



ARTS CONNECT
HOUSTON

2023–2024

State of the Arts

IN HOUSTON INDEPENDENT
SCHOOL DISTRICT **REPORT**



Credits

April 2025

Written by **Arts Connect Houston**

In Collaboration with **Parliament Collective Intelligence**

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*Express Children's Theatre
at Daily Elementary School
through the Arts Action Fund*

Introduction

Arts Connect Houston (Arts Connect) is a collective impact organization that unites the Greater Houston community to ensure access to high-quality arts education in creative writing, dance, music, theater, and the visual arts for every student, beginning with Houston Independent School District (HISD).

Since our inception, data has been key to identifying and closing gaps in fine arts education access. We believe data is the first step to creating system-wide change so that our collective, with the support of school district partners, can improve decision-making strategies and deploy resources to close arts education gaps. Since 2019, Arts Connect has been collecting data directly from HISD and from HISD teachers through a platform called artlook®. While the 2022-23 HISD Baseline Report provided a baseline for the 2022-23 school year and was the first of its

kind, this 2023-24 State of the Arts in HISD report aims to present longitudinal data over the past six years including 2023-24 school year data.

In the 2022-23 HISD Baseline Report, we presented the Creative School Certification and Texas Cultural Trust Access Benchmarks as different means of quantifying arts access in the district. That report identified the need for Houston-specific benchmarks. Beginning in November of 2024, Arts Connect launched the process of creating Houston-specific benchmarks which will guide our process and reporting in the future. Therefore, while this report still uses the Texas Cultural Trust Access Benchmarks for student-fine arts teacher ratio, the Creative School Certification has been retired in anticipation of the new Houston-specific benchmarks.



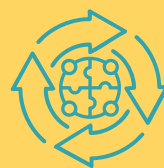
AFA at Pershing Middle School through the Arts Action Fund

This report is only the beginning of the conversation regarding the state of arts education access in HISD. It does not capture everything happening in the district, but provides an analysis on data that has been made available. It is the first step toward working together with the district to achieve better student outcomes when it comes to arts education. This data allows us to be strategic in our response to student needs and gives us a glimpse of what is working well in the district and what must be improved to ensure all students have access to a high-quality arts education.

We thank the teachers, principals, educators, and HISD administrators that have completed the survey and provided invaluable data and input over the years. This report presents data beyond what HISD collects, so your investment in the survey process was an investment in ensuring Houston students receive the education they deserve. This report is only possible because of you. We would also like to thank Parliament Collective Intelligence for their consultation on this report.



Monique Mogilka
Monique Mogilka
 Data Manager



What is 'Collective Impact'?

According to the Collective Impact Forum, collective action “brings people together, in a structured way, to achieve social change.”

COLLECTIVE ACTION



Starts with a common agenda



Establishes shared metrics



Fosters mutually reinforcing activities



Encourages continuous communication



Has a strong backbone organization.¹

Arts Connect unites the Houston community through our common agenda of ensuring arts education access to students in grades K-12 on every campus.

¹ Learn more about the collective impact model at collectiveimpactforum.org/what-is-collective-impact/.

What is artlook®?

artlook® is an online platform that has been developed by Parliament Collective Intelligence for organizations like Arts Connect to track arts education access and arts organization partnerships with campuses.

ARTLOOK® HAS THREE KEY FEATURES:



Live map that shows arts organizations and their educational offerings

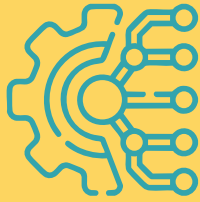


Live map that shows schools and partnerships they are currently seeking



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.



How is the data collected?

1

Arts Connect requests course and instructor data from HISD Research and Accountability.



2

This data goes through an audit process developed by Parliament Collective Intelligence where incorrect data like duplicates are found and corrected.



3

In the spring, Arts Connect administers the artlook® survey through both the artlook® platform and an alternative SurveyMonkey option where principals, teachers, or other administrators can complete the survey on behalf of their campus.



4

Finally, the survey data is audited and erroneous data is removed.



Careers in the Arts Catalyst Program interns attend tour at the University of Houston
Artwork credit to Public Art of the University of Houston System (Public Art UHS)



A Message from the Director of Fine Arts

Houston Independent School District

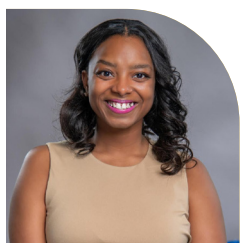
As the newly appointed Director of Fine Arts for Houston ISD, I am proud to stand at the intersection of change and possibility. This year's State of the Arts report marks more than a moment of reflection—it signals the beginning of a bold new era for arts education in our district.

We are grateful to our colleagues at Arts Connect Houston for their continued commitment on shining a light on both the progress and areas of opportunities within our fine arts ecosystem. This report offers an entry point for critical conversations and strategic planning that center student outcomes and new opportunities.

Together, we all are grounded in a shared belief: that every child deserves access to high-quality arts education. Our efforts are focused on building a future where fine arts are not a privilege for some, but a powerful, transformative experience for all.

HISD is embracing a bold, new vision: to cultivate creative leaders, lifelong patrons of the arts, and conscious innovators who will transform the future. Through rigorous instruction and immersive artistic experiences, we are preparing students to be arts' citizens—empowered to drive artistic transformation in their communities and careers.

The next chapter of fine arts belongs to our students—performers, producers, and patrons of the future.



Devondria Douglas

Director of Fine Arts

Houston Independent School District



Executive Summary

Arts Connect and the members of our collective, in partnership with the HISD Fine Arts Department, have made great strides toward increasing fine arts education access in HISD. However, there are countless more steps to be taken before securing complete and sustained fine arts education access for every student on every campus. In this State of the Arts in HISD report, Arts Connect highlights findings in three categories that are indicators of a rich arts education: Access, Quality, and Partnerships. We conclude with our recommendations and next steps for moving the district forward.

The **Access** category includes information about fine arts instructors, percentage access in elementary schools, and depth in secondary schools. Together, these three access indicators constitute the foundation of fine arts education access as further defined by this report.

The **Quality** category, moving beyond basic access metrics, covers additional opportunities to enhance fine arts education for students. These include which arts learning standards campuses use, arts inclusion in a school's governance structures, professional development for fine arts instructors, and family and community engagement offerings.

Finally, the **Partnerships** category discusses partnerships between a campus and an arts and culture organization that have enriched conventional classroom learning, strengthened ties between schools and neighborhoods, and elevated the standard of arts education across HISD schools. Partnerships may include, but are not limited to, in-school residencies, performances, field trips, and more.

FotoFest Inc. at Yates High School through the Arts Action Fund



Arts Connect defines quality as opportunities beyond in-school teaching hours that enhance fine arts education.



Access Findings

We found that historically, the percentage of arts deserts, or campuses that reported no fine arts teachers, has **decreased from 13% in 2019–20 to 11% in 2021–22** (the lowest it has been since Arts Connect has collected data). The percentage of campuses that reported no fine arts teachers in 2023–24 has increased to 19% from 2021–22. Additionally, the percentage of schools falling within the Improvement Needed student-fine arts teacher ratio category (defined as above 300:1 students:teachers according to Texas Cultural Trust Pilot Arts Education Access Benchmark) has **decreased annually since 2021** from 44% of schools in the district down to 30% of schools in the district. However, **about 62% of HISD schools need more fine arts teachers** on campuses to reach the Proficient student-fine arts teacher ratio benchmark.



Quality Findings

We found that schools **most commonly reported that they follow state arts standards** compared to district arts standards, which are more stringent than state arts standards. In terms of inclusion in school governance, schools **most commonly reported that the arts were included in their strategic plans**, with 25% of schools reporting this in 2023–24. In 2018, only 27% of campuses offered arts-specific professional development opportunities, compared to 39% in 2024. Finally, **in 2023–24, 43% of campuses reported that they offered performances as a family and community engagement**, which was the highest percentage compared to school-based exhibits, community events, or volunteer opportunities. Only 6% of schools reported that they offered none.



Partnership Findings

We found that the percentage of schools reporting that they had no partnerships has **slightly increased from 2018**: only 15% reported that they had no partnerships in 2018 compared to 22% in 2024. In 2023–24, about 22% of schools reported no partnerships, 28% reported at least one partnership, and 49% reported a medium (2–5) number of partnerships. Additionally, **field trips were the most commonly reported kind of partnership** (61%) compared to other types of partnerships, and field trips are historically the most frequently requested type of partnership by campuses.



Piney Point ES attending an Opera to Go by Houston Grand Opera through the Arts Action Fund



AFA at Meyerland Performing & Visual Arts Middle School through the Arts Action

Conclusion

The data tells the story of a district recovering from the impact of COVID-19. The district saw drastic decreases in student enrollment, and in 2020-21, a noticeably higher percentage of schools reported that they did not offer any family and community engagements. Similarly, in 2020-21, online and virtual partnership programs were the most commonly reported type of partnership program. However, the noticeably higher number of online and virtual partnership programs during COVID-19 highlights the adaptability of the Fine Arts Department and arts organizations to provide meaningful arts experiences for their students during a time of immense uncertainty.

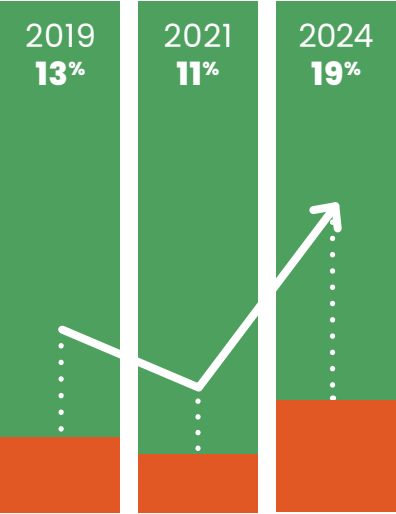
The data also highlights the impact of the creation of the Fine Arts Department. Since the start of collection of data after the implementation of the Fine Arts Department, arts deserts have been low and decreasing in number since 2019 despite the challenges of COVID-19. While the district has started to recover from COVID-19, in 2023, Texas Education Agency (TEA) appointed a new board of managers in a state of Texas intervention and takeover of HISD. The new School Board appointed a new superintendent. For the 2023-24 school year, the district went without a dedicated Fine Arts Department Director.

The impacts of the HISD administration change have yet to be fully seen, but the 2023-24 data shows that there was an increase from 2021-22 in schools without fine arts teachers and a slight increase in schools that reported no partnerships with arts organizations. However, some indicators are moving in a positive direction; the percentage of campuses offering professional development opportunities has increased from 27% in 2018-19 to 39% in 2023-24, and roughly half (49%) of HISD campuses reported a medium (2-5) number of partnerships.

Arts Connect and HISD have a shared commitment to ensuring equitable access to fine arts education for our students. We look forward to our continued partnership with the district as we continue to determine recommendations and next steps to make sure that all of our students have access to a robust fine arts education, including fine arts teachers in various disciplines, opportunities beyond in-school instruction, a wealth of partnerships with the Houston arts community, and strong fine arts data collection that tracks these indicators.

Key Findings

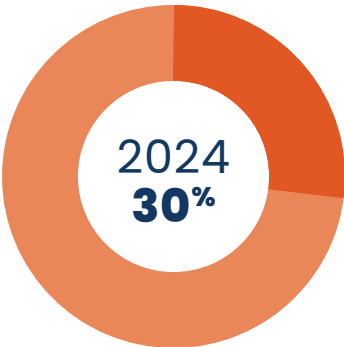
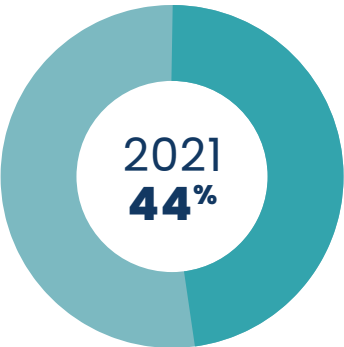
Access



The percentage of arts deserts decreased from 13% in 2019 to 11% in 2021–2022, but increased to 19% in 2024.



About 62% of HISD schools needed more fine arts teachers on campuses to reach the Proficient student-fine arts teacher ratio benchmark.



The percentage of schools falling within the Improvement Needed student-fine arts teacher ratio category has **decreased annually since 2021 from 44% of schools in the district down to 30% of schools in the district.**



Dance and theatre were less commonly reported as course offerings compared to music and visual arts across all school types.



80% of reporting elementary campuses indicated that over **75% of their students had access to fine arts courses.**

Quality



In 2023–24, 38% of schools reported that they follow state arts standards, while 15% reported following district arts standards.



Since 2018, of the respondents, schools most commonly indicated that arts were included in their strategic plans compared to including an arts representative in their governance or instructional teams.



About 39% of campuses reported that they offered arts-specific professional development opportunities in 2023–24, an increase from 27% in 2018–19.



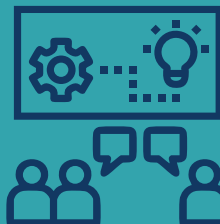
In 2023–24, 43% of schools indicated that they offered performances, 38% of schools offered school-based exhibits, 34% offered community events, 20% offered volunteer opportunities, and 6% reported that they offered none.

Partnerships



In 2023–24, about 22% of schools reported no partnerships, 28% reported at least one partnership, and 49% reported a medium (2–5) number of partnerships.

The percentage of schools reporting that they had no partnerships has slightly increased; only 15% reported that they had no partnerships in 2018 compared to 22% in 2024.



Since 2018, field trips and performances/workshops were most commonly requested by schools as programs from arts partners



In 2023–24, field trips were the most commonly reported kind of partnership **(61%)** compared to other types of partnerships.

An Overview of HISD in 2023–2024

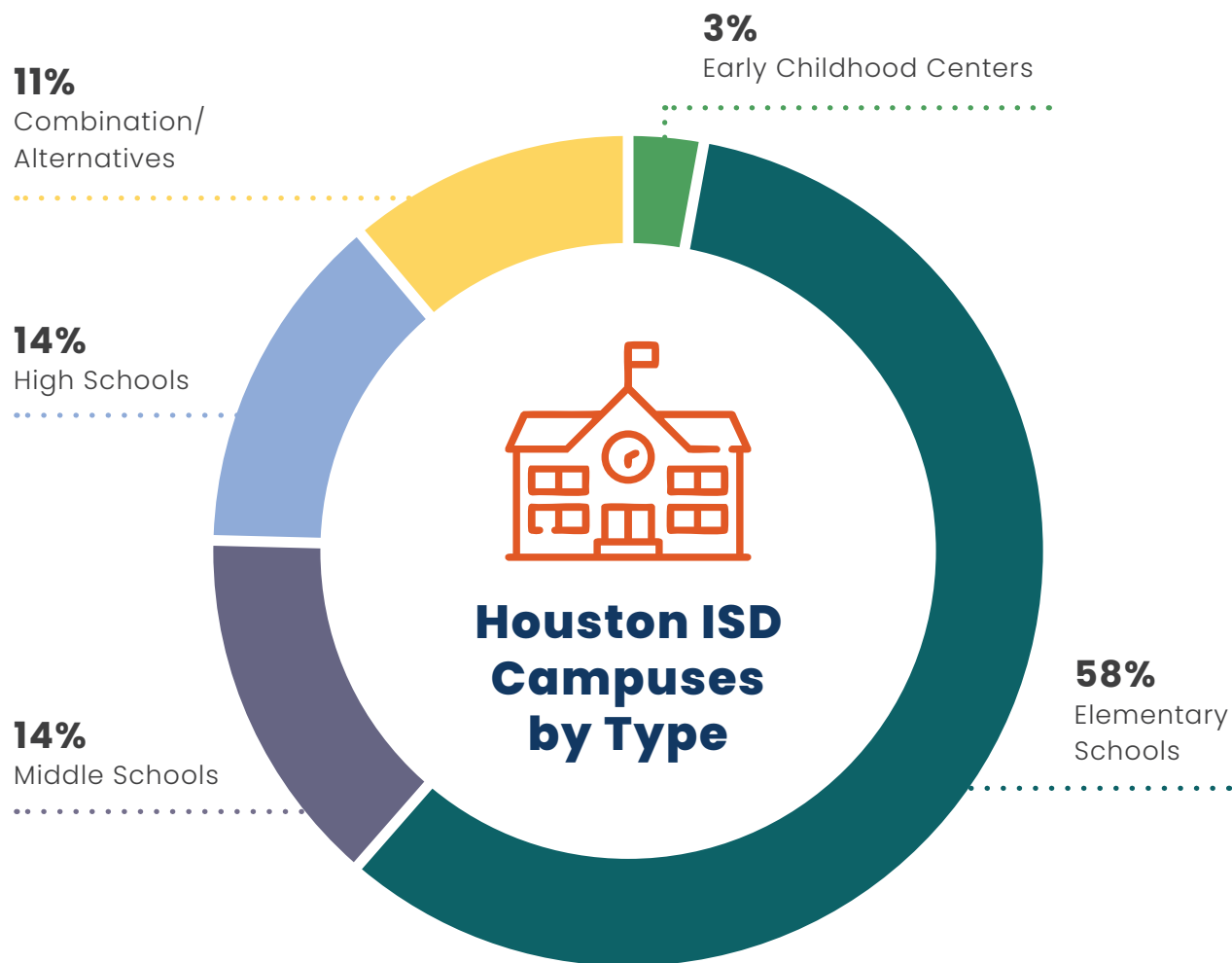


Figure 1. *HISD Campuses by Type*. This displays the percentage of HISD campuses that were elementary schools, combination/alternative schools, middle schools, high schools, or early education centers.

