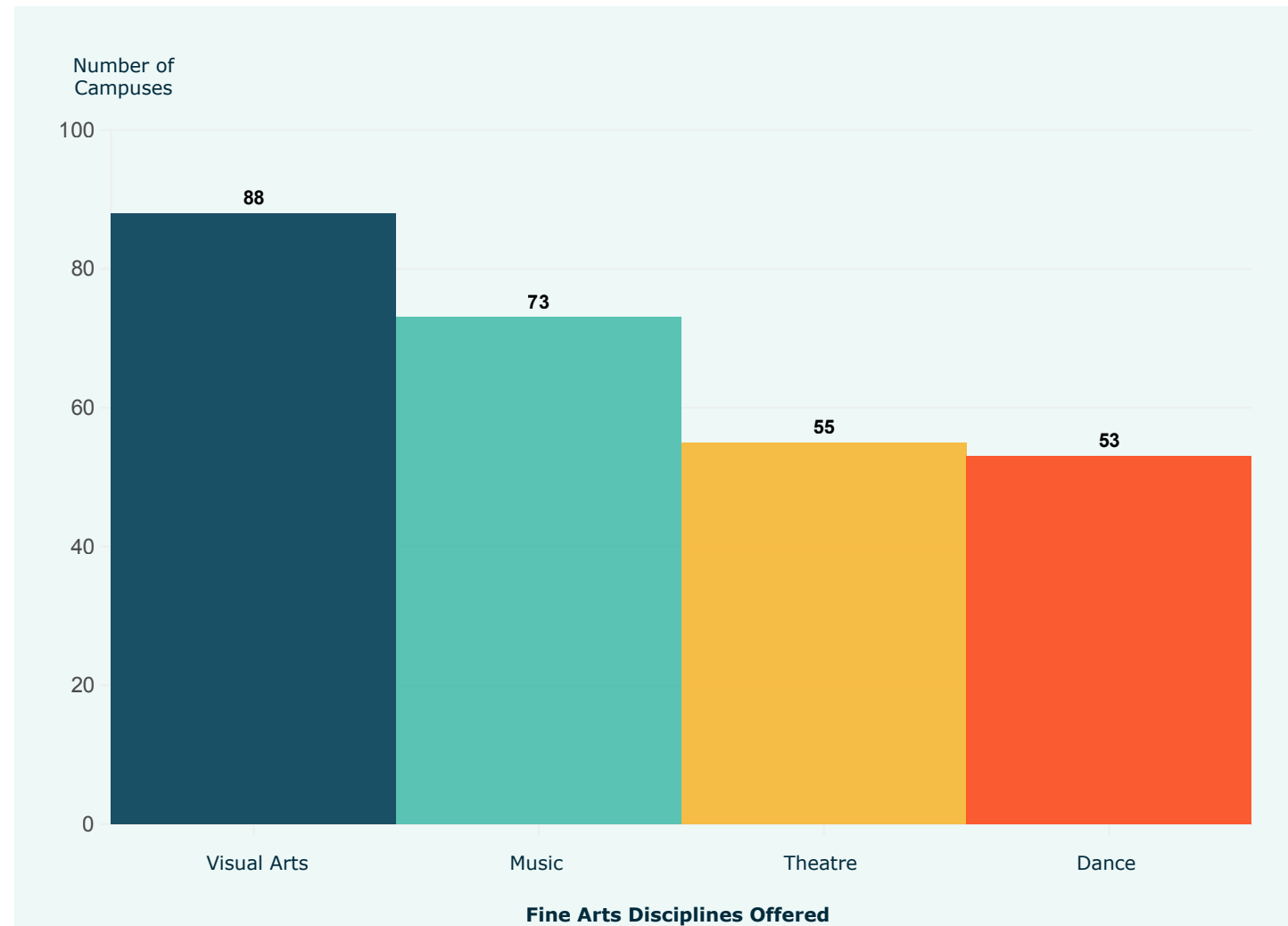


Figure 7. Secondary Fine Arts Disciplines Offered. This displays the number of secondary campuses offering visual arts, music, theatre, and dance.

Out of 96 total schools (40 high schools, 41 middle schools, and 15 combination campuses) that offer secondary instruction, 88 (91.7%) offer visual arts courses, 73 (76%) offer music courses, 55 (57.3%) offer theatre, and 53 (55.2%) offer dance courses.

In terms of course diversity, 35 (36.5%) schools offer all four TEKS disciplines, while 22 (22.9%) offer three disciplines and 26 (27.1%) offer two fine arts disciplines. Only 11 (11.5%) campuses reported only offering one discipline, and 2 (2.1%) campuses had insufficient data.

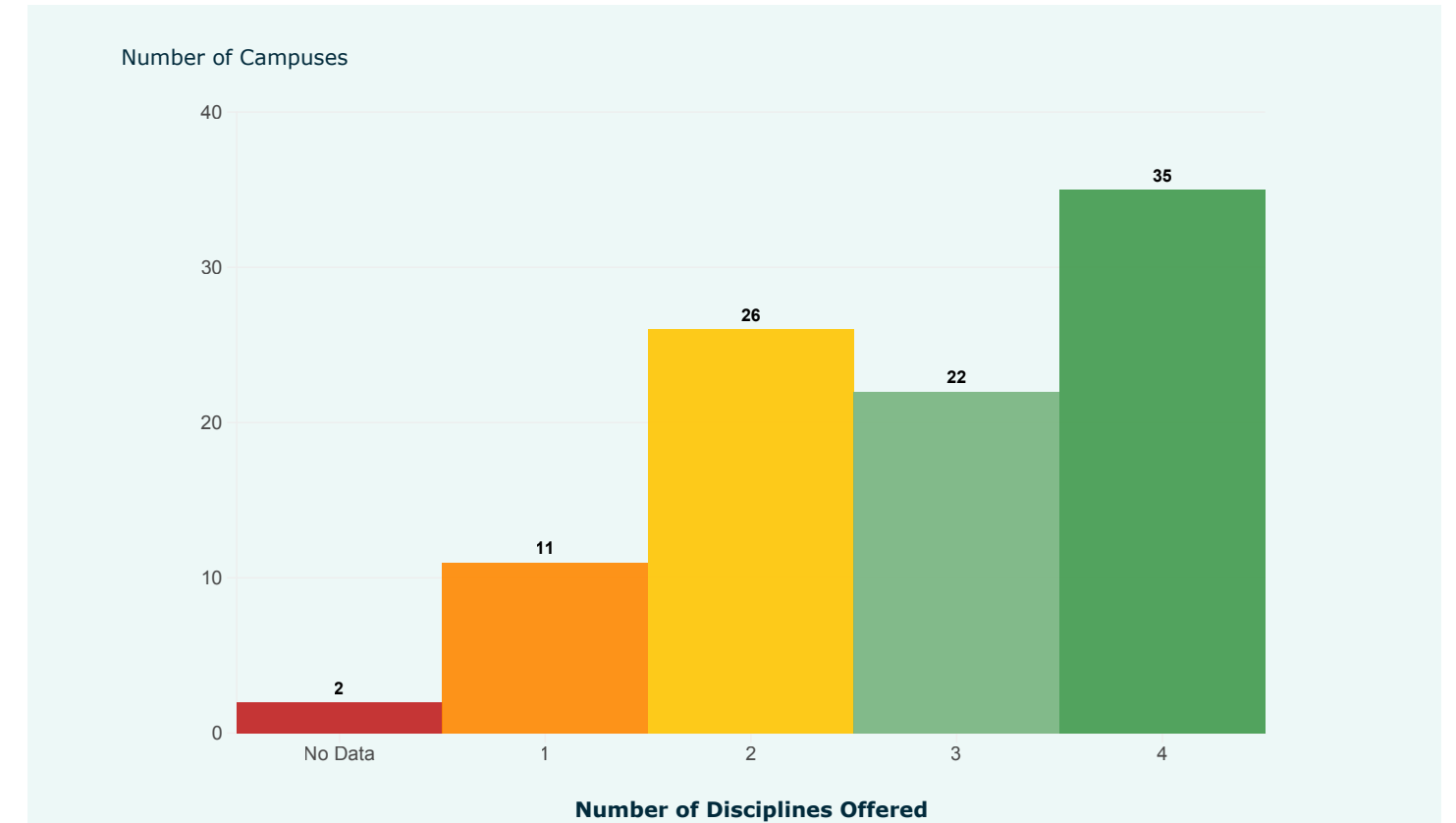


Figure 8. Secondary Number of Disciplines. This displays the number of secondary campuses offering zero, one, two, three, or four fine arts disciplines.

Key Takeaways:

- More HISD high schools, middle schools, and combination campuses offered visual arts and music courses than dance and theatre courses.
- 83 of 96 (86.5%) secondary campuses reported offering at least two fine arts TEKS disciplines.
- 11 (11.5%) secondary campuses reported offering only one fine arts discipline.
- To meet the minimum standard set by TEA, 13 (13.5%) of secondary campuses need to add additional fine arts disciplines to their course offerings.
- For campuses that offer two or three TEKS fine arts areas (which about half of secondary campuses do), it is likely that theatre and dance are disciplines that need to be added to a campus' course list to reach the goal of offering all four TEKS fine arts areas.