HISD is the eighth largest school district in the nation and is made up of **274 campuses with 184,109 students** as of the 2023–24 school year.² According to HISD, of their 274 campuses, there are 37 high schools, 39 middle schools, 160 elementary schools, 8 early childhood centers, and 30 combination campuses or alternative programs.³ We have categorized these further into 170 elementary schools, 41 middle schools, 40 high schools, 15 combination schools, and 8 alternative programs depending on which grades are taught at each school.

² This is according to 2023–2024 HISD [Facts and Figures](http://www.houstonisd.org) at www.houstonisd.org.
³ Alternative program campuses and pre-kindergarten courses 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.

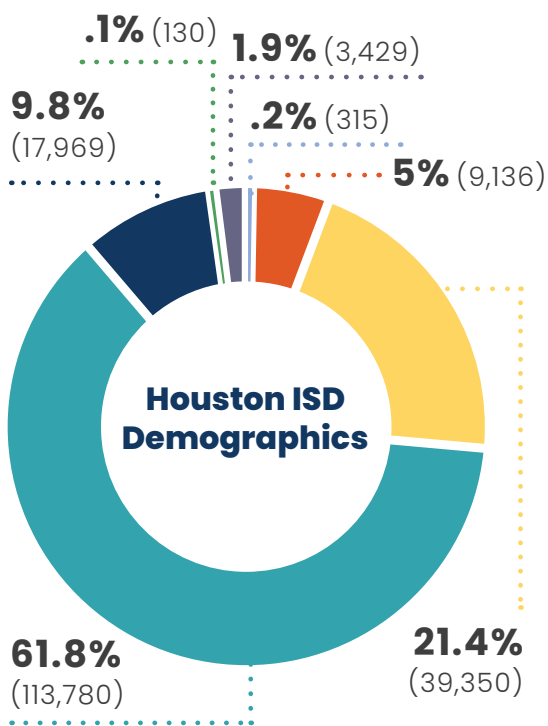


Figure 2. This displays the percentage of HISD students' demographics.

- American Indian/Alaskan Native
- Asian
- Black/African American
- Hispanic/Latino
- White
- Hawaiian/Pacific Islander
- Two or More



Nearly 80% of Houston ISD students were identified as economically disadvantaged in the 2023-24 school year.⁵



Nearly 39% of Houston ISD students were classified as Emergent Bilingual in the 2023-24 school year.

In 2023-24, the majority of HISD students identified as Hispanic or Black. Around 62% of HISD students identified as Hispanic and approximately 21% of students identified as Black. Nearly 10% of students identified as White, around 5% of students identified as Asian. Around 2% of students identified as Multiracial, American Indian, or Pacific Islander. These demographics are similar to the previous school year.

A total of 61.3% of campuses completed the artlook® survey, 16.8% of campuses started the survey, and we received no response from 21.9% of campuses.⁴



⁴ As 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.

⁵ This is according to 2023-2024 HISD [Facts and Figures](http://www.houstonisd.org) at www.houstonisd.org.

Arts Education Requirements and Benchmarks

The Texas Education Agency (TEA) sets standards for the state, thus HISD is required to abide by these standards. 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.

The TEA has defined TEKS for the disciplines of Art, Dance, Music and Theatre. **According to TEA:**

Elementary Schools

- Must provide instruction to all students at each grade level for art, music, and theatre.



Middle Schools

- Must provide opportunities for students in at least three of the four disciplines.
- Students are required to complete at least one TEKS-based fine arts course.

High Schools

- Must provide opportunities for students in at least two of the four disciplines.
- High school students are required to complete one credit of TEKS-based fine arts in order to graduate.
- High school students may also receive credit through a community-based fine arts program.

Beyond what is required by the state, the Texas Cultural Trust convened the Arts Education Task Force in 2018 to “discuss and clarify what constitutes equitable access in arts education for Texas students.”⁶ The result of this task force was a pilot rubric with benchmarks for arts education access. We have used the Texas Cultural Trust Pilot Arts Education Access Benchmarks to set a baseline for understanding the student-fine arts teacher ratio metric.

While the district is required to abide by TEA standards, the HISD Fine Arts Department further created the HISD Arts-Rich Education for All Plan.⁷ In that plan, the Fine Arts Department identified three key components: Arts Instruction, Arts Integration, and Arts Experiences. These components are supported by what the plan calls an “Arts-Rich Ecosystem,” or six constituencies including fine arts teachers, foundation teachers, campus leaders, district support, arts organizations and teaching artists, and families and the community.

Finally, with years of expertise, conversations with the community and our collective, and research, Arts Connect has defined goals and ideals for each section. These are not required to be met by the state or district, but they represent concrete next steps and ideal benchmarks for each indicator. We conclude with these recommendations and next steps in the final section.

⁶ Read more about [Texas Cultural Trust and the Arts Education Task Force](https://txculturaltrust.org) at their website, txculturaltrust.org.

⁷ Read more about the [HISD Arts-Rich Education for All Plan](https://houstonisd.org/Page/172716) at houstonisd.org/Page/172716.

Fine arts education enhances students' creativity, curiosity, and engagement in learning across all classrooms at my school.

Anonymous survey respondent

Access to the Arts

Arts Connect defines these as the most fundamental indicators for student access to fine arts instruction, including instructors, percentage of students taking arts courses, and access to different fine arts disciplines. As part of our collaboration with HISD Research and Accountability and the HISD Fine Arts Department, HISD provided Arts Connect with administrative data for the 2023-24 school year in April 2024. These indicators capture arts education access that occurs only during in-school teaching hours. According to the 19 Texas Administrative Code, Chapter 74.2a, 3a, and 3b establishes that districts must ensure sufficient time is provided for teachers to teach fine arts.

Arts education in the classroom provides students with essential critical thinking skills. These skills help students develop the discipline it takes to become an excellent student academically.

Anonymous survey respondent

Staffing

Fine arts instructors are essential to securing fine arts access on a campus. Instructors, permanent fixtures on campus and in the community, 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 broader fine arts community.



Total student enrollment on a campus



Number of fine arts teachers.



Student-Fine Arts Teacher Ratio



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



Why It Matters: According to the National Education Association, smaller class sizes matter not just for improving student learning but for improving working conditions for teachers.⁹

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 classified 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 classified as **Improvement Needed**.¹⁰

The student-fine arts teacher ratio is calculated by looking at the ratio of the total enrollment on a campus as compared to the number of fine arts teachers.¹¹



We define **campuses with zero dedicated fine arts teachers** as "**arts deserts**." Eliminating arts deserts is Arts Connect's highest priority related to the student-fine arts teacher ratio metric.

⁸ HISD provided all staffing data. Pre-kindergarten teachers were excluded.

⁹ Class Sizes: A Growing Issue Among Educators." Mary Ellen Flannery neaToday, June 14, 2023.

¹⁰ To view all of the Texas Cultural Trust Pilot Arts Education Access benchmarks, visit their [website](#).

¹¹ The 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.

¹² Findings are reflective of data provided by HISD from 2019-2024.



Arts Connect **GOAL**

All HISD campuses meet the Proficient benchmark or better.



Arts Connect **IDEAL**

All campuses have student-fine arts teacher ratios that meet the Accomplished or Distinguished benchmarks.

2019–2024 Houston ISD Student-Fine Arts Teacher Ratio

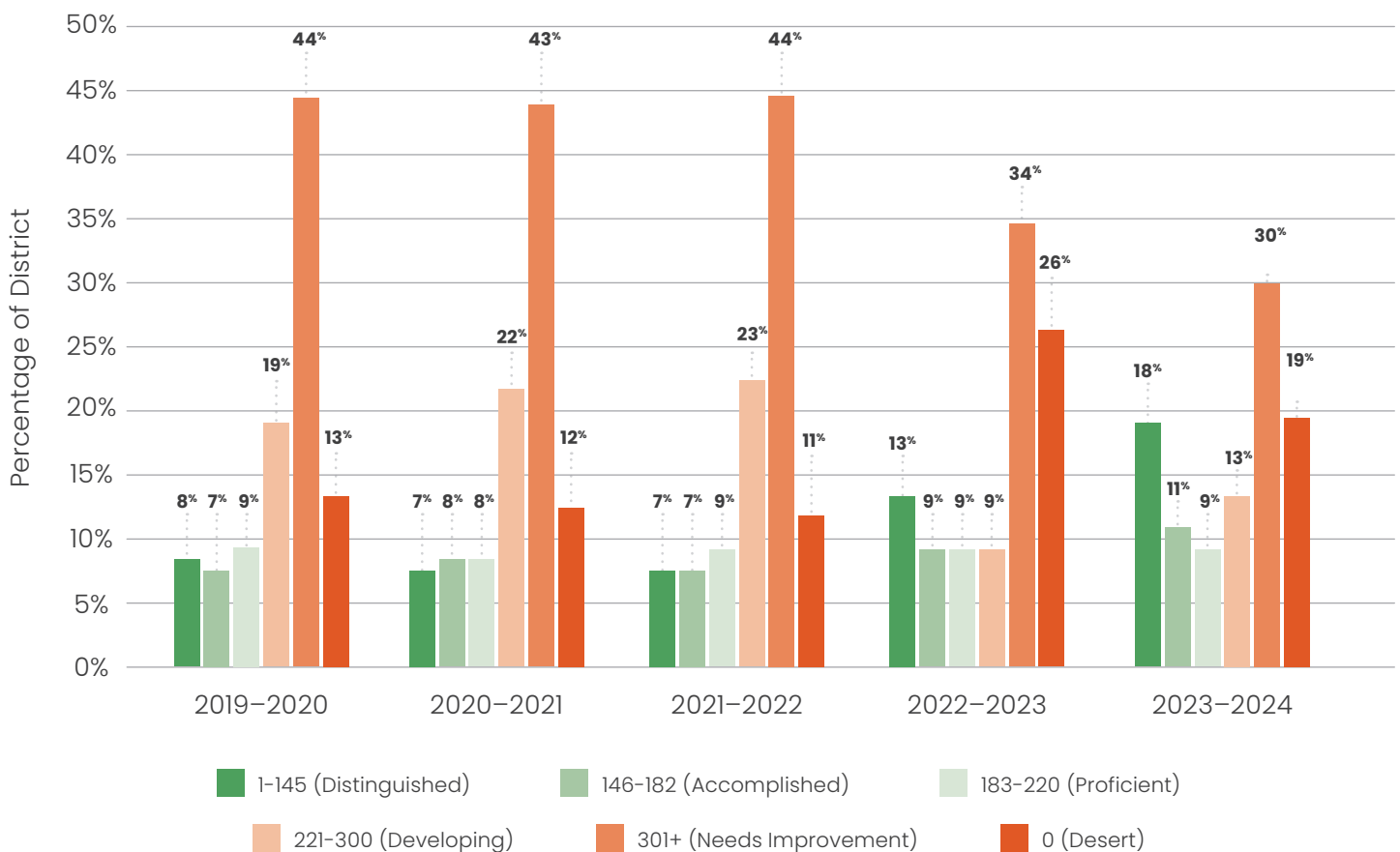


Figure 3. Student-Fine Arts Teacher Ratio from 2019–2024 in HISD. The different categories of student-fine arts teacher ratio (Desert, Distinguished, Accomplished, Proficient, Developing, Improvement Needed) are color-coded. The horizontal axis displays the school year, while the vertical axis displays the percentage of schools in the district that fall under the different student-fine arts teacher ratio benchmark categories.



The 2022-23 State of the Arts in HISD report narrowed arts deserts down to **only 15 campuses** through the artlook® survey. This year and for each year on this graph, we only present data provided directly from HISD.

Arts Deserts from 2019–2024 in Houston ISD

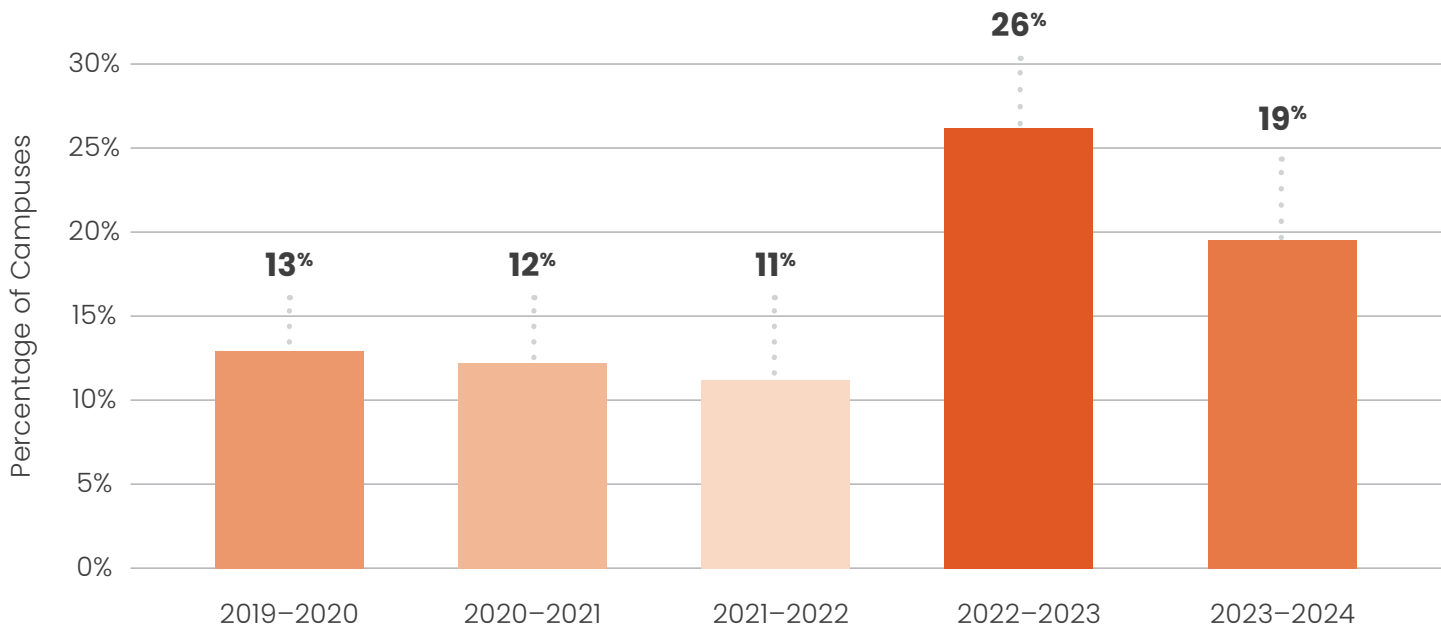


Figure 4. Arts Deserts from 2019–2024 in HISD. These are campuses that reported no fine arts teachers (or arts deserts). The horizontal axis displays the school year, while the vertical axis displays the percentage of HISD campuses.