¹¹Progressive instruction refers to the ability for students to, for example, proceed from Visual Arts 1 to Visual Arts 2, and so on.

Quality

Beyond basic access, the following quality indicators indicate additional opportunities to enhance and increase the depth of learning in fine arts education for students. These include which arts learning standards campuses use, arts inclusion in a school's governance structures, impact on student experience, partnerships with arts organizations, professional development for fine arts instructors, and family and community engagement offerings. This data was collected exclusively through the artlook® survey and represents opportunities beyond in-school teaching hours that enhance fine arts education.

Arts Learning Standards

HISD schools most commonly follow at least one of three fine arts standards. The Texas Education Agency (TEA) specifies in the 19 Texas Administrative Code that each school district

that offers kindergarten through 12 shall offer an enrichment curriculum that includes fine arts. Additionally, there are academic standards, known as the Texas Essential Knowledge and Skills (TEKS) for dance, music, theatre, and visual arts. However, the state only supports dance as a fine art discipline for grades 6-12. The HISD Fine Arts Department "believes that dance is a fine art at all levels and has developed Fine Arts Dance Standards for PK-5th grade."¹² HISD, therefore, has set for itself higher standards for fine arts education that are included in state standards. Finally, National Core Arts Standards refers to the standards published by the National Coalition for Core Arts Standards.¹³ At minimum, HISD campuses should meet the fine arts standards required by TEA. Ideally, all campuses should utilize district learning standards due to the higher standards identified by the HISD Fine Arts Department.¹⁴



[The arts provides] a safe place for after school activities, improv[ing] student self-esteem, self-management and interest, promoting self-expression, higher level thinking, and countless other benefits and social emotional goals!

said Anonymous Survey Respondent



Students explore public art on the UH campus through the Transformation/RISE Arts Initiative

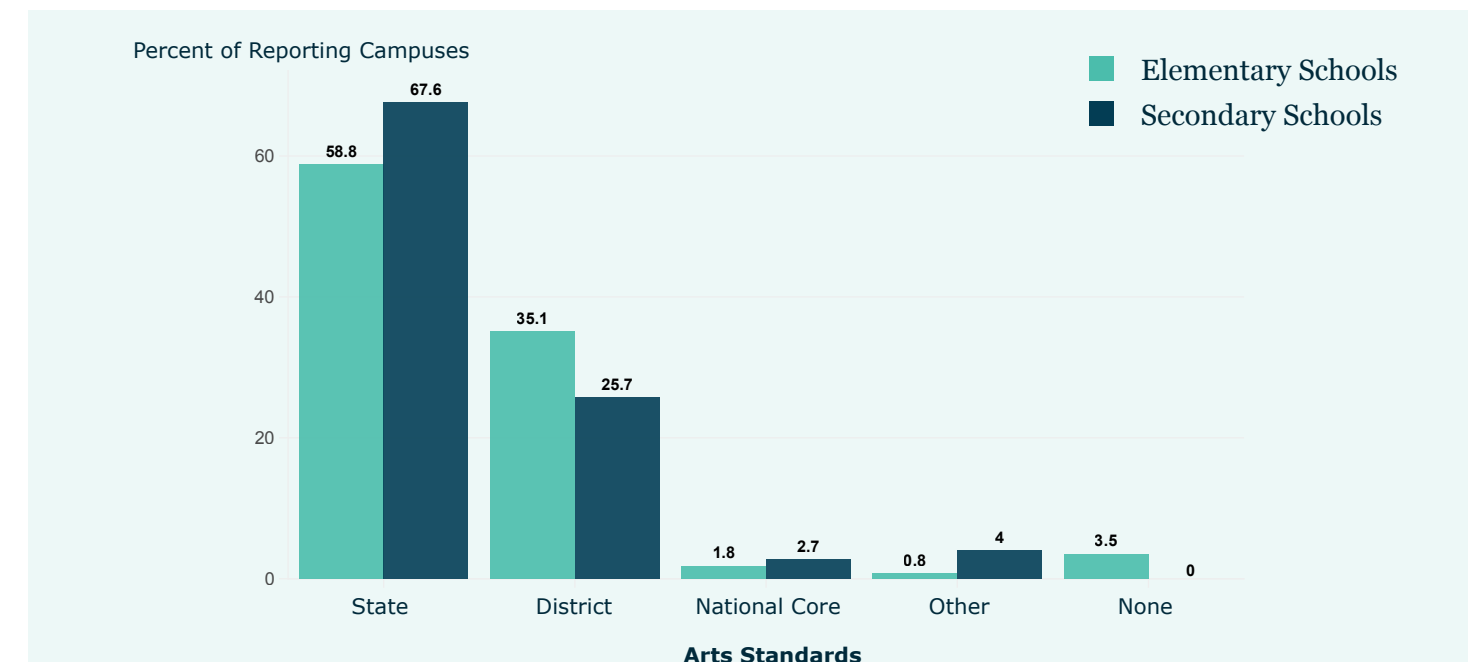


Figure 9. Elementary and Secondary Arts Learning Standards. This displays the percent of reporting elementary and secondary campuses that follow state, district, national core, other, or no fine arts standards.

¹²According to the HISD Fine Arts Department website, www.houstonisd.org/Page/191833, as of March 24, 2024.

¹³To review the National Core Arts Standards, visit www.nationalartsstandards.org.

¹⁴The HISD Fine Arts Department has also defined the HISD Arts-Rich Education for All Plan which can be visited at their website at www.houstonisd.org/Page/172716.



Meyerland PVA MS flutists work with an AFA teaching artist during Arts Action Fund-supported instruction

Out of 181 elementary campuses, 114 (63.0%) responded to this question. Of these, 67 (58.8%) reported that they used state arts standards and 40 of those 114 (35.1%) reported that they used district standards. Only 3 (2.6%) campuses reported using national core arts standards or “other” standards, while 4 (3.5%) campuses reported using “none.”

A total of 74 out of 96 (77.1%) secondary campuses responded to this question. Of these, 50 (67.6%) reported using state standards while 19 (25.7%) reported using district standards. Only 5 (6.7%) secondary campuses reported using national core arts standards or “other” arts standards. No secondary campuses reported using “none.”

Key Takeaways:

- Of the 63% of elementary schools that responded to this question, most campuses reported using state or district arts standards. 67 (58.8%) reported using state arts standards and 40 (35.1%) reported using district arts standards.
- Of the 77% of secondary campuses that responded to this question, most campuses reported using state or district arts standards. 50 (67.6%) reported using state arts standards and 19 (25.7%) reported using district arts standards.
- A slightly higher proportion (35.1%) of elementary schools reported using district arts standards than secondary campuses (25.7%).
- Only 4 elementary campuses reported using no arts standards. Zero secondary campuses reported using no arts standards.
- Most elementary and secondary campuses, at minimum, reported that they follow state arts learning standards. Supposing this sample is indicative of HISD as a whole, in order to meet the goal of every campus using district arts learning standards, about 65% of HISD elementary campuses and about 75% of HISD secondary campuses will need to adopt district arts learning standards.

Arts Inclusion in School Governance

Ensuring robust representation of the arts within a school’s governance framework increases the likelihood of the arts being deeply embedded and valued within the institution. There is no requirement or benchmark for this metric, yet such representation provides a crucial platform and voice to steer the school towards making decisions and policies that prioritize the arts and their integration into various aspects of school life. In the artlook® survey, we surveyed if the arts were represented on the instructional team, the governance team via an arts representative, or in the school-wide strategic plan.

It is important to note that a school’s level of investment in the arts differs between the arts being represented on instructional or governance teams and being represented in the strategic plan. It is likely that having an arts representative on the governance team displays a higher level of investment than an arts representative on the instructional team, and both of these display a higher level of investment than the arts being written into the strategic plan. Ideally, a campus will have an arts representative on the instructional team and the governance team, as well as have the arts represented in the strategic plan.