Key Longitudinal Takeaways

- The number of arts deserts, or campuses that reported no fine arts teachers, decreased from **13% in 2019 to 11% in 2021–2022** but **increased to 26% in 2022–23** and fell to 19% in 2024.
- The percentage of schools in the Distinguished, Accomplished, and Proficient categories has stayed **relatively stable over the years**, though the percentage of schools in the **Distinguished category increased to 18% in 2024 from 7% in 2021**.
- The number of schools in the **Improvement Needed category has decreased annually since 2021, from 44% of schools in the district down to 30% of schools in the district**. However, it is important to consider that there is a decreasing number of students in the district, as the **number of students in HISD decreased from around 194,600 students in 2019–20 to about 184,100 students in 2023–24**. As the total number of students represents one side of the ratio, if the number of students on a campus decreases but the number of fine arts teachers remain the same, the student-fine arts teacher ratio decreases.
- **About 62% of HISD schools needed more fine arts teachers on campuses** to meet the Proficient student-fine arts teacher ratio benchmark.

Key 2023–2024 Takeaways

- In 2023–24, **19% of HISD schools** did not report any fine arts teachers.
- **Around 30% of schools are categorized as Improvement Needed** regarding their student-fine arts teacher ratio.
- **In 2023–24**, 18% of HISD schools were classified as Distinguished, 11% were Accomplished, 9% were Proficient, and 13% were Developing.



Careers in the Arts Catalyst Program interns attend tour at the University of Houston

2023-2024 Student-Fine Arts Teacher Ratio in Houston ISD

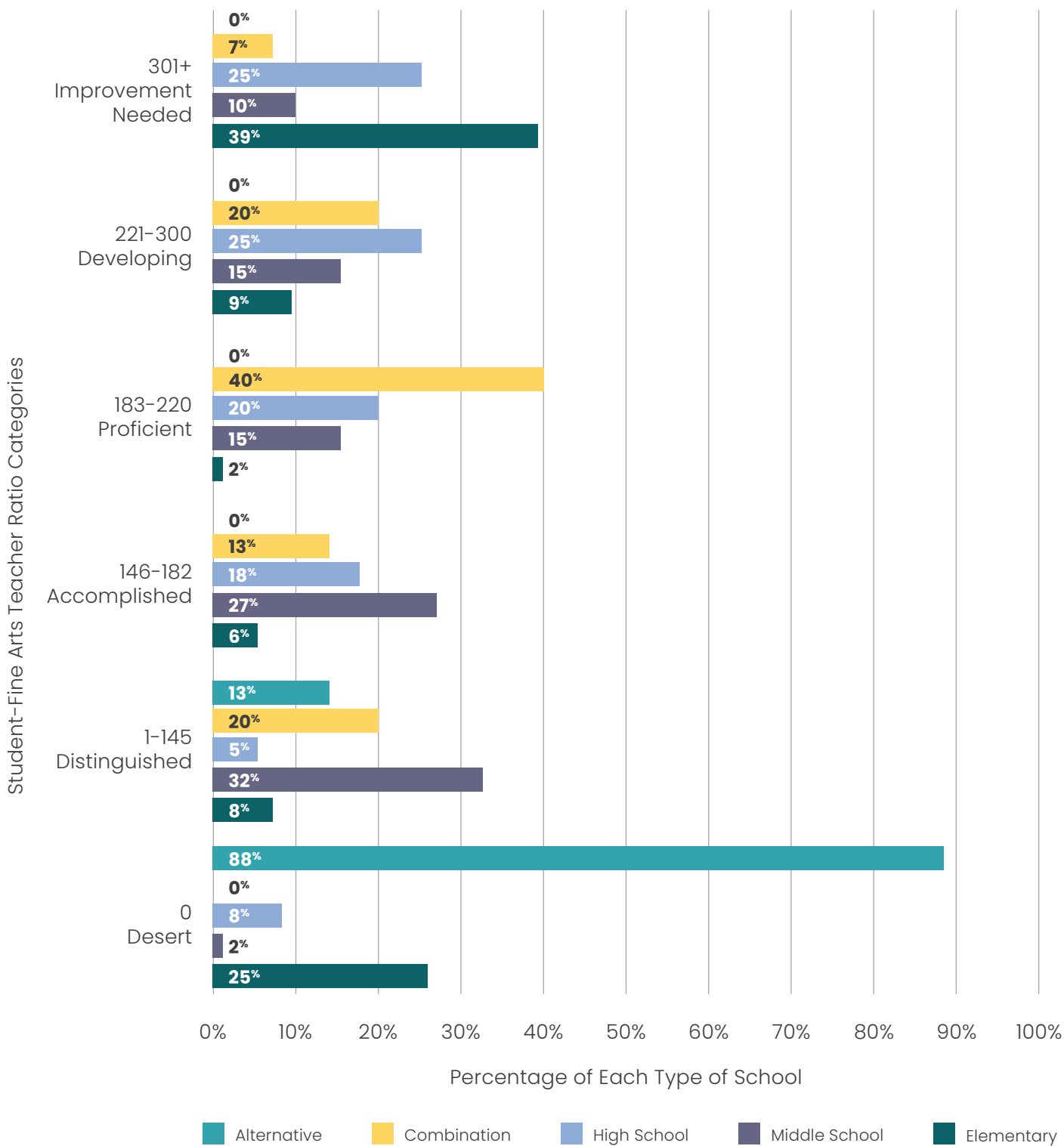


Figure 5. Student-Fine Arts Teacher Ratio in 2023-24 in HISD. The horizontal axis displays the percentage of each type of school (Alternative, Combination, High School, Middle School, Elementary School), while the vertical axis displays the categories of student-fine arts teacher ratio benchmarks.

Key 2023–2024 Takeaways

- **88% of alternative programs reported no fine arts teacher in 2023–24**, which is consistent with findings in 2022–23. **Approximately 25% of elementary schools, 2% of middle schools, and 8% of high schools reported no fine arts teachers in 2023–24.**
- **Approximately half of middle schools** met the Distinguished or Accomplished student-fine arts ratio benchmarks.
- **About 73% of elementary schools and 58% of high schools** did not meet Proficient student-fine arts teacher ratio benchmarks, while **only 27% of middle schools** did not meet Proficient student-fine arts teacher ratio benchmarks.

FotoFest Inc. at Yates High School through the Arts Action Fund



Elementary Percent Access

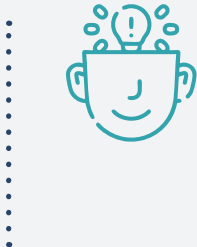
The percent access question asked what percentage of each campus' students have access to at least one fine arts course. This is different from student-fine arts teacher ratio in that it determines the percentage of students on a campus that actually received fine arts education.

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 the Texas Cultural Trust.



Arts Connect GOAL

100% of students on every elementary campus are enrolled in at least one fine arts course.



Arts Connect IDEAL

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.

Percent Access in Elementary Campuses in Houston ISD

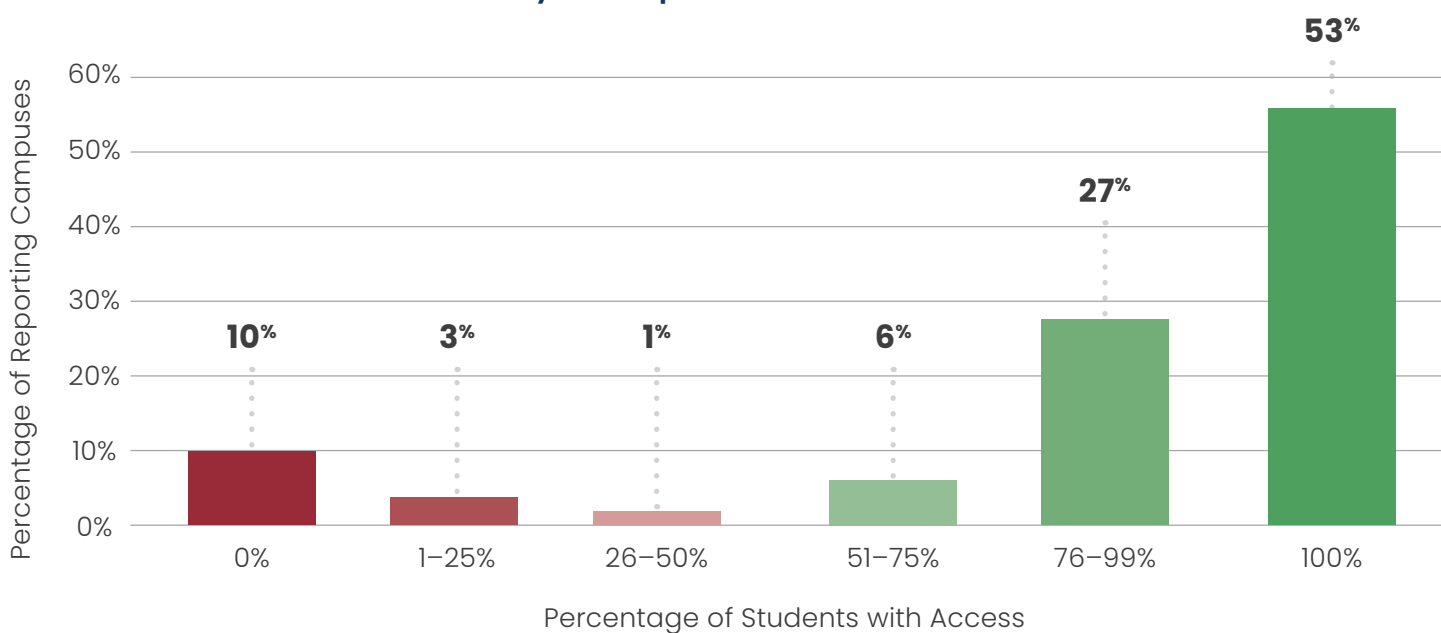


Figure 6. Percentage of Students with Access to Fine Arts on Elementary Campuses in HISD. The vertical axis displays the percentage of reporting campuses, while the horizontal axis displays the percentage of students on a campus with access to fine arts.

Key 2023–2024 Takeaways

- Most (80%) of reporting elementary campuses indicated that **over 75% of their students had access to fine arts courses**.
- About **10% of reporting elementary campuses** indicated that 0% of their students had access to a fine arts course.

Discipline and Depth

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 attractive to parents and prospective students, celebrates the full diversity of human expression, and increases access to various ways students can engage in social-emotional learning (SEL).

Separately from requirements to elementary schools, according to the Texas Administrative Code, Sections 74.1-74.3, students must complete at least one TEKS based fine arts course in secondary 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).

Arts training in all the disciplines improve students' academic performance and confidence.

Anonymous survey respondent



Arts Connect GOAL

Every campus meets the Texas Administrative Code requirements.



Arts Connect IDEAL

Every elementary and secondary campus will have all four TEKS fine arts areas, in addition to other areas not identified by TEKS, such as literary arts.

Percentage of Campuses Offering TEKS Disciplines in Houston ISD

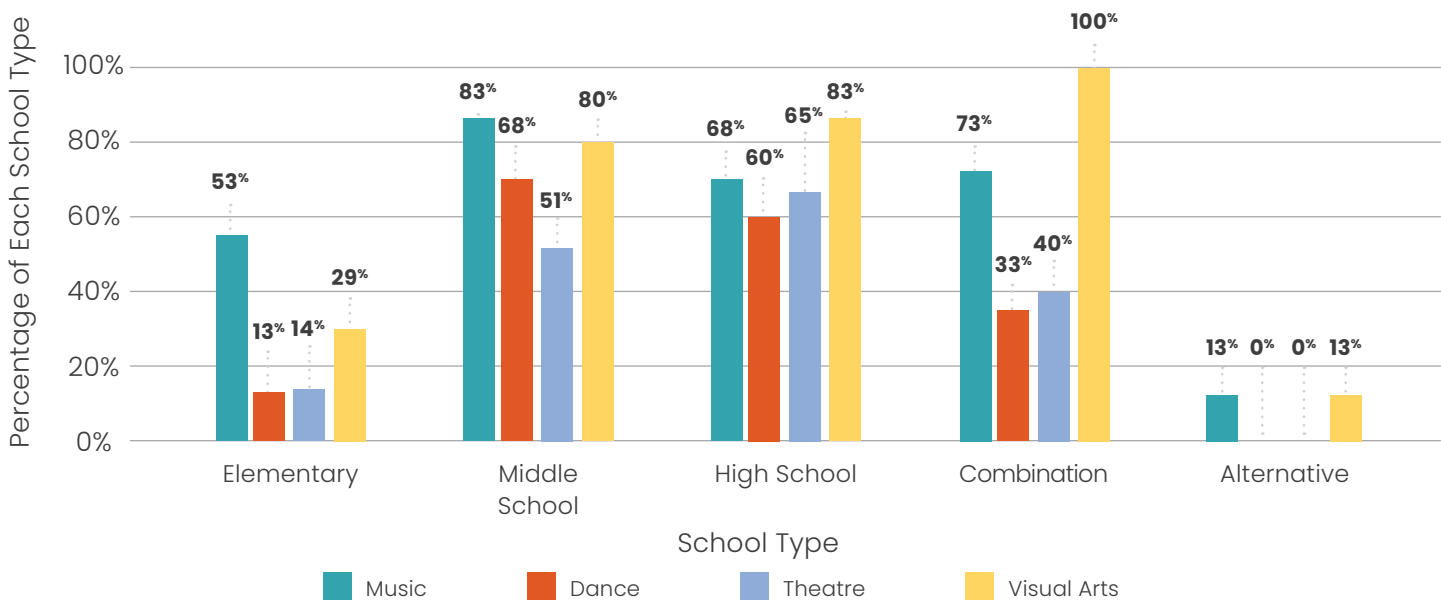


Figure 7. Percentage of Schools Offering TEKS Fine Arts Disciplines in HISD. The vertical axis displays the percentage of each school type, while the horizontal axis displays the school type. The fine arts disciplines are color coded. Percentages may exceed 100% since schools may offer more than one discipline.

Number of Fine Arts Disciplines Offered in Each School in Houston ISD

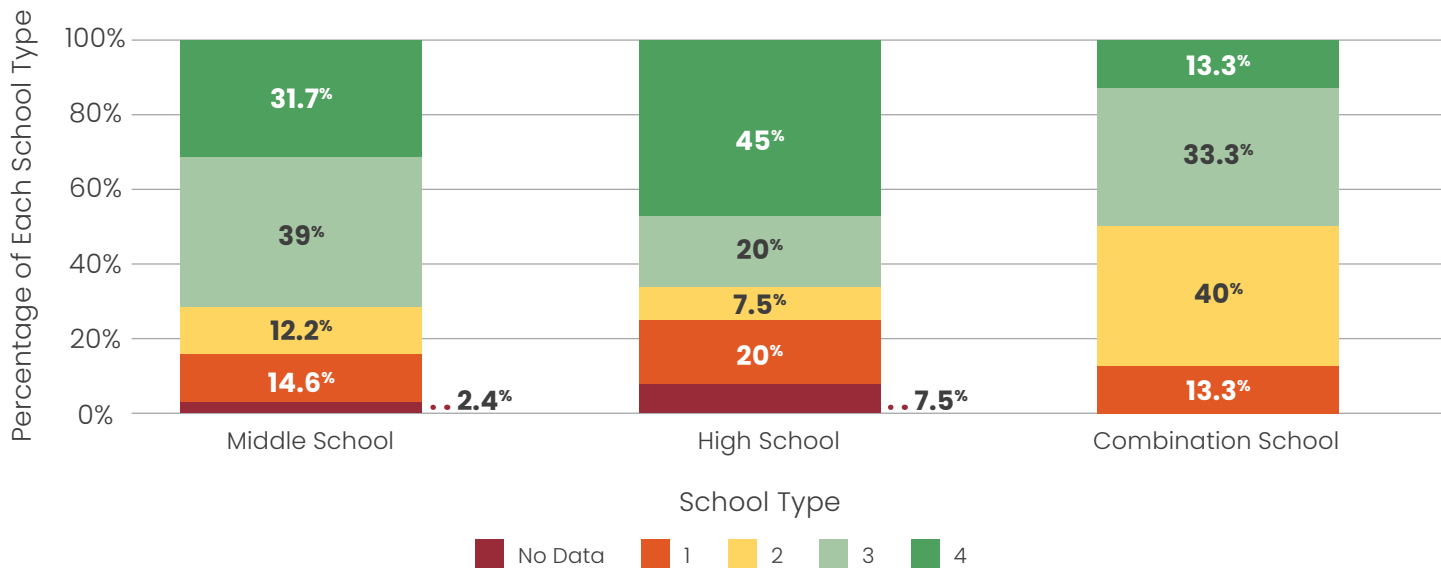


Figure 8. Number of TEKS Fine Arts Disciplines Offered in HISD Secondary Campuses. The vertical axis displays the percentage of each school type, while the horizontal axis displays the school type categories. The number of disciplines offered is color-coded.

Key 2023–2024 Takeaways

- In 2023–24, **dance and theatre were less commonly reported** as course offerings compared to music and visual arts for all school types.
- **About 73% of high schools** reported offering courses in at least two TEKS fine arts disciplines, while **20% only reported offering one**.
- **Approximately 87% of combination schools** offered at least two TEKS fine arts disciplines, while about **13% only reported offering one**.
- **Around 71% of middle schools** offered courses in at least three TEKS fine arts disciplines, and around **27% of middle schools offered courses in one or two**.
- **Most secondary schools met TEKS requirements for offering courses** in various fine arts disciplines, yet **20% of high schools and 27% of middle schools reported offering fewer than the TEKS requirements**.

Quality

Beyond basic access, the following quality indicators measure 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, 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.



Art League Houston at Ed White Elementary School through the Arts Action Fund

Arts Learning Standards

This report discusses three key arts learning standards. First and foremost, the TEA sets the state standards for what students should know and be able to do in all subject areas, including the arts. The Texas Education Code § 28.002 states that each school district that offers grades K-12 “shall offer an enrichment curriculum that includes fine arts.” However, TEA only requires dance as a fine art discipline for grades 6-12. Second, 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” and has, therefore, set for itself higher standards for fine arts education beyond state standards.¹³

Finally, National Core Arts Standards refers to the standards published by the National Coalition for Core Arts Standards (NCAS).¹⁴ NCAS is an alliance of national arts and arts education organizations dedicated to supporting and promoting sequential, standards-based arts education as part of a well-rounded curriculum that ensures artistic literacy for all students. The coalition formed in 2011 for the purpose of creating and supporting national arts standards. The National Core Arts Standards have been delivered to the field through a web-based platform, designed to allow flexible sorting and organizing to meet individual teacher and local district needs. We asked which of these standards were followed at the campus level.¹⁵



Arts Connect **GOAL**

At minimum, HISD campuses should meet the fine arts standards required by TEA, which is the minimum for compliance.



Arts Connect **IDEAL**

Ideally, all campuses should utilize district learning standards due to the higher standards identified by the HISD Fine Arts Department.¹⁶

¹³ According to the HISD Fine Arts Department [website](#) as of February 23, 2025.

¹⁴ To review the National Core Arts Standards, visit nationalartsstandards.org.

¹⁵ This question has had a low response rate over the years.

¹⁶ The HISD Fine Arts Department has defined these in the [HISD Arts-Rich Education for All Plan](#).

2018–2024 Arts Standards in Houston ISD

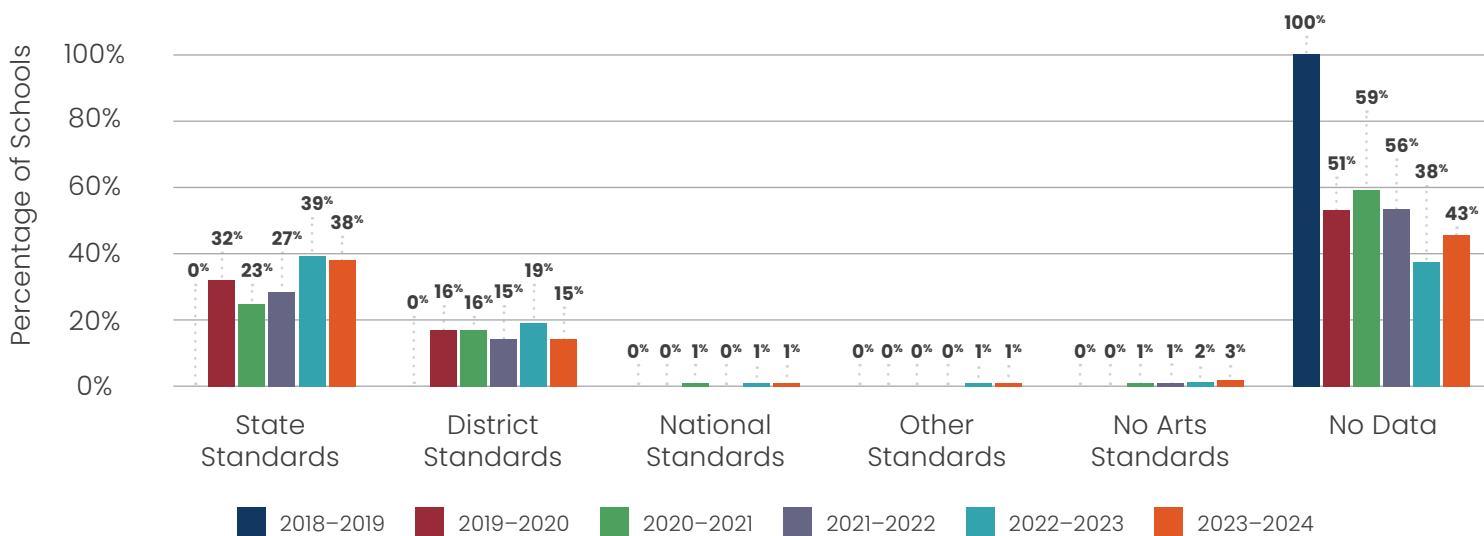


Figure 9. 2018–2024 Arts Learning Standards in HISD. The vertical axis displays the percentage of schools in the district, while the horizontal axis displays the categories of state, district, national core, other, or no fine arts standards. Years are color-coded.

Key Longitudinal Takeaways

- Over the years, schools typically reported that they either followed state or district standards, and schools most commonly responded that they followed state standards.

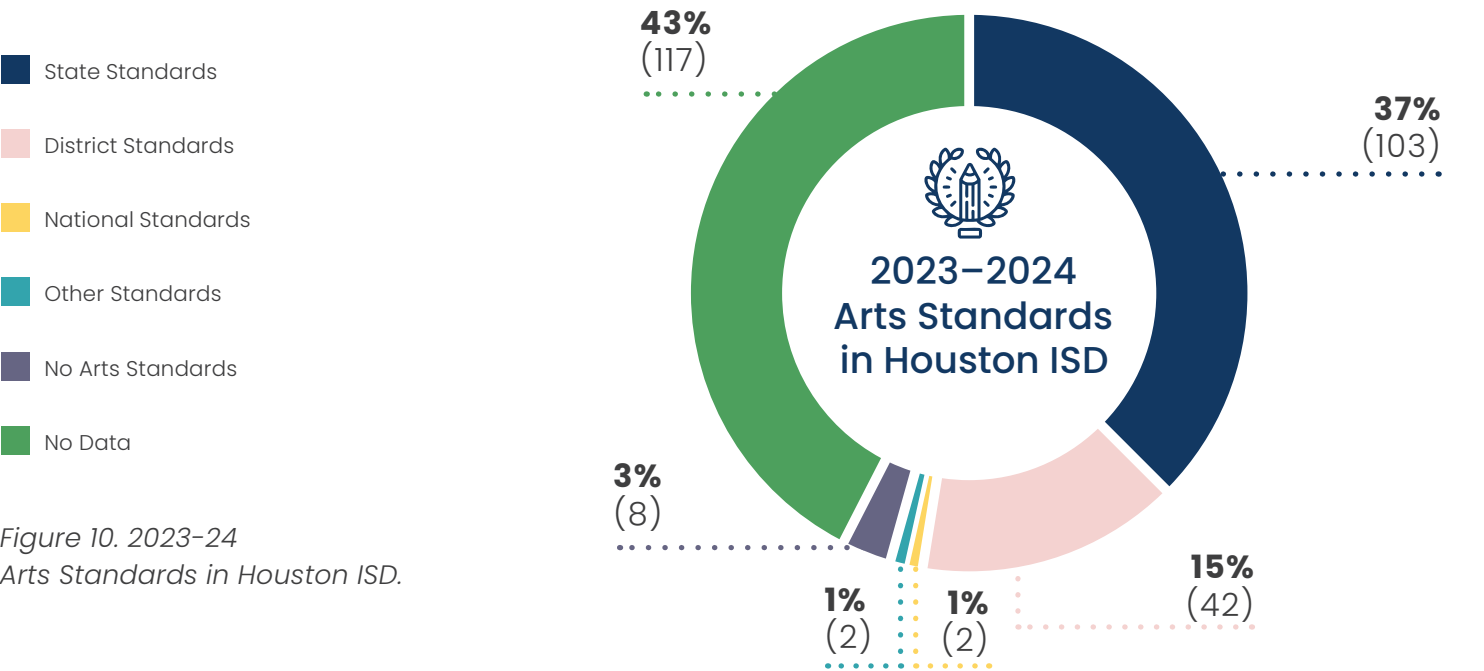


Figure 10. 2023–24 Arts Standards in Houston ISD.

Key 2023–2024 Takeaways

- In 2023–24, 38% of schools reported that they follow state standards, while 15% reported following the more stringent district standards. The remaining 43% did not report, and a small percentage (2%) reported following national standards or other standards. Only 2% reported that they followed no arts 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 toward making decisions and policies that prioritize the arts and their integration into various aspects of school life. In the artlook® survey, we asked if the arts are represented on the instructional team, the governance team via an arts representative, or in the school-wide strategic plan.¹⁷

It is important to note that a school’s demonstrated 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 display a higher level of investment than the arts being written into the strategic plan.



Arts Connect GOAL

Arts are written into the strategic plan on every campus and there is at least one arts representative participating in school governance.



Arts Connect IDEAL

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.

2018–2024 Arts Inclusion in School Governance in Houston ISD

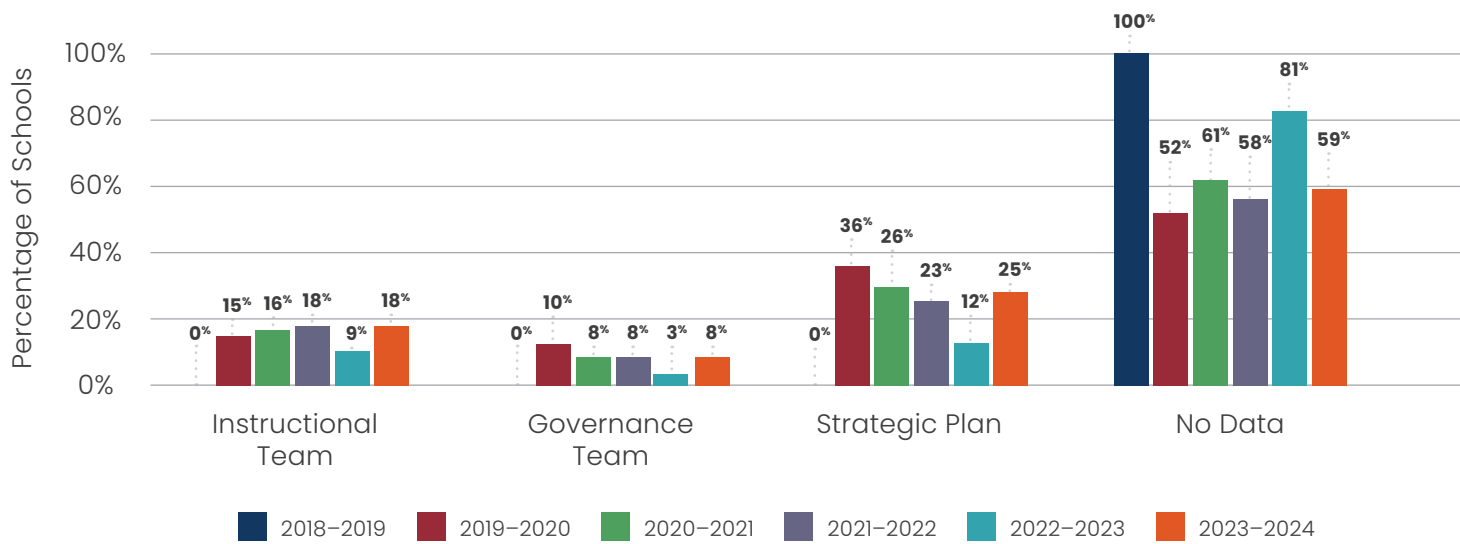


Figure 11. 2018–2024 HISD Arts Inclusion in School Governance. This displays the percentage of campuses that had fine arts representation on the instructional team, governance team, or in the strategic plan. Percentages may exceed 100% due to the ability to select multiple options.

¹⁷ This question has had a variable response rate over the years.

Key Longitudinal Takeaways

- Where schools did respond over the years, schools most frequently indicated that arts were included in their strategic plans, with **about 25% of schools reporting that the arts were included in their strategic plans in 2023–24.**
- These patterns remain relatively stable from 2018–2024.