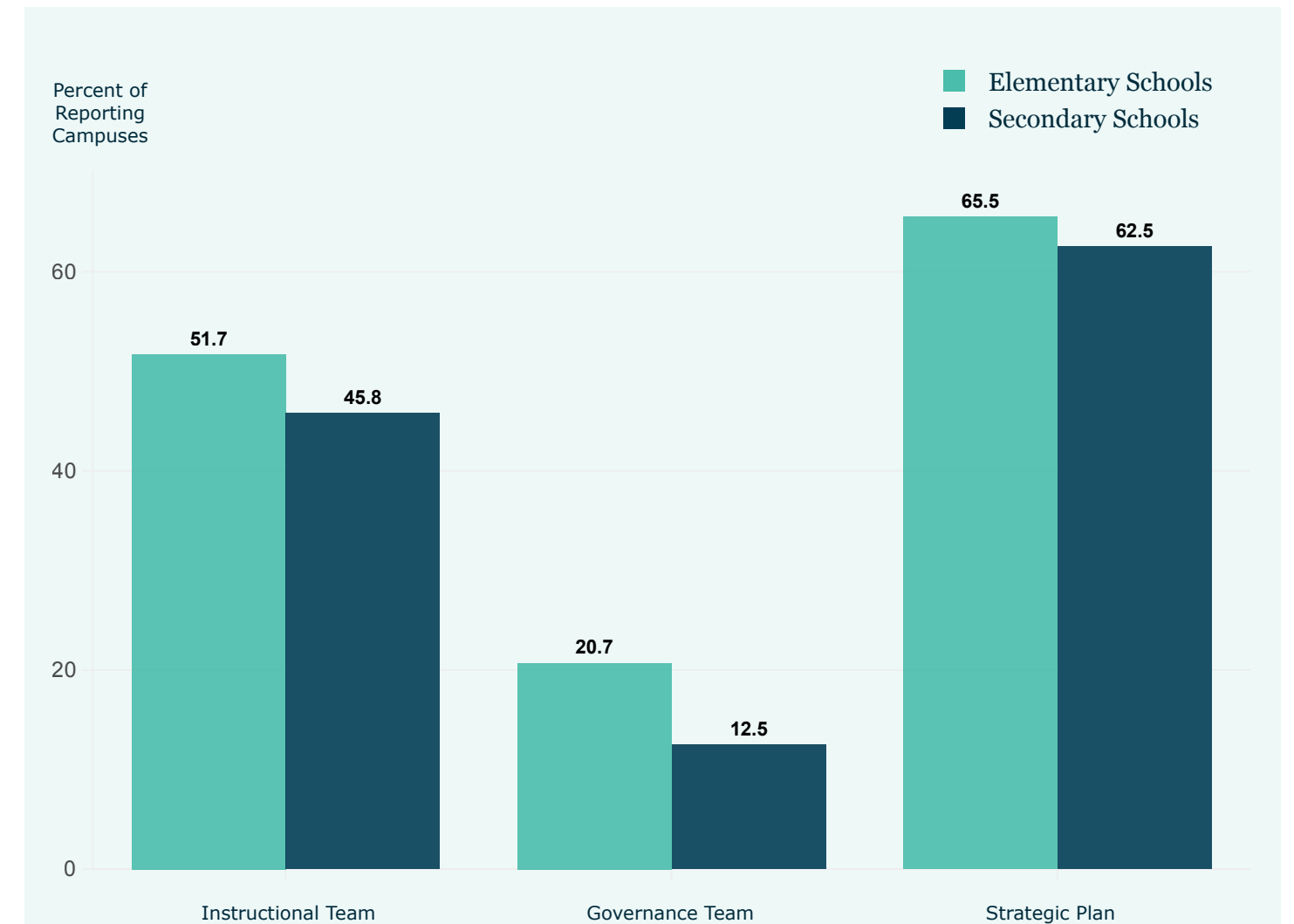


Figure 10. Houston ISD Arts Inclusion in School Governance. This displays the percent of reporting elementary and secondary campuses that had fine arts representation on the instructional team, governance team, or in the strategic plan.

Out of 181 elementary campuses, 29 (16.0%) responded to this survey question. Of those respondents, 19, or 65.5%, reported that the arts were included in their campus-wide strategic plan. 15, or 51.7%, reported that an arts instructor or representative sat on a curriculum or instructional team beyond fine arts. 6, or 20.7%, reported that an arts instructor or representative sat on the campus-wide governance team. At the secondary level, 24 out of 96 secondary campuses (25.0%) reported that they had some type of arts inclusion in their governance structures.

Of those 24, 15 (62.5%) reported that the arts were included in their campus-wide strategic plan. 11, or 45.8%, reported that an arts instructor or representative sat on a curriculum or instructional team beyond fine arts, and 3, or 12.5%, reported that an arts instructor or representative sat on the campus-wide governance team.

Key Takeaways:

- 25% of secondary campuses and 16% of elementary campuses reported having some type of arts inclusion in their governance structures.
- Arts inclusion in the campus strategic plan was the most common type of arts inclusion in governance for both elementary and secondary campuses, and likely represents the lowest level of investment in arts representation by a campus.
- Having an arts instructor or representative sitting on the campus-wide governance team was the least common type of arts inclusion in a school's governance structure, yet likely represents the highest level of investment by a campus.
- Given the low response rate on this question, it is difficult to make conclusions general to HISD as a whole. However, the responses provided demonstrate that more work is needed to establish arts representation in both the instructional and governance teams on a campus, as well as represented within the campus strategic plan.

Impact on Student Experience

In order to better understand the experiences of educators on HISD campuses, ACH included an open-ended question in the artlook® survey asking: In what ways do you see the arts improving student learning, engagement, and experience on your campus? (I.e., improved student attendance, increased engagement in class, greater sense of community amongst students, etc.). This question was not required and there are no benchmarks for qualitative data. This question is meant to supplement quantitative data with teachers' first-hand perspective of their experiences on campuses.

Various educators highlighted the positive impact of arts education on students in their responses, including enhanced communication and performance skills, improved cognition and creativity, increased engagement, improved attendance, and heightened parent and family involvement. Educators further responded that arts programs foster a sense of community, contribute to social-emotional learning, and provide platforms for development of self-expression and talent. Lastly, educators emphasized that integrating arts education with broader educational initiatives enhances overall student engagement and well-being.



Key Takeaways:

- When asked how the arts improve student learning, engagement, and experience on their campus, educators overwhelmingly highlighted the positive impacts of arts education on student experience, including communication skills, engagement within the classroom, attendance, sense of community, and social-emotional learning.
- The responses to this question highlight the ability of fine arts education to enhance other areas of student success.

¹⁵Schools had the option to select all that apply, so totals may exceed 100%.

Arts Partnerships, Professional Learning, and Family/Community Engagement

The following graphs demonstrate additional indicators that, taken together, demonstrate enrichment of fine arts education on campuses. These, like other metrics, are not required, but should be present on each campus to ensure a rounded, high quality fine arts education.

First, we asked whether campuses offered any family or community engagements. Involving families and communities creates avenues for additional stakeholders to contribute to students' arts education journeys. These contributions may include attending performances, participating in school exhibits, volunteering, and engaging in various community events. Such involvement not only highlights students' artistic talents but also fosters broader community engagement in their arts education endeavors. Community and family engagement partnerships are organized by the campus on behalf of their students. Ideally, all campuses will offer every type of family and community engagement. We break down family and community engagements by type in the following section.

Second, we asked how many partnerships a campus had with arts organizations.¹⁶ Partnerships are collaborations between a campus and an arts organization that provide arts experiences to students and can include a rich array of program offerings. Partnerships with arts organizations in the community are important to complement and enhance quality arts education on campuses. At minimum, campuses should have at least one partnership in alignment with the HISD Arts-Rich Education for All Plan. It is important to note that while partnerships have filled fine arts education gaps before (i.e. a dance organization providing programming on campuses with no dance courses), partnerships should ideally complement existing fine arts instruction on a campus by bringing depth or nuance to a fine arts instructor's day-to-day curriculum. Partnerships are discussed more in depth in the Arts Organizations and Partnerships section.

Lastly, we asked whether campuses offered arts-specific professional development to

their instructors. Participating in professional development tailored to the arts can enhance educators' expertise and elevate the caliber of arts instruction within classrooms. Preferably, every campus offers professional development in the arts to their fine arts instructors, or allow their fine arts instructors the opportunity to participate in professional development specific to their discipline hosted by District Curriculum specialists in the Fine Arts Department.

Of the 181 campuses offering elementary instruction, 64 (35.4%) campuses reported that they offered arts-specific professional development, 138 (76.2%) reported that they had at least one partnership with an arts organization, and 101 (55.8%) reported that they offered one type of community engagement.

Of the 96 campuses offering secondary instruction, 59 (61.5%) campuses reported that they offered arts-specific professional development, 72 (75.0%) campuses reported that they partnered with at least one arts organization, and 70 (72.9%) reported that they offered at least one type of engagement (please see Figure 11).

Family and Community Engagements by Type

Out of 181 campuses, 101 (55.8%) offering elementary instruction reported some type of community engagement. On average, there were 2.6 types of engagements offered on an elementary campus. By type of engagement, 85 (84.2%) of these campuses reported offering performances, followed by 65 (64.4%) offering volunteer opportunities and 64 (63.4%) offering school-based exhibits. Finally, 50 (49.5%) elementary campuses reported offering community events.¹⁷

Of 96 campuses offering secondary instruction, 70 campuses (72.9%) reported some type of community engagement. On average, there were 3 types of engagement offered on a secondary campus. Most campuses, or 92.9%, that reported having an engagement reported that they offered a performance. This was followed by 56 (55.4%) secondary campuses offering school-based exhibits, and 46 (65.7%) campuses offering volunteer opportunities and community events (please see Figure 12).