2023–2024 Arts in School Governance in Houston ISD

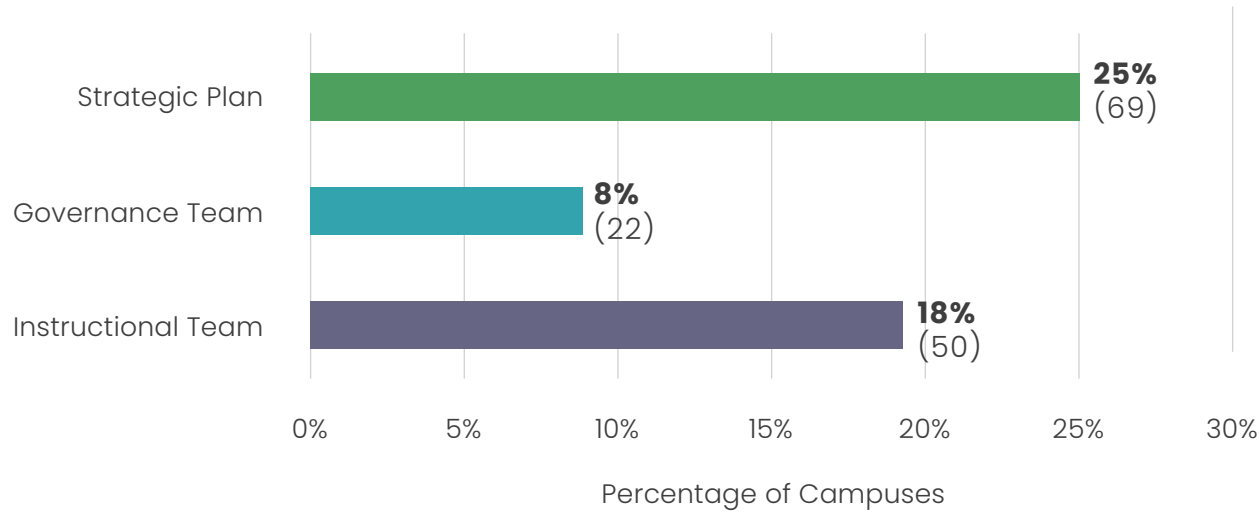


Figure 12. 2023–24 Arts in School Governance in HISD.

Key 2023–2024 Takeaways

- About 18% of schools indicated that the arts were included in their instructional team** in 2023–24, while **only 8% indicated that the arts were included in the governance team.**

Prelude Music Foundation at Farias Early Childhood Center through the Arts Action Fund



Professional Learning and Family/Community Engagement

Professional learning and family or community engagement opportunities are additional indicators that, taken together, demonstrate enrichment of fine arts education on campuses according to Arts Connect. These, like other metrics, are not required, but should be present on each campus to ensure a rounded, high quality fine arts education.

In the artlook® survey, 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 things such as attending performances, participating in school exhibits, volunteering, and engaging in various community events. This kind of engagement 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.

The students anticipate their classes with enthusiasm. They take pleasure in showcasing their talents to their parents, which fosters their confidence and enhances their communication abilities.

Anonymous survey respondent

Parents have long expressed that they chose our school for the balance of academics and fine arts. It is not uncommon for me to hear from students that fine arts are the best part of their day.

Anonymous survey respondent



Arts Connect GOAL

All campuses offer at least one family/ community engagement where students have the opportunity to demonstrate their arts education understanding and at least one family/ community engagement where parents or community members can be involved through volunteering or community events.



Arts Connect IDEAL

Ideally, all campuses will offer every type of family and community engagement.

Second, 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.



Arts Connect **GOAL**

Campuses offer opportunities in arts-specific professional development for both fine arts teachers and core content teachers.



Arts Connect **IDEAL**

Ideally, 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.

Houston Healthy Hip-Hop at J.P. Henderson Elementary School through the Arts Action Fund



Family and Community Engagements by Type

2018–2024 Family and Community Engagement Opportunities in Houston ISD

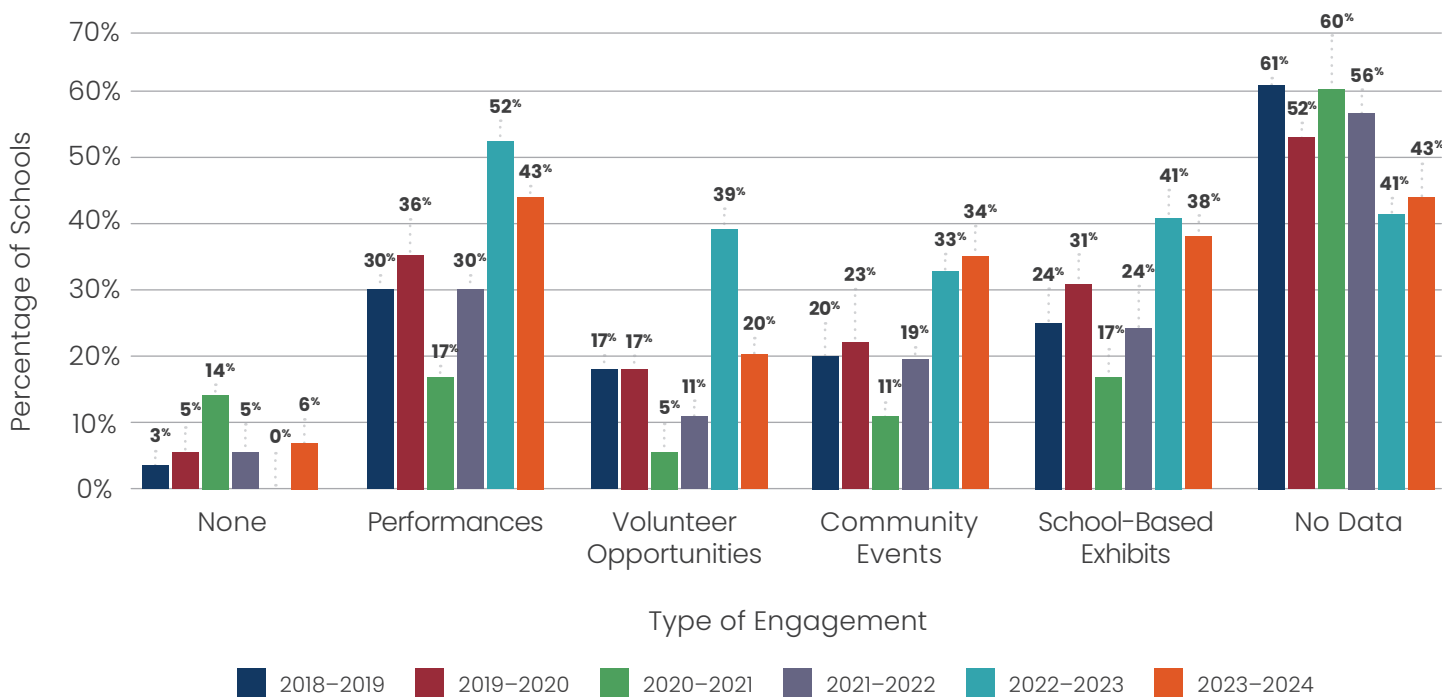


Figure 13. Family and Community Engagements by Type from 2018–2024 in HISD. This displays the percentage of campuses offering community events, performances, school-based exhibits, and volunteer opportunities. The vertical axis displays the percentage of schools, while the horizontal axis displays the type of engagement. The years are color-coded.

Key Longitudinal Takeaways

- The response rate for this question has improved in recent years.
- Noticeably, **there was a higher percentage of schools indicating they had no family or community engagements during 2020–21**. This decrease in activity is likely due to the impact of COVID-19.
- **There was a marked increase in schools indicating they had volunteer opportunities in 2022–23** compared to other years.
- **In every year but 2020–21**, a higher percentage of schools indicated that they offered performances compared to other types of family and community engagements.



Alley Theatre at Deady Middle School through the Arts Action Fund

2023–2024 Family and Community Engagement Opportunities in Houston ISD

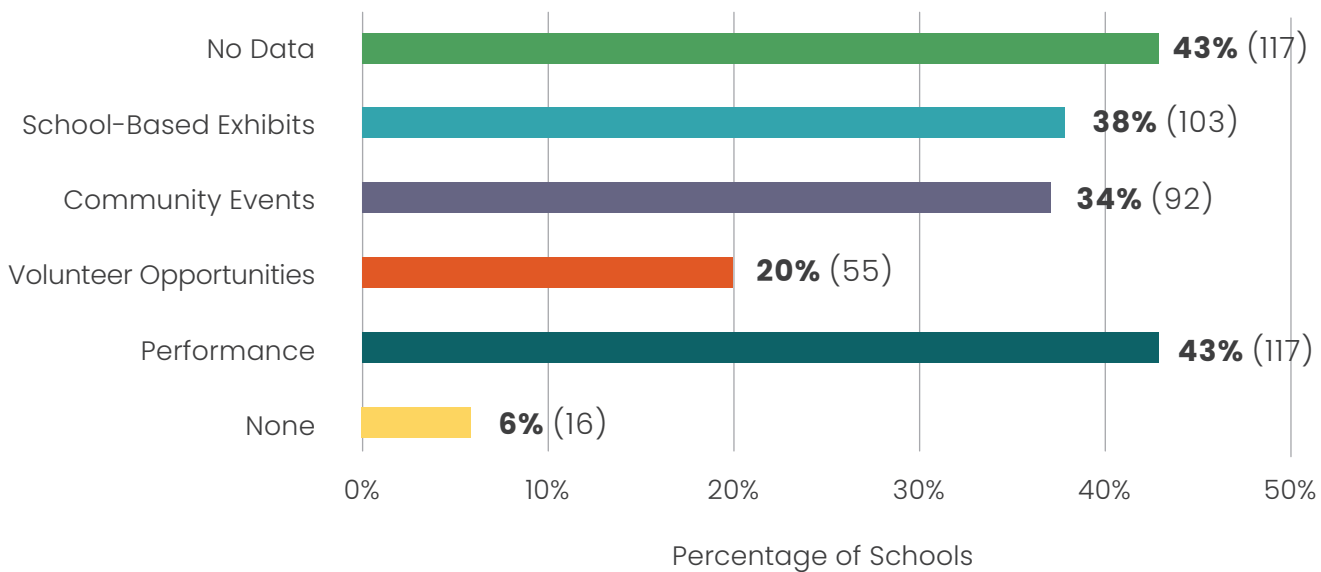


Figure 14. 2023–24 Family and Community Engagement Offerings in HISD.

Key 2023–2024 Takeaways

- In 2023–24, 43% of schools indicated that they offered performances, followed by 38% of schools offering school-based exhibits, 34% offering community events, 20% offering volunteer opportunities, and 6% reporting that they offered none.

2018–2024 Art-Specific Professional Development in Houston ISD

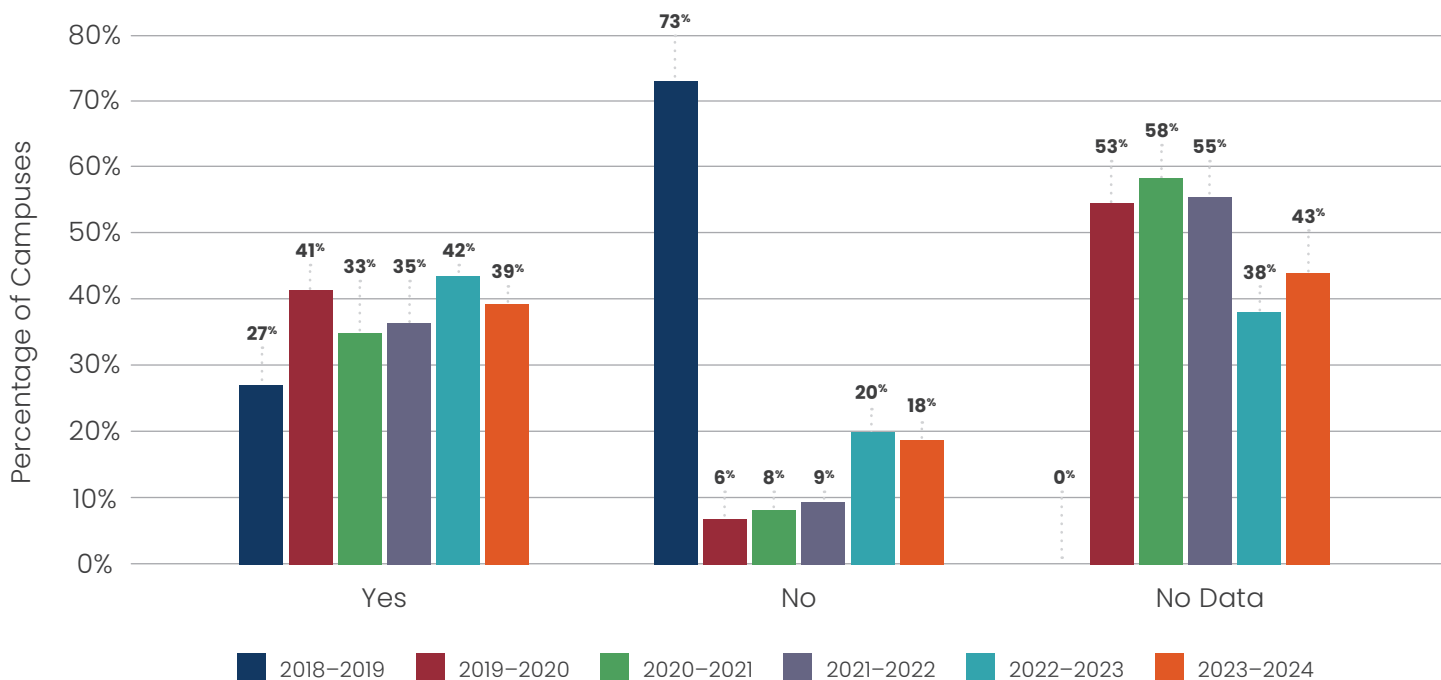


Figure 15. Arts-Related Professional Development Offered in HISD 2018–2024. The vertical axis displays the percentage of schools in the district, while the horizontal axis displays the different response options. The years are color-coded.

Key Longitudinal Takeaways

- The percentage of campuses reporting that they offered arts-specific professional development has **increased from 27% in 2018 to 39% in 2024**.

2023–2024 Arts-Specific Professional Development in Houston ISD

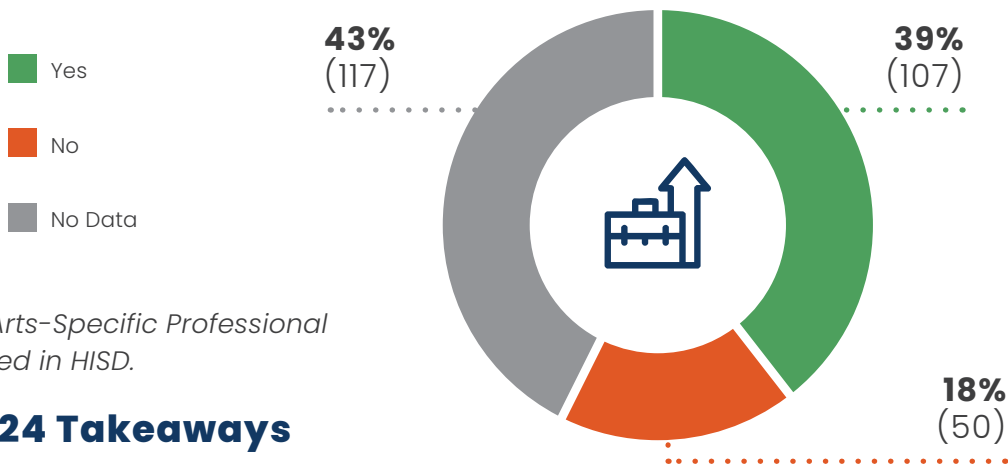


Figure 16. 2023–24 Arts-Specific Professional Development Offered in HISD.

Key 2023–2024 Takeaways

- In 2023–24, **39% of HISD schools reported** that they offered arts-specific professional development, while 18% reported that they did not offer this type of professional development.

Arts Organizations and Partnerships

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.

The HISD Arts-Rich Education for All Plan specifically uses “Success through Collective Impact” as a guiding principle and identifies arts organizations as a key constituent in an Arts-Rich Ecosystem. Therefore, HISD has asserted that arts experiences in the community are part of the foundation of an arts-rich education for all of its students.

We asked how many partnerships a campus had with arts organizations.¹⁸ Partnerships are collaborations between a campus and an arts organization that provide arts experiences to students and can include a wide variety of program offerings. Partnerships with arts organizations in the community are important to complement and enhance quality arts education on campuses.