Percent of Reporting Campuses

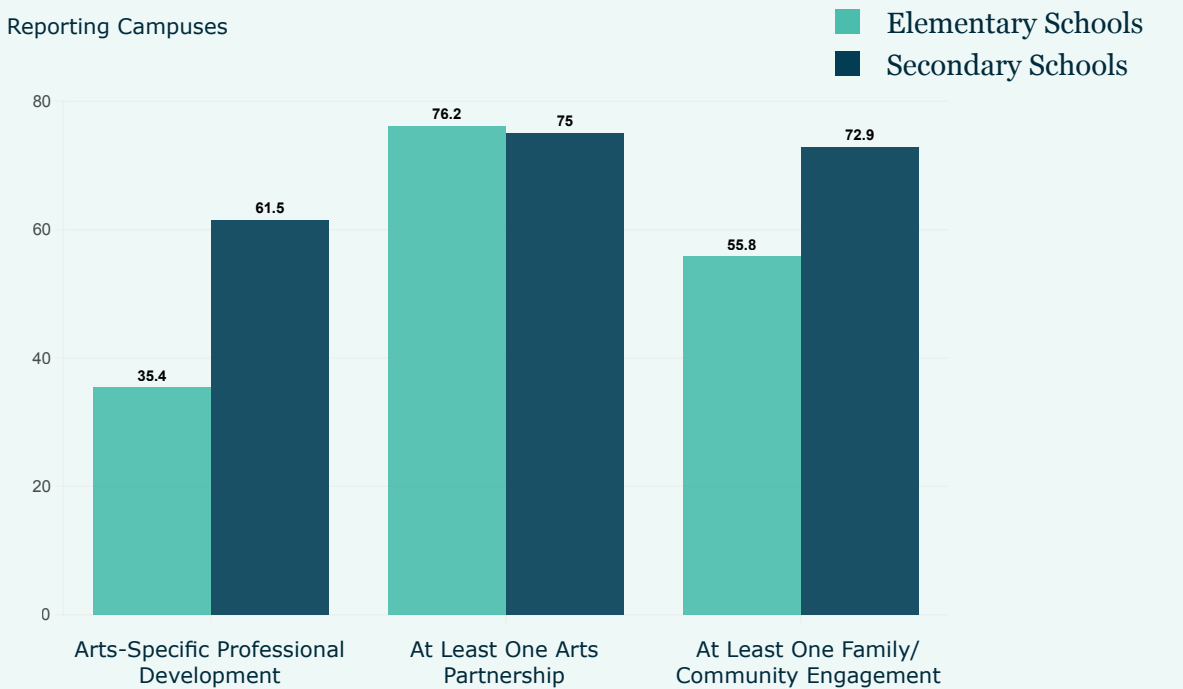


Figure 11. Arts Partnerships, Professional Development, and Family/Community Engagements in Houston ISD. This displays the percent of reporting elementary schools and secondary schools offering arts-specific professional development, offering at least one family and community engagement, and reporting at least one partnership with an arts organization.

Key Takeaways:

- Although a higher number of elementary campuses offered arts-specific professional development to their instructors, a higher proportion of campuses offering secondary instruction provided arts-specific professional development.
- Roughly the same proportion of elementary and secondary campuses (76.2% and 75%, respectively) reported a partnership with at least one arts organization.
- A higher proportion of secondary campuses (72.9%) offered at least one type of community engagement than elementary campuses did (55.8%).
- Given that there is a fairly large disparity between elementary and secondary campuses reporting professional development for their instructors, there is more work to be done to ensure every elementary campus offers professional development. Additionally, this could be an opportunity for arts organizations to offer professional development through partnerships, which may also increase the number of partnerships across campuses.
- Similarly, around half of elementary campuses reported offering family or community engagements, compared to about 73% of secondary campuses. While ideally every campus offers some type of family or community engagement, more research is needed to understand potential barriers to offering these engagements and whether this explains the difference between elementary and secondary campuses.

¹⁶Schools had the option to select all that apply, so totals may exceed 100%.

¹⁷Campuses can check all types of engagement that were offered to their students, so numbers may exceed the total number of campuses.

Arts Organizations and Partnerships

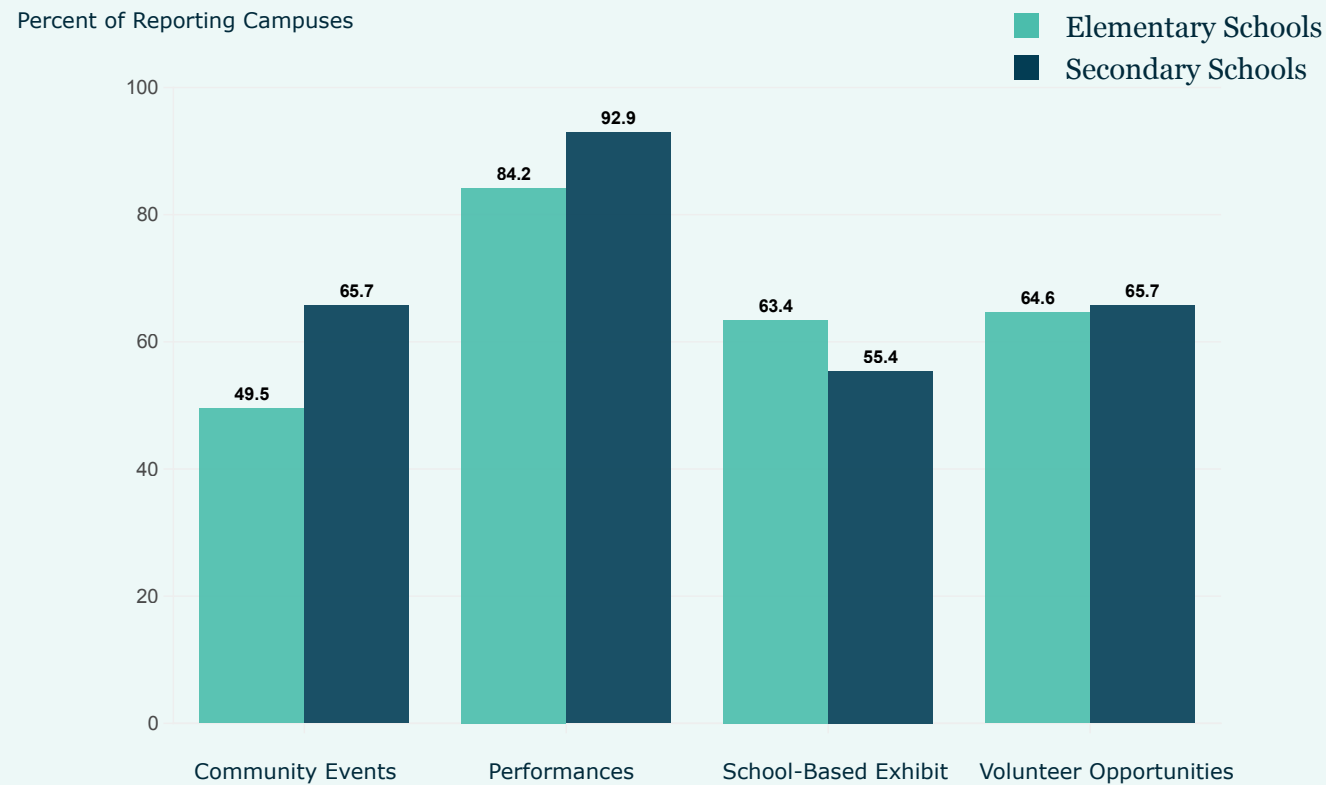


Figure 12. Family and Community Engagements by Type. This displays the percentage of reporting elementary and secondary campuses offering community events, performances, school-based exhibits, and volunteer opportunities.

Key Takeaways:

- 101 out of 181, or 55.8%, campuses offering elementary instruction reported that they offered a community engagement.
- Of 96 campuses offering secondary instruction, 70 campuses (72.9%) reported that they offered a community engagement.
- Performances were the most common type of engagement offered by HISD campuses.
- Community events and volunteer opportunities were the second most common type of engagement offered by secondary campuses, while school-based exhibits and volunteer opportunities were the second most common type of engagement offered by elementary campuses.
- Performances were the most common type of engagement offered by HISD campuses, as well as the most common program type in partnerships between HISD campuses and arts organizations as seen in the Program Types section later in this report. Further exploration is needed to understand how best to support campuses in offering volunteer opportunities, community events, and school-based exhibits. Additionally, further exploration is needed to understand why performances are more popular in both engagements and partnership programs.

For many years, Houston’s dynamic artistic and cultural community has collaborated with HISD schools, fostering inventive and enduring arts initiatives. Ranging from prominent cultural establishments to performance groups and individual educators, these arts collaborators have fostered a rich array of customized, interactive arts education opportunities within schools. These collaborations have enriched conventional classroom learning, strengthened ties between schools and neighborhoods, and elevated the standard of arts education across HISD schools.

Schools are not required to have partnerships with arts organizations. Nevertheless, ACH identifies that every campus should have at least one partnership at minimum. Ideally, there are multiple partnerships across every discipline on every campus. Arts organizations also have the ability to fill fine arts education gaps and alleviate disparity. However, as noted previously, while partnerships have filled fine arts education gaps before due to need (i.e. a dance organization providing programming on campuses with no dance courses), partnerships should ideally complement existing fine arts instruction on a campus and not be used to take the place of a full-time, certified fine arts instructor.

Arts Disciplines Represented by Arts Organizations

Houston’s arts organizations work across all arts disciplines. In many cases, arts organizations are interdisciplinary and combine different disciplines to deliver a vast diversity of arts programming. While all other sections in this report were responses from campuses, this section of the report captures responses from arts organizations on artlook®.