Exposure to fine arts at a young age can cultivate a lifelong appreciation for the arts, encouraging students to attend performances, visit museums, or even pursue artistic hobbies as adults.

Anonymous survey respondent



Arts Connect GOAL

While not required, at minimum, Arts Connect identifies that campuses should have at least one partnership in alignment with the HISD Arts-Rich Education for All Plan.



Arts Connect IDEAL

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, 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 that provides in-school instruction outlined by the TEA.

¹⁸ Please note that these numbers can be reported by both campuses and/or arts organizations in 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.

Types of Partnerships



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*).

Partnership and Resource Requests

2018–2024 Partnership Program Requests in Houston ISD

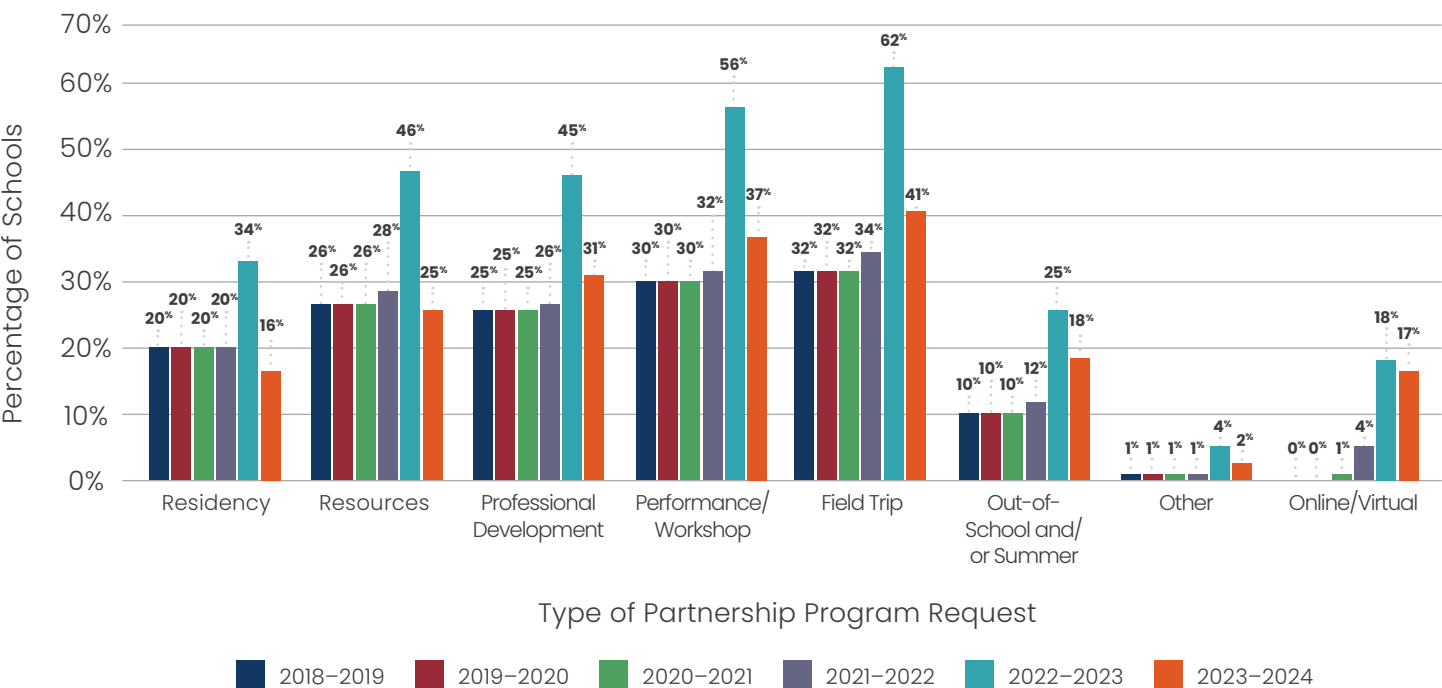


Figure 17. Campus Requests for Specific Partnership Types in HISD 2018–2024. The vertical axis displays the percentage of schools, while the horizontal axis demonstrates the type of partnership program request. Years are color-coded.

Key Longitudinal Takeaways

- **In 2022–23**, there was markedly higher engagement with this question, so there were noticeably higher numbers of campuses requesting partnership programs during that year.
- **Since 2018**, field trips and performances/workshops were most commonly requested by schools as programs from arts partners as compared to online/virtual programs, summer programs, resources, professional development, or residencies.



Community Artists' Collective at Young Women's College Preparatory Academy through the Arts Action Fund



FotoFest's Literacy Through Photography program and view the Looking Up Project through the Arts Action Fund

2023–2024 Partnership Requests in Houston ISD

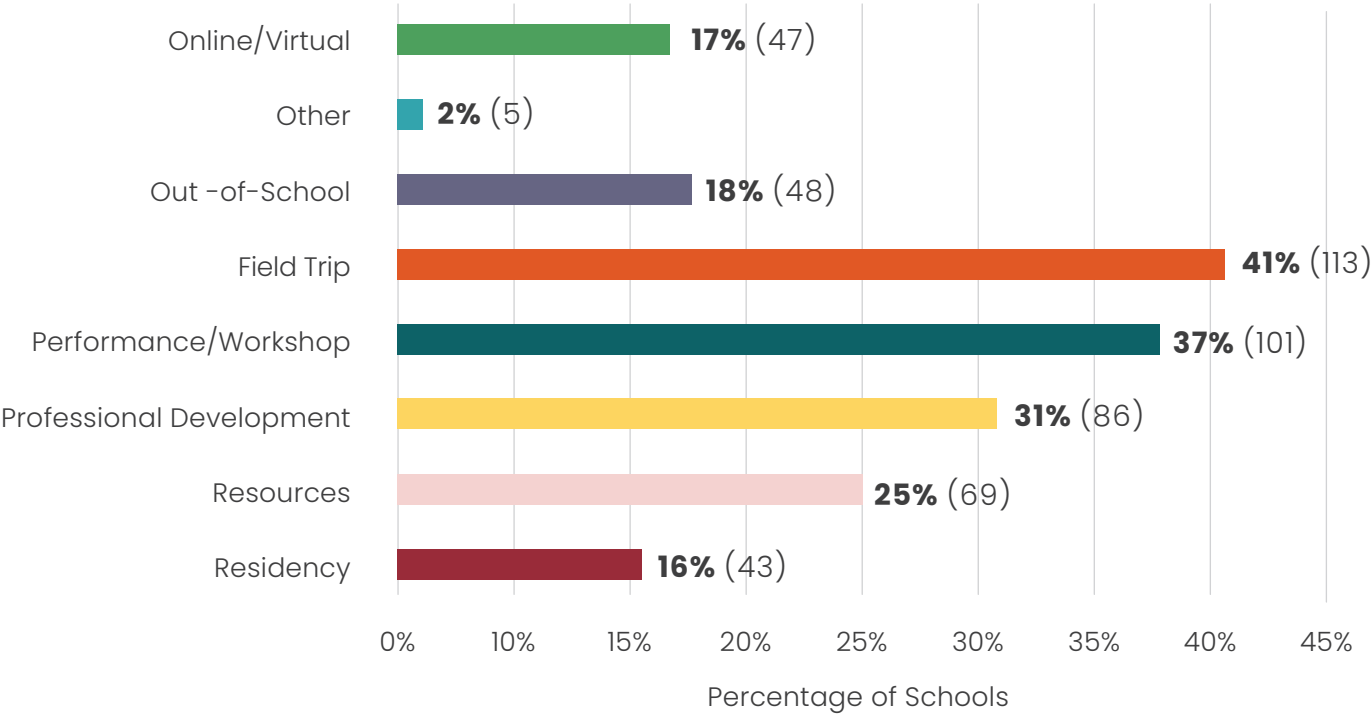


Figure 18. 2023–24 Partnership Program Requests in HISD.

Key 2023–2024 Takeaways

- In **2023–24, 41% of schools requested field trips** as a partnership program request, followed by 37% requesting performances or workshops.

Resource Requests by Type in Houston ISD

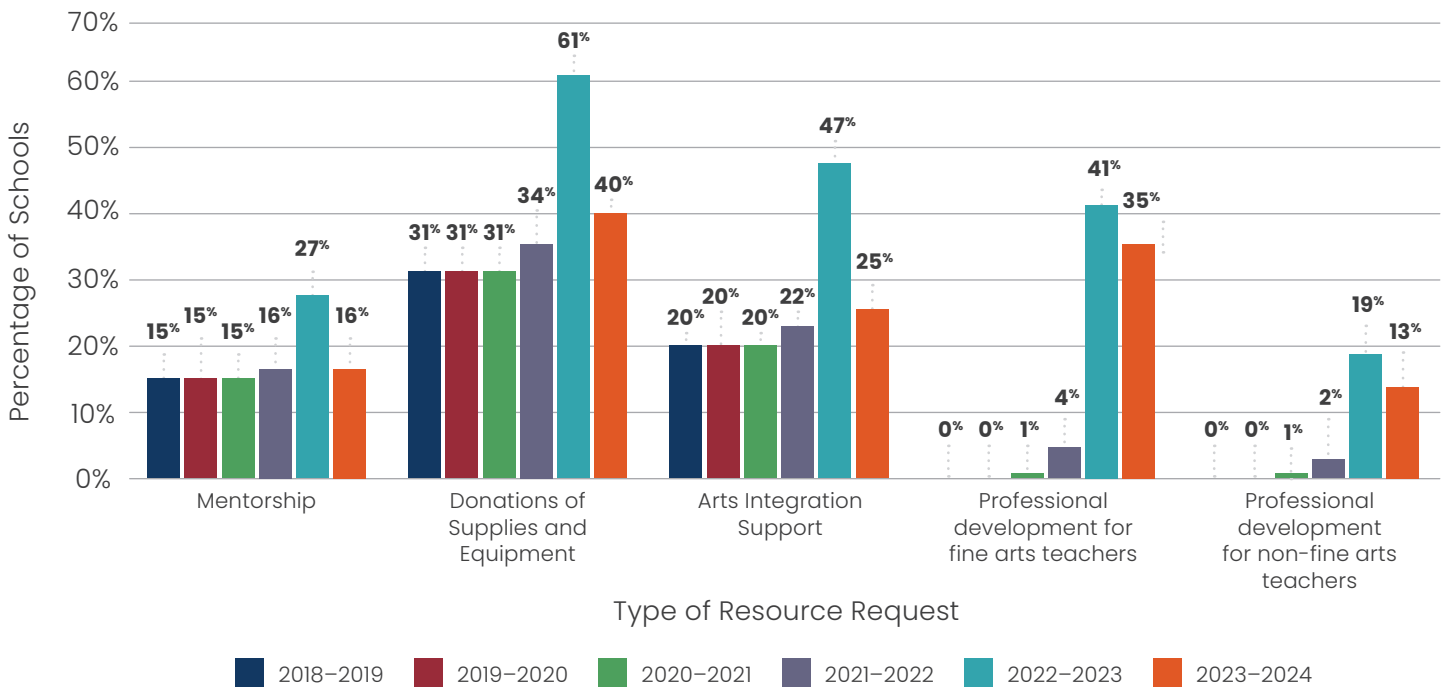


Figure 19. Resource Campus Requests by Type in HISD 2018-2024. The vertical axis displays the percentage of schools indicating the request, while the horizontal axis displays the type of resource request. Years are color-coded.

Key Longitudinal Takeaways

- **Donation of supplies and equipment has been the most common resource request** over the years, followed by arts integration support. Requests for professional development have drastically increased in the past two years.



While Arts Connect does not address all of these requests, it is important to note the kind of requests that schools typically make.

Mercury Chamber Orchestra at Valley West Elementary through the Arts Action Fund



2023–2024 Resource Requests by Type in Houston ISD

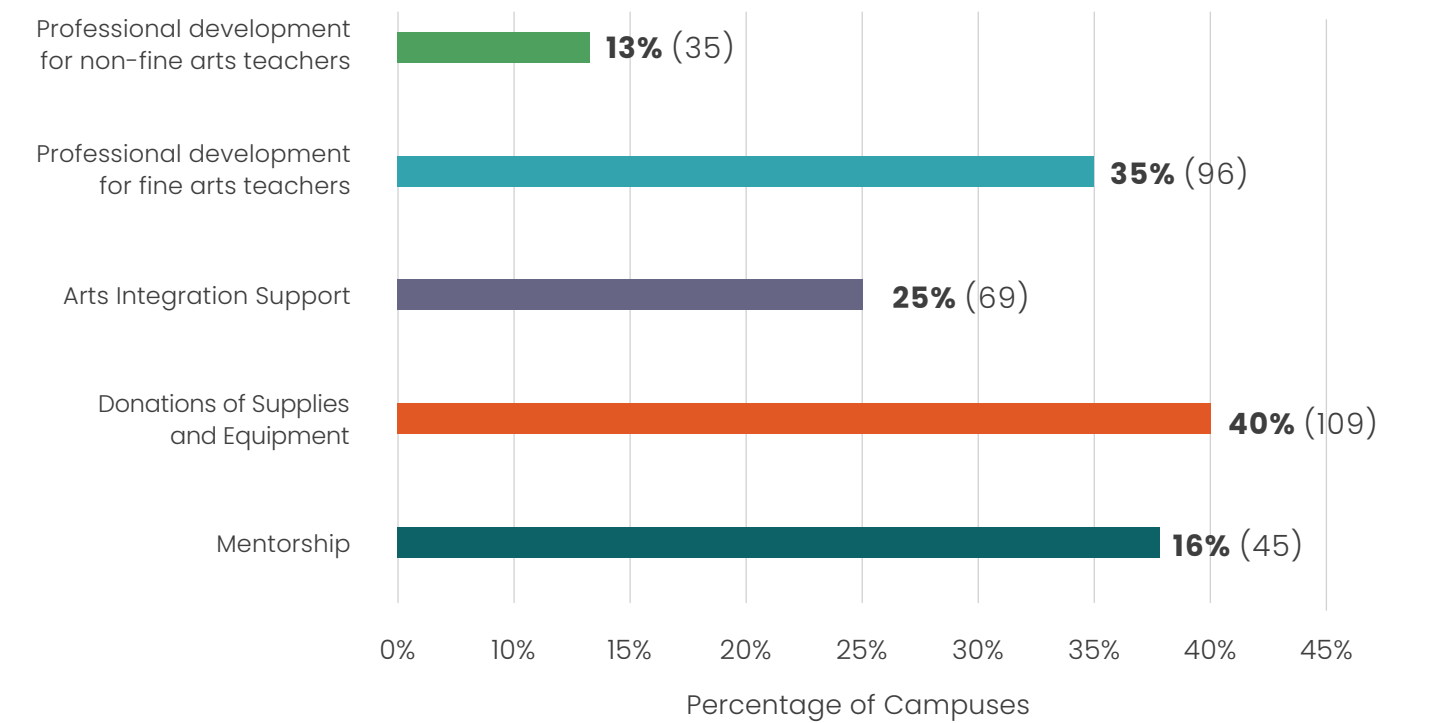


Figure 20. 2023–24 Resource Requests Requests in HISD.

Key 2023–2024 Takeaways

- In 2023–24, **40% of schools requested donations of supplies and equipment**, followed by 35% requesting professional development for fine arts teachers, 25% requesting arts integration support, 16% requesting mentorship, and 13% requesting professional development for non-fine arts teachers.