In addition to an annual survey, artlook® has a live map that displays arts organization and campus profiles that can be updated at any time.

Of the 81 arts organizations on the artlook® platform that listed a discipline, 51, or 63.0%, included music as a discipline. Next, 33, or 40.7%, included dance as a discipline, while around 35% of arts organizations included theatre or visual arts as a discipline. Roughly a quarter of arts organizations listed media or literary arts as a discipline. Only 15, or 18.5% of organizations listed “other” as a discipline (please see Figure 13).¹⁸



With funding from the Arts Action Fund, students at Lamar HS learn from a Contemporary Arts Museum Houston Teaching Artist-in-Residence

¹⁸On the artlook® platform, arts organizations can check all disciplines that they work within, so these numbers will exceed the number of organizations. For example, arts organizations can range from one to seven disciplines within their programming, mission, or structure.

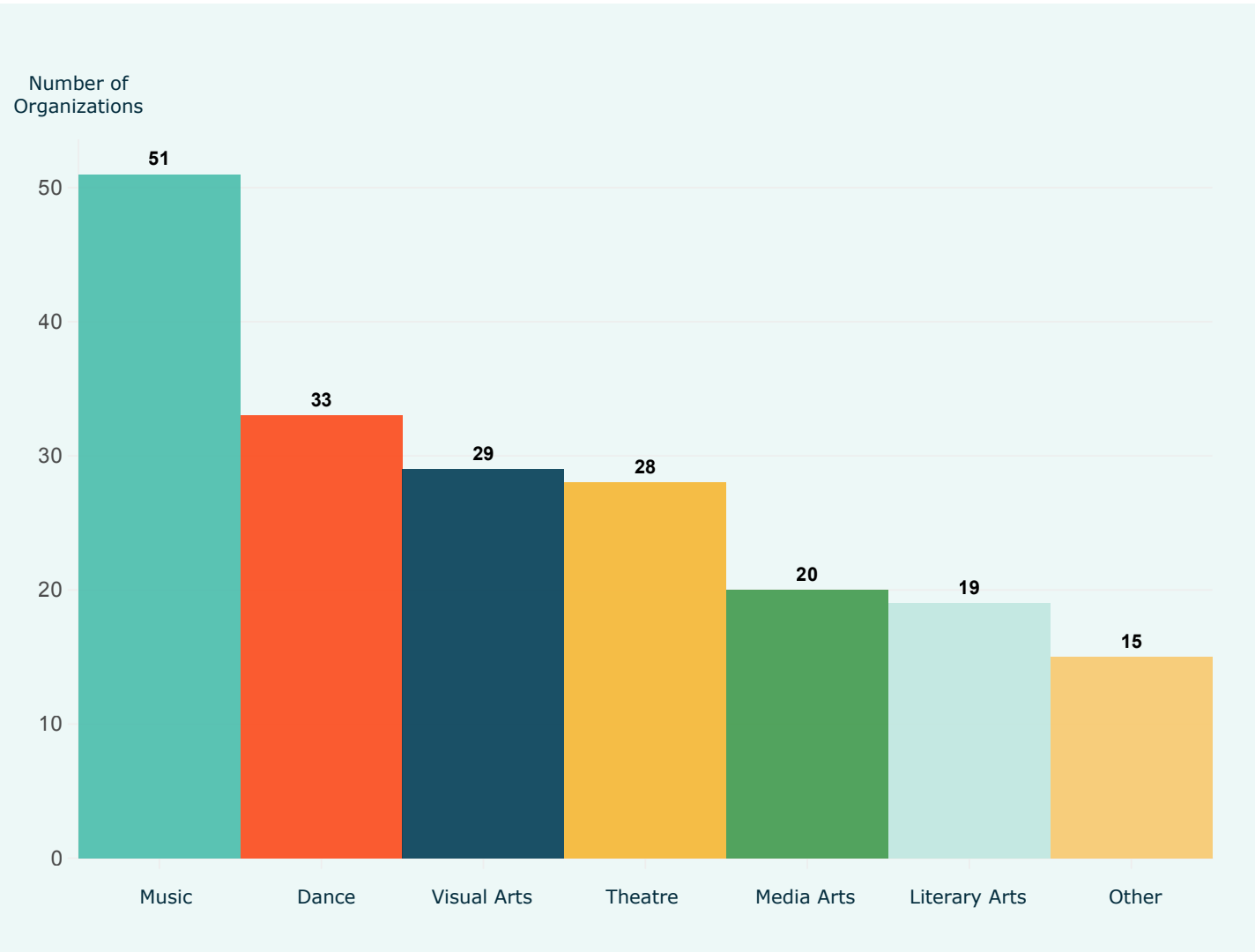


Figure 13. Houston Arts Organization Arts Disciplines. This displays the number of organizations representing music, dance, visual arts, theatre, media arts, literary arts, and “other” disciplines.

Key Takeaways:

- **Houston’s arts organizations demonstrate a breadth of fine arts disciplines and are often interdisciplinary.**
- 63% of arts organizations listed music as a discipline, followed by dance (40.7%), visual arts (35.8%), and theatre (34.6%).
- Given the breadth of fine arts disciplines offered by Houston’s arts organizations, there is an opportunity for partnerships to provide programs in disciplines beyond the four TEKS fine arts areas, such as literary or media arts.

Partnership Reach

There were 434 total reported partnerships with an average of 2 partnerships per campus. Most commonly, 101(36.9%) of HISD campuses had 2-5 partnerships with arts organizations.

Next, 90 (32.8%) of campuses reported only one partnership, and 73 (26.6%) of campuses reported zero partnerships. Only 3.6%, or 10 campuses, were excelling with a large number (6 or more) of partnerships.

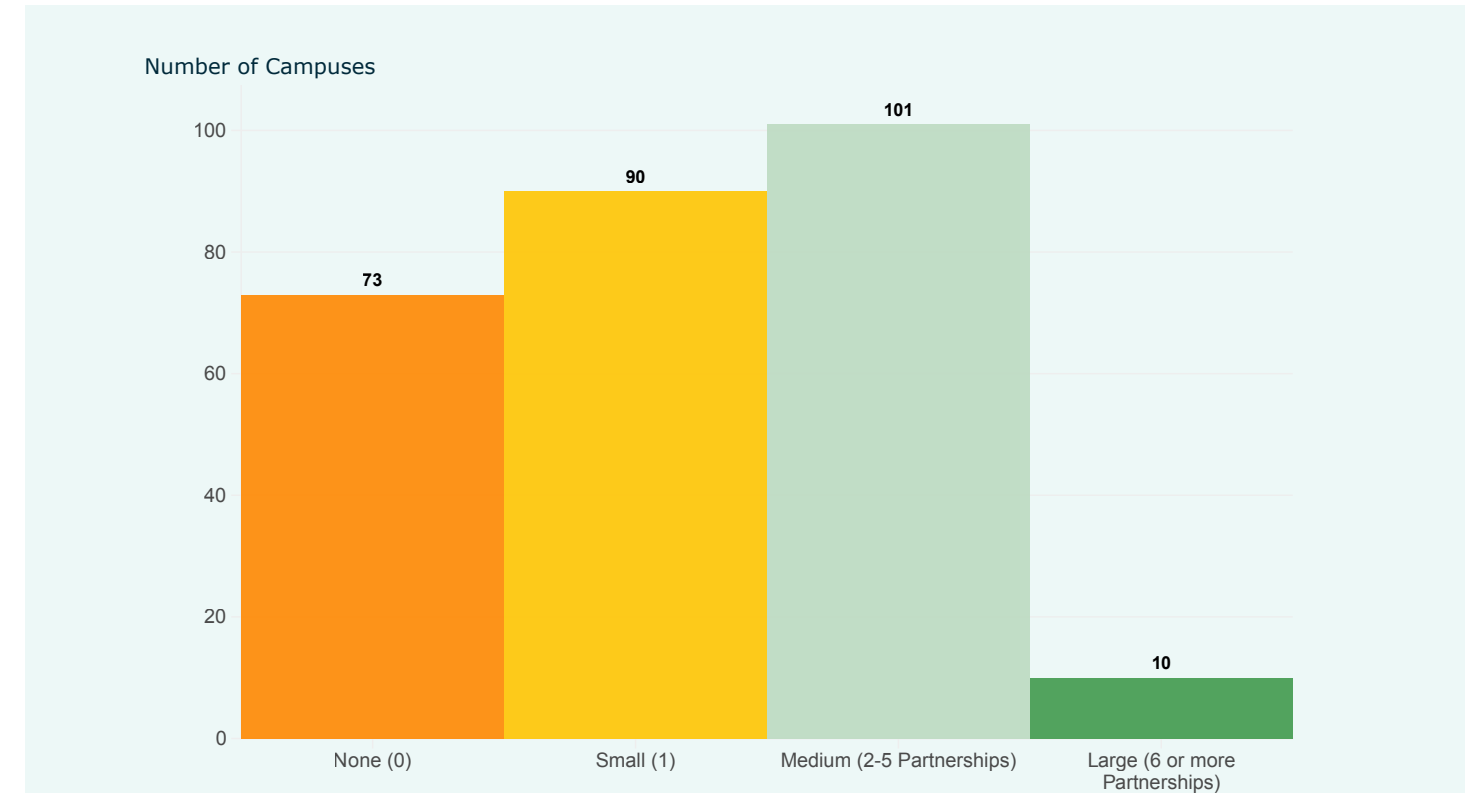


Figure 14. Number of Partnerships in Houston ISD. This displays the number of campuses with no partnerships with an arts organization, only one partnership, 2-5 partnerships, and 6 or more partnerships.