Asia Society Texas Center at Mandarin Immersion Magnet through the Arts Action Fund





Careers in the Arts Catalyst Program interns listen to guest speaker Emanuele “Outspoken” Bean

Partnership Reach

2018–2024 Campus Partnerships in Houston ISD

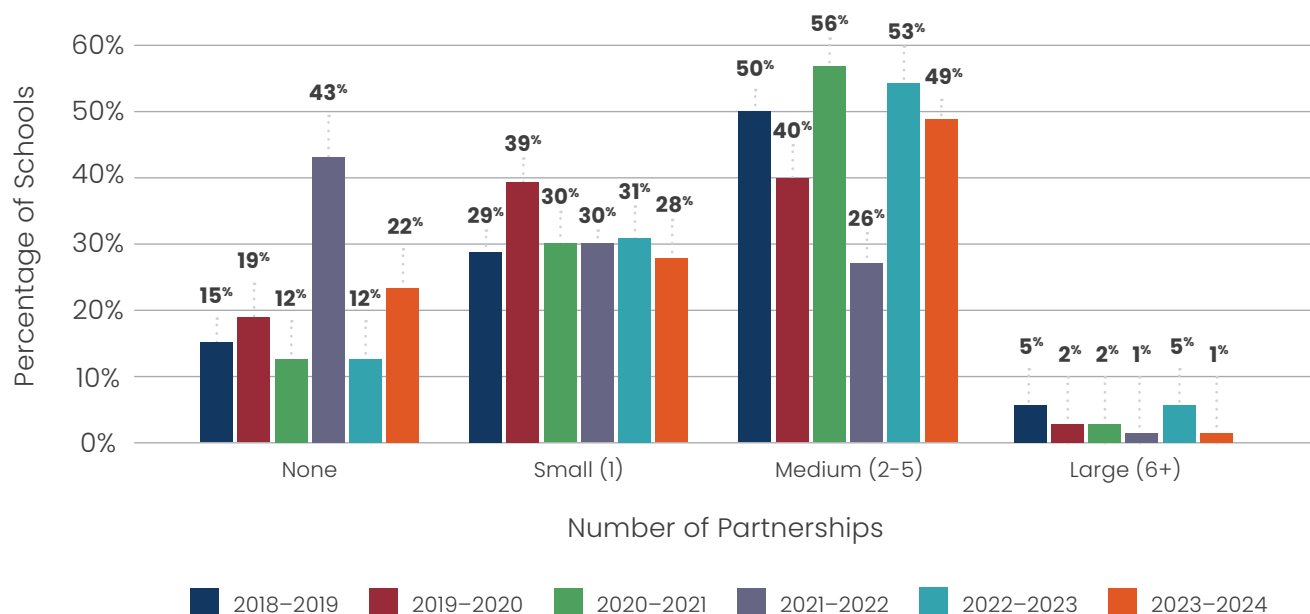


Figure 21. Number of Partnerships in HISD 2018–2024. This displays the number of campuses with no partnerships with an arts organization, only one partnership, 2–5 partnerships, and 6 or more partnerships. The vertical axis shows the percentage of schools, while the horizontal axis shows the number of partnerships. Years are color-coded.

Key Longitudinal Takeaways

- There was a **significant increase in schools that reported no partnerships in 2021–22.**
- The percentage of schools reporting that they had no partnerships **has slightly increased from 15% in 2018 to 22% in 2024.**



Houston Healthy Hip-Hop at J.P. Henderson Elementary School through the Arts Action Fund

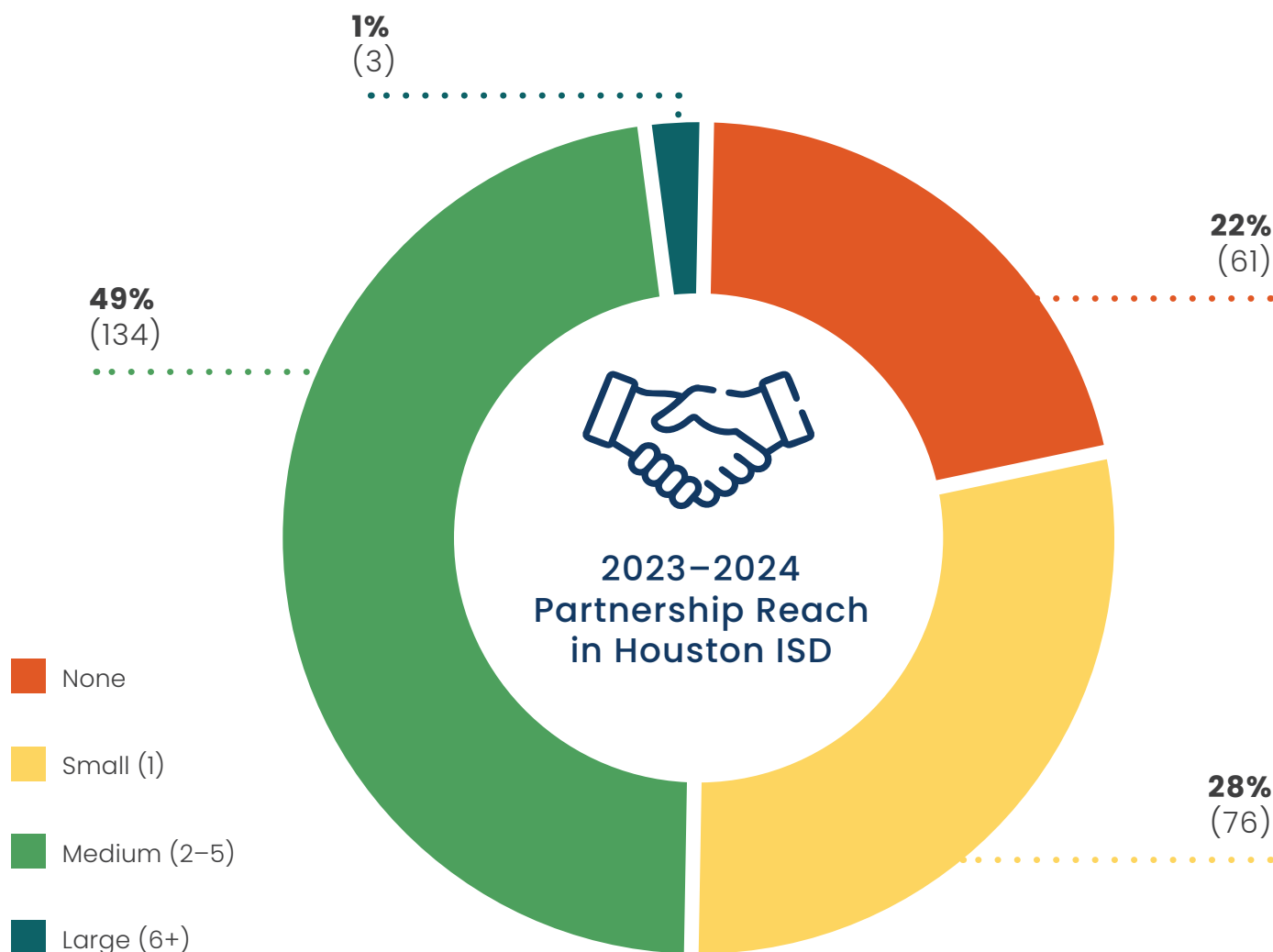


Figure 22. 2023-24 Number of Partnerships in HISD.

Key 2023-2024 Takeaways

- In 2023-24, **about 22% of schools reported no partnerships**, while 28% reported at least one partnership, and 49% reported a medium number of partnerships.

Program Types

Partnerships by Program Type in Houston ISD

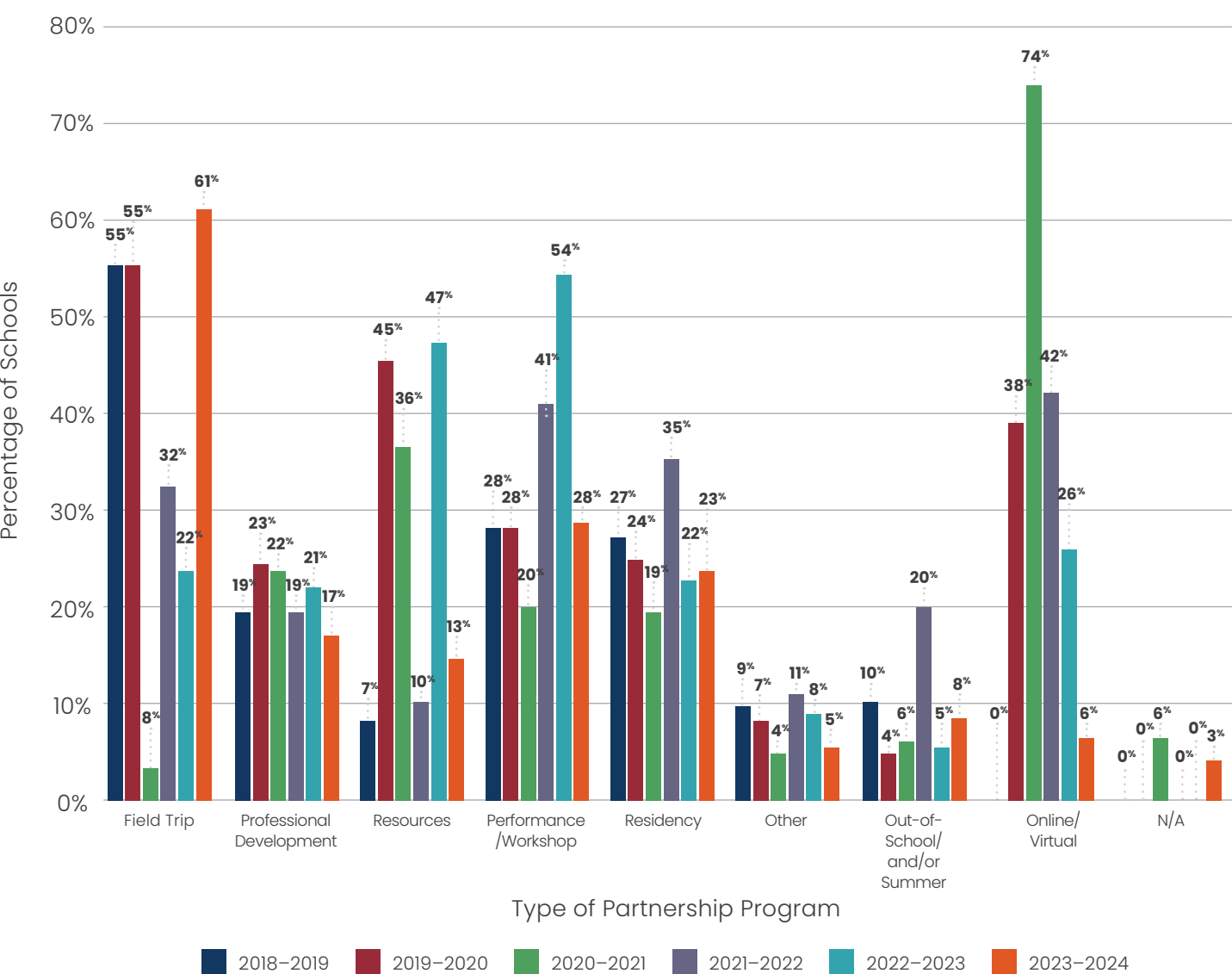


Figure 23. Partnership Programs by Type in HISD 2018-2024. This displays the number of programs that are performances/workshops, resources, residencies, field trips, professional development, other, online/virtual, and out-of-school/summer programs. The vertical axis displays the percentage of partnerships, while the horizontal axis displays the type of partnership program. Years are color-coded.

Key Longitudinal Takeaways

- There was a significantly higher percentage of schools (74%) that reported **online or virtual partnership programs during 2020-21**. Similarly, there was a drastic decrease in reports of field trips.

2023–2024 Partnership Program by Type in Houston ISD

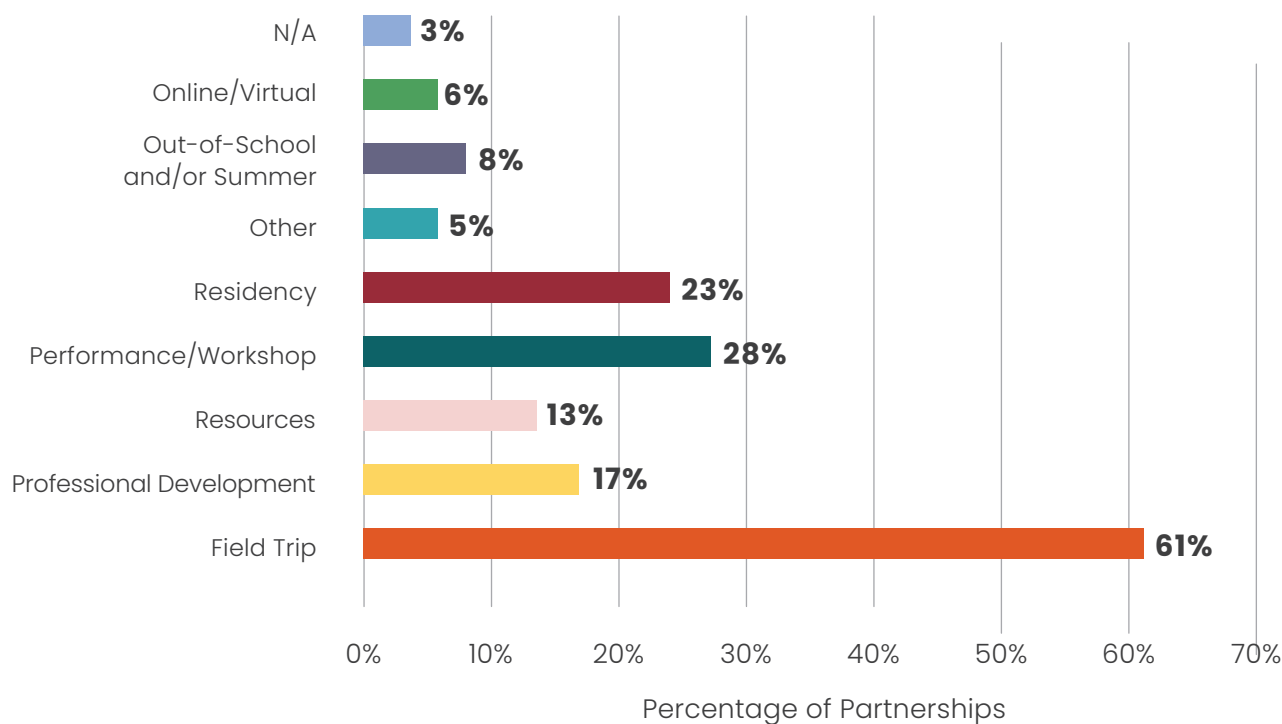


Figure 24. 2023–24 Partnership Programs by Type in HISD.

Key 2023–2024 Takeaways

- **In 2023–24, field trips were the most commonly reported partnership** (61%) compared to other types of partnerships. This finding aligns with the finding earlier in this report that field trips were commonly requested programs by schools in 2023–24.

Prelude Music Foundation at Mistral Early Childhood Center through the Arts Action Fund



Conclusion

The 2022-23 State of the Arts in HISD Baseline Report served as the first report for understanding fine arts education access, and this 2023-24 State of the Arts report aims to present data that has been collected since the launch of artlook® in Houston, including the 2023-24 school year.

The data tells the story of a district recovering from the impact of COVID-19. The district saw drastic decreases in student enrollment, and in 2020-21, a noticeably higher percentage of schools reported that they did not offer any family and community engagements. Similarly, in 2020-21, online and virtual partnership programs were the most commonly reported type of partnership program.