Key Takeaways:

- There were 434 total reported partnerships with an average of 2 partnerships per campus.
- Most HISD campuses (about 70%) reported having 1-5 partnerships.
- 73 (27%) HISD campuses reported having 0 partnerships with arts organizations.
- Given that this data reflects the 2022-23 school year, it is possible that partnership needs have changed throughout the district in the current year. In order to ensure that every campus has at least one partnership, we should also track the campuses without partnerships over time to determine if there are areas that frequently lack partnerships.
- Around a third of campuses reported only one partnership. In order to increase the number of partnerships on a campus, artlook® can be used to match schools’ needs with arts organization offerings.

Program Types

Performances and workshops were by far the most frequent type of program between a campus and an arts organization, accounting for 33.6% of all program types. Resources, residencies, field trips, and professional development opportunities followed, accounting for 16.3%, 13.9%, 12.2%,

11.6%, respectively. Lastly, “other” types of programs, out-of-school and/or summer programs, and online/virtual programs were the least frequent type of partnership between a campus and an arts organization and accounted for 12.3% of partnership types.

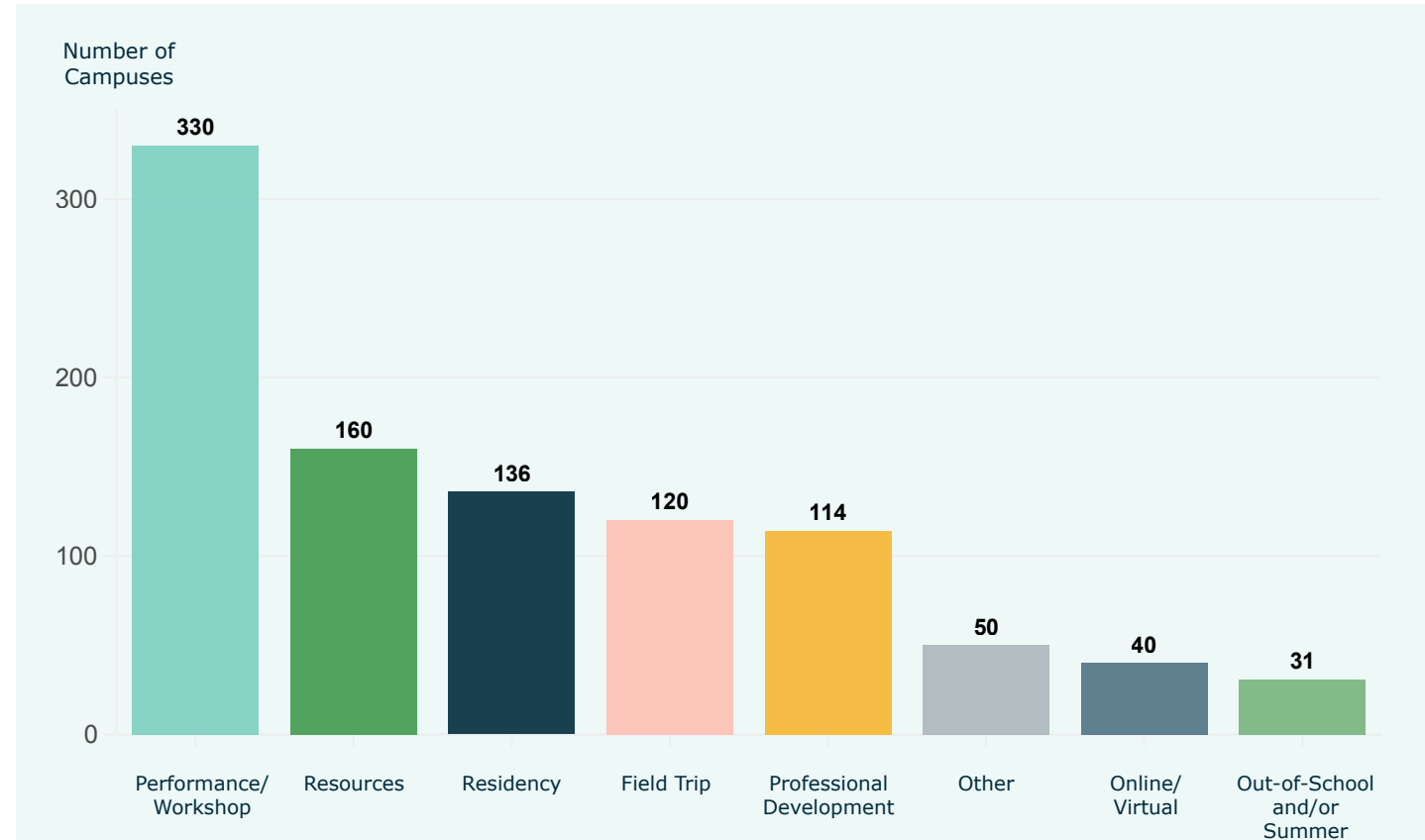


Figure 15. Programs by Type. This displays the number of programs that are performances/workshops, resources, residencies, field trips, professional development, other, online/virtual, and out-of-school/summer programs.

Key Takeaways:

- Performances and workshops were by far the most frequent type of program that occurred through partnerships, accounting for 33.6% of all programs.
- Further exploration is needed to understand why performances may be more appealing to campuses looking for partnerships. It is possible that there are financial barriers or constraints that lead to the patterns seen here and in the Family and Community Engagements section.

Field Trip: A classroom visit to a cultural institution, museum, external arts partner’s facilities, or a culturally/artistically significant place for an arts-related educational experience.

Online/Virtual: An arts education program, resource, or performance that can be accessed or delivered online.

Out-of-School and/or Summer: Any arts-based programming in which students participate outside of traditional school hours; this includes programs that take place after school and those that are held during the summer months or other breaks.

Performance/Workshop: A performance, exhibit, lecture/demonstration, workshop, or other short-term arts education program or event.

Professional Development: Training for teachers and/or administrators that enables staff to learn more about arts-based lessons and best practices; often customized to specific classroom interests and goals.

Residency: An artistic program within a school through which a teaching artist(s) implements an arts learning curriculum over the course of several weeks or months, typically in conjunction with classroom instructors.

Resources: Resources that supplement a school’s arts education programming (e.g., arts supplies, instruments, lesson plans, etc.).

Other: Services not captured in the above-mentioned categories (e.g., parent and community programs and classes, planning services, and hosting exhibitions and competitions).



Arts education benefits students in developing social-emotional and interpersonal skills; enriches their experiences; helps students to handle constructive criticism; and helps improve focus.

said Anonymous Survey Respondent

Students listen to a musician on a UH Art Tour through the Transformation/RISE Arts Initiative

Conclusion

This first State of the Arts report highlights fine arts education access for the 2022-23 Houston Independent School District school year and serves as the baseline for understanding fine arts education in HISD for the years to come. For 2022-23, 56.9% of campuses were rated as Strong or Excelling, with the remainder being Emerging or Developing according to the Creative Schools Certification. While 93% of middle schools and 77.5% of high schools achieved Strong or Excelling ratings, approximately 42% of elementary schools were categorized as Emerging.

Of campuses offering elementary instruction, 61% met or exceeded student-fine arts teacher ratio access benchmarks. About half of HISD high schools did not meet student-fine arts teacher ratio access benchmarks, whereas 73% of middle schools met them. This report also highlights that campuses had, on average, 2 partnerships with arts organizations. Performances and workshops were the most common form of engagement through partnerships, constituting 33.6% of all programs.

Middle schools in particular most commonly met or exceeded student-fine arts teacher ratio benchmarks, yet there are still fine arts education gaps: 4% of elementary schools and 7.7% of secondary and alternative campuses lacked any fine arts instructors and were “arts deserts.” Additionally, 27% of campuses did not report any partnerships. Arts deserts, and particularly HISD alternative schools and/or programs, may be opportunities for arts organizations to offer programming to further enhance access and quality of fine arts education in HISD.

Some of the greatest opportunities moving forward include addressing some of the fine arts education gaps identified in this data. For example, eliminating arts deserts remains a priority, and we can further decrease student-fine arts teacher ratio by continuing to advocate for more fine arts instructors on campuses with the highest student-fine arts teacher ratios. Lastly, this report highlights the need for fine arts education benchmarks specific to Houston, which ACH has begun its work on already.

Acknowledgements

Staff

Jack McBride,
Executive Director

Taylor Bush,
Associate Director

Meggie Monahan,
Director of Partnerships & Learning

Monique Mogilka,
Data Manager

Kendahl Bermudez,
Development Manager

Mandy Whited,
Operations Manager

Leadership Committee

Harrison Guy, Chair
Fifth Ward Community Redevelopment Corporation; Urban Souls Dance Company

W. KaNeesha Allen
Community Representative

Alberto Careaga
Art League Houston

Stacey Allen
Nia's Daughters Movement Collective

Eepi Chaad
Mid-America Arts Alliance

Raie Crawford
Performing Arts Houston

Rachel Hemphill Dickson
The Ensemble Theatre

Marlana Doyle
Houston Contemporary Dance Company

Marjorie Joseph
Gibbous Phase

Alisa Magallón
Houston Grand Opera

Nicole Moore-Kriel
The Powell Foundation

Eileen Morris
The Ensemble Theatre

Jacob Shideler
Theatre Under The Stars

Board

Michael Pipkin, Board President
Rushmore Resource Partners

Lauren Anderson
Houston Ballet

Suratha Elango, MD
Texas Children's Hospital & Baylor College of Medicine

Brett Falkenhagen, Board Treasurer
American Bank

Caroline Goeser, PhD
Museum of Fine Arts, Houston

Harrison Guy
Fifth Ward Community Redevelopment Corporation; Urban Souls Dance Company

Judy Nyquist, Board Secretary
Community Volunteer

Mike Rome
Houston Christian University

Todd Stein
Mid-America Arts Alliance

Support

This inaugural State of the Arts report is the result of multiple years of partnership, conversation, and collaboration with educators, community members, and various stakeholders. The many efforts surrounding the creation of this report would not have been possible without the generosity of our Arts Connect Houston collective.

Thank you to all of the individuals and communities who share in the ongoing work to advance arts education for all Houston students. We are grateful to all of our Leadership Committee and Board members, our Arts and Culture Partners, our friends in HISD, our generous funders, and our fellow arts and education advocates.

State of the Arts Event and Data Supporters:
Anonymous
Asia Society Texas Center
Sterling

Arts Connect Houston Supporters:
The Brown Foundation, Inc.
Charity Guild of Catholic Women
William E. And Natoma Pyle Harvey Charitable Trust
Junior League of Houston
National Endowment for the Arts
NBA Foundation
The Powell Foundation
Texas Commission on the Arts

District Partners:
Houston Independent School District

City of Houston:
Mayor's Office of Cultural Affairs
Mayor's Office of Education

Thought Partners:
Any Given Child program of the John F. Kennedy Center for the Performing Arts
Arts Education Partnership
Arts, Humanities, & Civic Engagement Lab
Ingenuity, Inc.
MINDPOP
Parliament
Texans for the Arts
Texas Cultural Trust

Supported Organization:
Mid-America Arts Alliance

Arts and Culture Partners:
A.I.R. Project
Ad Deum Dance Company
A.D. Players @ The George Theater
AFA
Alley Theatre
Alta Arts
Aperio, Music of the Americas
Apollo Chamber Players
Ars Lyrica
Art Education Program at the University of Houston
Art League Houston
ARTreach
Arte Publico Press

Asia Society Texas Center
Aurora Picture Show
Bay Area Houston Ballet & Theatre
Blaffer Art Museum
Bravissimo's OTMB.A.B.E.S.
Campbell Learning Center
Carya String Quartet
Community Artists' Collective
Community Music Center of Houston
Contemporary Arts Museum Houston
Culture Arts Initiative, Inc.
Da Camera of Houston
Dance the Dream
Destiny Dance Production LLC
Dinkins Music and Arts Foundation
Diversity in the Arts & Entertainment
Edison Arts Foundation
EnActe Arts Inc.
The Ensemble Theatre
Exalted Arts
Express Children's Theatre
Fashion Museum of Texas
Foundation for Modern Music
FotoFest Inc.
Frame Dance Productions
Friends of Africa
Harris County Cultural Arts Council
Hearts in Motion
Heritage Society
HITS Theatre
The Hobby Center for the Performing Arts
Holocaust Museum Houston
Hope Stone
Houston Ballet
Houston Boychoir
Houston Center for Photography
Houston Contemporary Dance Company
Houston Chamber Choir
Houston Center for Contemporary Craft
Houston Children's Chorus
Houston Grand Opera
Houston Healthy Hip-Hop
Houston Masterworks Chorus
Houston Metropolitan Dance Center
Houston School of Arts and Design
Houston Symphony
Houston Viola Society
Houston Youth Symphony
Iconoclast Artists
Kinetic Ensemble
Loop38

Mad About Hula Hoops
 Main Street Theater
 MECA
 MECKKA Dance Project
 Mercury
 Museum of Fine Arts, Houston
 Musiq
 Nameless Sound
 Nia’s Daughter Movement Collective
 Open Dance Project
 Opera in the Heights
 Orange Show Center for Visionary Arts
 Partnerschools
 Performing Arts Houston
 Prelude Music Foundation
 Rainbow Joy Books
 Rising Stars Academy of Dance & Performing Arts

Rothko Chapel
 Segundo Barrio Children’s Chorus
 Silambam Houston
 Social Movement Contemporary Dance Theater
 Take the Stage
 Texan French Alliance for the Arts
 Theatre Under the Stars
 The Printing Museum
 University of Houston Public Art
 Urban Souls Dance Company
 WindSync
 Workshop Houston
 Writers in the Schools
 UNICEF USA

Appendix A

Definitions

Alternative Schools

Alternative schools are schools in HISD that serve special populations of students, often outside the traditional classroom. These include “schools without walls,” schools that serve students who are two or more years behind in their studies, schools that serve immigrants, disciplinary programs, and more. Visit the HISD website at <https://www.houstonisd.org/Page/32488> to learn more about these campuses.

artlook®

artlook® is an online platform that has three key features: a live map that shows arts organizations and their educational offerings, a live map that shows schools and partnerships they are currently seeking, and data from a survey that is collected annually from HISD campuses to show arts education access across HISD.

Arts & Culture Partners

Our Arts & Culture partners are a diverse group of local arts organizations representing a variety of artistic disciplines committed to fostering equitable access to arts education in Houston. They, along with Houston ISD, the City of Houston, the local philanthropic community, state and national partners, and community members form the Arts Connect Houston collective.

Collective Impact

According to the Collective Impact Forum, collective impact is “a network of community members, organizations, and institutions who advance equity by learning together, aligning, and integrating their actions to achieve population and systems level change.” Collective impact starts with a common agenda, establishes shared measurement, fosters mutually reinforcing activities, encourages continuous communications, and has a strong backbone. Learn more about the collective impact model at <https://collectiveimpactforum.org/what-is-collective-impact>.

Combination Schools

Combination schools within Houston ISD are campuses that are a combination of either elementary and middle school grade levels or middle school and high school grade levels.

Creative Schools Certification (CSC)

A quantitative summary score that was initially developed by Ingenuity for Chicago Public Schools (CPS) as a way to track how successfully each school in CPS provides students access to the arts.

- **Emerging:** Schools that infrequently meet fine arts access and quality benchmarks.
- **Developing:** Schools that occasionally meet fine arts access and quality benchmarks.
- **Strong:** Schools that nearly meet fine arts access and quality benchmarks.
- **Excelling:** Schools that meet the fine arts access and quality benchmarks.

Economically Disadvantaged

Houston ISD classifies students who meet federal criteria for free and reduced-price lunches as economically disadvantaged.

English Language Learners

English language learners are students whose native language is not English and who are working to enhance their English language skills. English language learners may include emergent bilingual students and/or immigrant, migrant and refugee students. HISD offers three program models for English language learners: dual language, traditional bilingual programs, and English as a second language (ESL). Learn more about HISD’s multilingual programs at HISD’s website: <https://www.houstonisd.org/Page/31871>.

Family and Community Engagement

All opportunities the campus had in 2022-23 for engagement in the arts by parents, guardians, families, and/or the community. This includes school-based exhibits, performances, community events, and volunteer opportunities.

Fine Arts Desert

Campuses that report zero dedicated fine arts teachers.

National Core Arts Standards

The standards published by the National Coalition for Core Arts Standards. To review the National Core Arts Standards, visit www.nationalartsstandards.org

Percent Access

What percentage of a campus' students have access to at least one fine arts course.

Social-Emotional Learning (SEL)

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), social-emotional learning is “the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. Learn more about SEL at <https://casel.org/fundamentals-of-sel>.

Student-Fine Arts Teacher Ratio

The student to fine arts teacher ratio is the total student enrollment on a campus divided by the number of fine arts teachers. It allows us to compare fine arts education access across campuses of varying size.

Texas Administrative Code (TAC)

The Texas Administrative Code is a compilation of all state agency rules in Texas. There are 17 titles in the TAC. Each title represents a subject category and related agencies are assigned to the appropriate title. The State Board of Education rules are codified under Title 19, Part II, of the TAC. Title 19 is Education, and Part II is the Texas Education Agency. Chapter 74 discusses curriculum requirements. Chapter 117 discusses Texas Essential Knowledge and Skills for Fine Arts.

Texas Cultural Trust Pilot Arts Education Access Benchmarks

Beyond what is required by the state, the Texas Cultural Trust convened the Arts Education Task Force to “discuss and clarify what constitutes equitable access in arts education for Texas students.” The result of this task force was a pilot rubric with benchmarks for arts education access. As Houston has no such rubric yet, we have used the Texas Cultural Trust Pilot Arts Education Access Benchmarks to set a baseline for understanding specific access metrics we have collected data on.

Texas Education Association (TEA)

The Texas Education Association is the state agency that oversees primary and secondary public education. It is headed by the commissioner of education.

Texas Essential Knowledge and Skills (TEKS)

Texas Essential Knowledge and Skills, most commonly referred to as TEKS, are the state standard for what students should know and be able to do in each subject and grade level.

Appendix B

List of Schools and Survey Completion Status

School Name	22-23 Survey Status
Alcott ES	Not Started
Almeda ES	Not Started
Anderson ES	Not Started
Arabic Immersion	Complete
Ashford ES	Complete
Askew ES	Complete
Atherton ES	Complete
Attucks MS	Not Started
Austin HS	Complete
Baker Montessori	Complete
Barrick ES	Complete
Bastian ES	Not Started
Baylor College MS	Complete
BCM Biotech Acad at Rusk	Complete
Bell ES	Complete
Bellaire HS	In Progress
Bellfort ECC	Complete
Benavidez ES	Complete
Benbrook ES	Complete
Berry ES	In Progress
Black MS	Complete
Blackshear ES	Complete
Bonham ES	Complete
Bonner ES	Complete
Braeburn ES	Complete
Briargrove ES	In Progress
Briarmeadow	Complete
Briscoe ES	Complete
Brookline ES	Not Started
Browning ES	Not Started

School Name	22-23 Survey Status
Bruce ES	Complete
Burbank ES	Not Started
Burbank MS	Complete
Burnet ES	Complete
Burrus ES	Complete
Bush ES	Complete
Cage ES	In Progress
Carnegie HS	Complete
Carrillo ES	Not Started
Challenge EC HS	Complete
Chavez HS	Complete
Chrysalis MS	In Progress
Clifton MS	Complete
Codwell ES	Complete
Community Services	Complete
Condit ES	Complete
Cook ES	Not Started
Coop ES	In Progress
Cornelius ES	Not Started
Crespo ES	Complete
Crockett ES	Complete
Cullen MS	Not Started
Cunningham ES	Not Started
DAEP EL	Not Started
Daily ES	Not Started
Davila ES	Not Started
De Chaumes ES	In Progress
Deady MS	Complete
DeAnda ES	Not Started
DeBakey HS	Complete
DeZavala ES	Complete
Dogan ES	Complete
Durham ES	Complete
Durkee ES	In Progress

School Name	22-23 Survey Status
East EC HS	Complete
Eastwood Acad HS	Complete
Edison MS	Complete
Eliot ES	Complete
Elmore ES	Not Started
Elrod ES	Complete
Emerson ES	Complete
Energized ECC	Not Started
Energized ES	Not Started
ENERGIZED FOR STEM HS	Complete
ENERGIZED FOR STEM MS	Not Started
Energized MS	Not Started
Energy Inst HS	Not Started
Farias ECC	Complete
Field ES	Complete
Fleming MS	Complete
Foerster ES	Not Started
Fondren ES	Complete
Fondren MS	Complete
Fonville MS	Complete
Fonwood ECC	Complete
Forest Brook MS	In Progress
Foster ES	Complete
Franklin ES	Complete
Frost ES	Complete
Furr HS	In Progress
Gallegos ES	Not Started
Garcia ES	Complete
Garden Oaks	Complete
Garden Villas ES	Not Started
Golfcrest ES	Complete
Gregg ES	Not Started
Gregory-Lincoln PK-8	Complete
Grissom ES	Not Started

School Name	22-23 Survey Status
Gross ES	Complete
HAIS HS	Not Started
Halpin ECC	Complete
Hamilton MS	Complete
Harper DAEP	Not Started
Harris JR ES	Complete
Harris RP ES	Complete
Hartman MS	Complete
Hartsfield ES	Complete
Harvard ES	Complete
HCC Lifeskills	Complete
Heights HS	Complete
Helms ES	Not Started
Henderson JP ES	Complete
Henderson NQ ES	Complete
Henry MS	Complete
Herod ES	Complete
Herrera ES	Not Started
High School Ahead Acad MS	Complete
Highland Heights ES	Complete
Hilliard ES	In Progress
Hines-Caldwell ES	Complete
Hobby ES	Not Started
Hogg MS	In Progress
Holland MS	In Progress
Horn ES	Complete
Houston MSTC HS	Complete
HSLJ	Not Started
Isaacs ES	Complete
Janowski ES	Not Started
Jefferson ES	Not Started
JJAEP	Not Started
Jones HS	Not Started
Kashmere Gardens ES	In Progress

School Name	22-23 Survey Status
Kashmere HS	Complete
Kelso ES	In Progress
Kennedy ES	In Progress
Ketelsen ES	Complete
Key MS	Complete
Kinder HSPVA	Complete
Kolter ES	Complete
Lamar HS	Complete
Lanier MS	Complete
Lantrip ES	Not Started
Las Americas MS	Not Started
Laurenzo ECC	Complete
Law ES	Not Started
Lawson MS	Complete
Leland YMCPA	In Progress
Lewis ES	Complete
Liberty HS	Not Started
Lockhart ES	Complete
Long Acad	Complete
Longfellow ES	In Progress
Looscan ES	Not Started
Love ES	Not Started
Lovett ES	Complete
Lyons ES	Complete
MacGregor ES	In Progress
Mading ES	Not Started
Madison HS	Complete
Mandarin Immersion Magnet	Complete
Marshall ES	In Progress
Marshall MS	Complete
Martinez C ES	Complete
Martinez R ES	Complete
McGowen ES	Not Started
McNamara ES	Complete

School Name	22-23 Survey Status
McReynolds MS	Complete
Memorial ES	Not Started
Meyerland MS	Complete
Middle College HS - Fraga	Not Started
Middle College HS - Gulfton	Not Started
Milby HS	Complete
Milne ES	Complete
Mistral ECC	In Progress
Mitchell ES	Complete
MLK ECC	Not Started
Montgomery ES	Not Started
Moreno ES	Not Started
Mount Carmel Acad HS	Not Started
Navarro MS	Complete
Neff ECC	Not Started
Neff ES	Complete
North Forest HS	Complete
North Houston EC HS	Not Started
Northline ES	Complete
Northside HS	Complete
Oak Forest ES	Not Started
Oates ES	Complete
Ortiz MS	Complete
Osborne ES	Complete
Paige ES	Complete
Park Place ES	Not Started
Parker ES	In Progress
Patterson ES	Complete
Peck ES	Complete
Pershing MS	Complete
Petersen ES	Complete
Pilgrim Acad	Complete
Pin Oak MS	Complete
Piney Point ES	Complete

School Name	22-23 Survey Status
Pleasantville ES	Complete
Poe ES	Complete
Port Houston ES	Complete
Pugh ES	In Progress
R D S P D	Not Started
Reagan Ed Ctr PK-8	Complete
Red ES	Complete
Revere MS	Complete
Reynolds ES	Not Started
Rice School PK-8	Complete
River Oaks ES	Complete
Roberts ES	Not Started
Robinson ES	Complete
Rodriguez ES	Complete
Rogers T H	Complete
Roosevelt ES	Complete
Ross ES	Complete
Rucker ES	Complete
Sanchez ES	Complete
Scarborough ES	Complete
Scarborough HS	Complete
School at St. George ES	Complete
Scroggins ES	Complete
Secondary DAEP	Not Started
Seguin ES	Complete
Shadowbriar ES	In Progress
Shadydale ES	Not Started
Sharpstown HS	Complete
Sharpstown Intl	Complete
Shearn ES	Not Started
Sherman ES	Complete
Sinclair ES	Not Started
Smith ES	Complete
SOAR Center	Not Started

School Name	22-23 Survey Status
South EC HS	Complete
Southmayd ES	In Progress
Sterling HS	Complete
Stevens ES	In Progress
Stevenson MS	Complete
Sugar Grove MS	Complete
Sutton ES	In Progress
Tanglewood MS	Complete
TCAH	Not Started
Thomas MS	Complete
Thompson ES	Not Started
Tijerina ES	In Progress
Tinsley ES	Not Started
Travis ES	Not Started
Twain ES	Complete
Valley West ES	Complete
Wainwright ES	In Progress
Walnut Bend ES	Not Started
Waltrip HS	Complete
Washington HS	Not Started
Welch MS	Complete
Wesley ES	Not Started
West Briar MS	Complete
West University ES	Not Started
Westbury HS	Complete
Westside HS	In Progress
Wharton K-8	Not Started
Wheatley HS	In Progress
Whidby ES	Complete
White E ES	Complete
White M ES	Not Started
Whittier ES	Complete
Williams MS	Complete
Windsor Village ES	Not Started

School Name	22-23 Survey Status
Wisdom HS	Not Started
Woodson	Complete
Worthing HS	Complete
Yates HS	Complete
Young ES	Complete
YWCPA	Complete

ARTS CONNECT
H O U S T O N