While the district has undergone tremendous change, the Fine Arts Department was a consistent source of support for students and fine arts teachers. The noticeably higher number of online and virtual partnership programs during COVID-19 highlights the adaptability of the Fine Arts Department and arts organizations to provide meaningful arts experiences for their students during a time of immense uncertainty.

The data also highlights the impact of the creation of the Fine Arts Department. Since the start of collection of data after the implementation of the Fine Arts Department, arts deserts have been low and decreasing in number since 2019 despite the challenges of COVID-19. The percentage of schools that were categorized as “Improvement Needed” in student-fine arts teacher ratio has decreased from 44% to 30% in 2023-24. However, this decrease should be interpreted with caution, as student enrollment has declined since COVID-19.

While the district has started to recover from COVID-19, in 2023, the TEA replaced the district school board with nine appointees. The new school board named a new superintendent. For the 2023-24 school year, the district went without a dedicated Fine Arts Department Director. The impacts of the HISD administration change have yet to be fully seen, but the 2023-24 data shows that there was an increase from 2021-22 in schools without fine arts teachers and a slight increase in schools that reported no partnerships with arts organizations. However, some indicators are continuing to move in a positive direction; the percentage of campuses offering professional development opportunities has increased from 27% in 2018-19 to 39% in 2023-24, and roughly half (49%) of HISD campuses reported a medium (2-5) number of partnerships.

Arts Connect and HISD have a shared commitment to ensuring equitable access to fine arts education for our students. We look forward to our continued partnership with the district as we continue to determine recommendations and next steps to make sure that all of our students have access to a robust fine arts education, including fine arts teachers in various disciplines, opportunities beyond in-school instruction, a wealth of partnerships with the Houston arts community, and strong fine arts data collection that tracks these indicators.



Careers in the Arts Catalyst Program interns attend tour at the University of Houston



Arts Connect Recommendations and Next Steps

Staffing

For the student-fine arts teacher ratio, Arts Connect identifies that all HISD campuses meet a student-fine arts teacher ratio of 220:1. This ratio is classified as “Proficient” according to the Texas Cultural Trust. In order to meet this ratio, **ARTS CONNECT RECOMMENDS more certified fine arts teachers must be hired** and placed in 62% of campuses across HISD. Ideally, all HISD campuses should meet the 146–182 students per fine arts teacher ratio, which is considered “Accomplished” according to Texas Cultural Trust.

Elementary Percent Access

TEA requires that all elementary students be enrolled in at least one fine arts course. Arts Connect identifies a goal of 100% of students on every elementary campus enrolled in at least one fine arts course each school year to meet TEA compliance. **ARTS CONNECT RECOMMENDS** that HISD hire fine arts teachers on 25% of elementary campuses that do not have a fine arts teacher to reach compliance with TEA requirements. On campuses that already meet TEA compliance, **ARTS CONNECT RECOMMENDS increasing the frequency of fine arts courses offered on campuses** so that all students can have access to fine arts courses in K–5 education. 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.

Discipline and Depth

For grades 6–8, TEA requires students to complete at least one TEKS-based fine arts course.

About **2% of middle schools did not report a fine arts teacher on campus during the 2023–24 school year**, which limits students from completing this requirement. In order to support all middle school students in meeting this requirement, **ARTS CONNECT RECOMMENDS** that **sufficient staff in the fine arts** should be hired. For grades 9–12, students must have the opportunity to take courses from at least two of the four fine arts areas (art, music, theatre, and dance).

About **27.5% of high schools in the 2023–24 school year offered one or zero fine arts areas**. In order to meet this requirement, **ARTS CONNECT RECOMMENDS** that **these campuses hire fine arts teachers**. 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.



Arts Inclusion in School Governance

In order to ensure that arts are included in school governance, **ARTS CONNECT RECOMMENDS** that the **arts are written into the strategic plan on every campus and that at least one arts representative participates in school governance.** 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.

Family/Community Engagement

Arts Connect identifies a goal that all campuses offer at least one family/community engagement where students have the opportunity to demonstrate their arts education understanding and at least one family/community engagement where parents or community members can be involved through volunteering or community events.

Since Arts Connect does not have access to data points regarding every performance or community event, **ARTS CONNECT RECOMMENDS** that the **HISD Department of Fine Arts builds a system to collect data on family/community engagement events that are occurring.** Ideally, all campuses will offer every type of family and community engagement: performances, exhibits, performances, volunteer opportunities, community events, and more. In addition to every type, ideally every discipline will be represented. In the coming months, Arts Connect will explore collecting additional data regarding family/community engagement events.

Professional Learning

ARTS CONNECT RECOMMENDS that **campuses offer opportunities in arts-specific professional development for both fine arts teachers and core content teachers.**

Ideally, every campus provides their fine arts instructors multiple opportunities to participate in professional development specific to their discipline hosted by District Curriculum specialists in the Fine Arts Department. **ARTS CONNECT RECOMMENDS** that **as the district builds professional development opportunities, HISD should access our 100+ arts organization partners to harness their expertise** in providing professional development opportunities or supporting the Fine Arts Department in creating curriculum materials.

Partnership Reach

While not required, at minimum, Arts Connect identifies that campuses should have at least one partnership in alignment with the HISD Arts-Rich Education for All Plan.

ARTS CONNECT RECOMMENDS that **on the campuses where there are no reported partnerships in 2023–24 (about 22%), that these campuses strive to develop partnerships in future school years.**

Ideally, there are multiple partnerships across every discipline on every campus. Partnerships with arts organizations are essential for strengthening schools' ties to the community and for providing students with a wealth of opportunities to experience the arts. The artlook® platform presents a way for campuses to match with arts organizations to provide desired programs for their students. To increase the number of partnerships on a campus, artlook® can be used to match schools' needs with arts organization offerings.

Partnership Reach *(continued)*

If campuses do not have fine arts teachers, then campuses should bring in partners to provide a program type that fills gaps. Ideally, campuses offer robust opportunities in various program types that students have expressed interest in but are not accessible via a full-time fine arts teacher. **ARTS CONNECT CONTINUES TO RECOMMEND** that **campuses hire fine arts teachers, as fine arts teachers act as liaisons for arts organization partnerships** and ensure that partnerships are available for their students.

Finally, **ARTS CONNECT RECOMMENDS** that **HISD data continues to be collected, and that data continues to be shared between our organization and the district.** Arts Connect looks forward to a strong partnership with the HISD Fine Arts Department in which together, we increase access to arts education for all students in HISD.

Next Steps

Arts Connect will continue to collect data annually via the survey tool and from HISD, and we are currently building a Houston-specific benchmarking tool that we will use to analyze this data. Further, we will be working with the HISD Fine Arts Department to gather data on teacher certifications and to identify campuses with no partnerships to enhance our understanding of fine arts education quality. We are identifying patterns of inequitable fine arts education access over time and evaluating if they are correlated with socioeconomic factors.

Finally, Arts Connect will continue advocating for increased financial resources and support for fine arts education within HISD – increased hiring needs, more professional development, and more partnerships all require increasing budgets for these resources, and Arts Connect commits to supporting HISD by providing research, analysis, and advocacy tools to request these necessary increases.

Together, we will ensure more students have more access to arts education throughout their education.

Open Dance Project at Fonville Middle School through the Arts Action Fund



Acknowledgements



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Mid-America Arts Alliance

Marlana Doyle

Houston Contemporary Dance Company

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Community Artist's Collective

Rachel Hemphill Dickson

The Ensemble Theatre

Marjorie Joseph

Gibbous Phase

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Nicole Moore-Kriel

Good Reason Houston

Jacob Shideler

Theatre Under The Stars

Natalie Svacina

Houston Center for Contemporary Craft

Elissa Turner

Open Dance Project

Support

This 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.

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Main Street Theater at Codwell Elementary School through the Arts Action Fund

Glossary

- **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 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 HISD, 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 collectiveimpactforum.org/what-is-collective-impact.

- **Combination Schools**

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

- **Economically Disadvantaged**

HISD 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: houstonisd.org/Page/31871.

- **Family and Community Engagement**

All opportunities the campus had 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 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 casel.org/fundamentals-of-sel.

- **Student-Fine Arts Teacher Ratio**

The student-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 A

List of Schools and Survey Completion Status

HISD CAMPUS	STATUS	HISD CAMPUS	STATUS	HISD CAMPUS	STATUS	HISD CAMPUS	STATUS
Alcott ES	Complete	Bush ES	Complete	Emerson ES	Complete	Harris RP ES	Not Started
Almeda ES	Complete	Cage ES	Complete	Energized ECC	Not Started	Hartman MS	Complete
Anderson ES	Complete	Carnegie HS	Complete	Energized ES	Complete	Hartsfield ES	In Progress
Arabic Immersion	Complete	Carrillo ES	Complete	Energized For STEM Academy HS	Not Started	Harvard ES	Complete
Ashford ES	In Progress	Challenge EC HS	In Progress	Energized For STEM Academy MS	In Progress	HCC Lifeskills	Not Started
Askew ES	Complete	Chavez HS	Complete	Energized MS	Complete	Heights HS	Complete
Atherton ES	Complete	Chrysalis MS	Complete	Energy Inst HS	Complete	Helms ES	Complete
Attucks MS	In Progress	Clifton MS	Complete	Farias ECC	In Progress	Henderson JP ES	Complete
Austin HS	Complete	Codwell ES	In Progress	Field ES	Complete	Henderson NQ ES	Complete
Baker Montessori	Complete	Community Services	In Progress	Fleming MS	Complete	Henry MS	Complete
Barrick ES	Not Started	Condit ES	In Progress	Foerster ES	Complete	Herod ES	Not Started
Bastian ES	In Progress	Cook ES	Complete	Fondren ES	Complete	Herrera ES	Not Started
Baylor College MS	Complete	Coop ES	Not Started	Fondren MS	Not Started	High School Ahead Acad MS	Complete
BCM Biotech Acad at Rusk	Complete	Cornelius ES	In Progress	Fonville MS	In Progress	Highland Heights ES	In Progress
Bell ES	Complete	Crespo ES	Complete	Fonwood ECC	In Progress	Hilliard ES	Complete
Bellaire HS	Complete	Crockett ES	Complete	Forest Brook MS	Complete	Hines-Caldwell ES	In Progress
Bellfort ECC	Complete	Cullen MS	Complete	Foster ES	Not Started	Hobby ES	Not Started
Benavidez ES	Complete	Cunningham ES	Not Started	Franklin ES	Complete	Hogg MS	Complete
Benbrook ES	Complete	DAEP EL	Not Started	Frost ES	Not Started	Holland MS	Complete
Berry ES	Not Started	Daily ES	Not Started	Furr HS	Complete	Horn ES	Complete
Black MS	Complete	Davila ES	In Progress	Gallegos ES	In Progress	Houston MSTC HS	Complete
Blackshear ES	Complete	De Chaumes ES	Complete	Garcia ES	Complete	HSLJ	Complete
Bonham ES	Complete	Deady MS	Complete	Garden Oaks	Complete	Isaacs ES	Complete
Bonner ES	Not Started	DeAnda ES	Not Started	Garden Villas ES	Complete	Janowski ES	Not Started
Braeburn ES	Not Started	DeBakey HS	Complete	Golfcrest ES	In Progress	Jefferson ES	In Progress
Briargrove ES	Not Started	DeZavala ES	Complete	Gregg ES	Complete	JJAEP	Not Started
Briarmeadow	Complete	Dogan ES	In Progress	Gregory-Lincoln PK-8	Complete	Jones HS	Not Started
Briscoe ES	Complete	Durham ES	In Progress	Grissom ES	In Progress	Kashmere Gardens ES	In Progress
Brookline ES	Not Started	Durkee ES	Not Started	Gross ES	Complete	Kashmere HS	Complete
Browning ES	Complete	East EC HS	Complete	HAIS HS	Complete	Kelso ES	Complete
Bruce ES	Not Started	Eastwood Acad HS	Complete	Halpin ECC	Complete	Kennedy ES	Not Started
Burbank ES	In Progress	Edison MS	Complete	Hamilton MS	Complete	Ketelsen ES	Not Started
Burbank MS	Complete	Eliot ES	Complete	Harper DAEP	Complete	Key MS	Complete
Burnet ES	Not Started	Elmore ES	Not Started	Harris JR ES	Complete	Kinder HSPVA	In Progress
Burrus ES	Complete	Elrod ES	Complete			Kolter ES	Not Started

HISD CAMPUS	STATUS	HISD CAMPUS	STATUS	HISD CAMPUS	STATUS	HISD CAMPUS	STATUS
Lamar HS	Complete	Mitchell ES	Not Started	Rice School PK-8	In Progress	Thompson ES	In Progress
Lanier MS	Complete	MLK ECC	Not Started	River Oaks ES	Complete	Tijerina ES	Complete
Lantrip ES	In Progress	Montgomery ES	In Progress	Roberts ES	Complete	Tinsley ES	Complete
Las Americas MS	Complete	Moreno ES	Not Started	Robinson ES	Complete	Travis ES	Complete
Laurenzo ECC	Complete	Mount Carmel Acad HS	In Progress	Rodriguez ES	Complete	Twain ES	In Progress
Law ES	Complete	Navarro MS	Complete	Rogers T H	In Progress	Valley West ES	Complete
Lawson MS	In Progress	Neff ECC	Complete	Roosevelt ES	In Progress	Wainwright ES	Complete
Leland YMCPA	Complete	Neff ES	Complete	Ross ES	Not Started	Walnut Bend ES	Complete
Lewis ES	Complete	North Forest HS	Complete	Rucker ES	Complete	Waltrip HS	Not Started
Liberty HS	Complete	North Houston EC HS	Not Started	Sanchez ES	Not Started	Washington HS	Complete
Lockhart ES	Not Started	Northline ES	Not Started	Scarborough ES	Complete	Welch MS	Not Started
Long Acad	Complete	Northside HS	Complete	Scarborough HS	In Progress	Wesley ES	Not Started
Longfellow ES	Complete	Oak Forest ES	Not Started	School at St. George ES	Complete	West Briar MS	Complete
Looscan ES	Complete	Oates ES	Complete	Scroggins ES	Not Started	West University ES	In Progress
Love ES	Complete	Ortiz MS	Complete	Secondary DAEP	Not Started	Westbury HS	Complete
Lovett ES	Complete	Osborne ES	In Progress	Seguin ES	Not Started	Westside HS	Complete
Lyons ES	Complete	Paige ES	Complete	Shadowbriar ES	In Progress	Wharton K-8	In Progress
MacGregor ES	Complete	Park Place ES	Complete	Shadydale ES	Complete	Wheatley HS	In Progress
Mading ES	Not Started	Parker ES	In Progress	Sharpstown HS	In Progress	Whidby ES	In Progress
Madison HS	Complete	Patterson ES	Complete	Sharpstown Intl	Complete	White E ES	Complete
Mandarin Immersion Magnet	Complete	Peck ES	Not Started	Shearn ES	Complete	White M ES	Complete
Marshall ES	Complete	Pershing MS	Complete	Sherman ES	Complete	Whittier ES	Complete
Marshall MS	Not Started	Petersen ES	Complete	Sinclair ES	Not Started	Williams MS	Complete
Martinez C ES	Not Started	Pilgrim Acad	Complete	Smith ES	Complete	Windsor Village ES	Complete
Martinez R ES	Complete	Pin Oak MS	In Progress	SOAR Center	Not Started	Wisdom HS	Complete
McGowen ES	In Progress	Piney Point ES	Complete	South EC HS	Complete	Woodson	Complete
McNamara ES	Complete	Pleasantville ES	Complete	Southmayd ES	Complete	Worthing HS	Not Started
McReynolds MS	Complete	Poe ES	Complete	Sterling HS	Complete	Yates HS	Not Started
Memorial ES	Complete	Port Houston ES	Not Started	Stevens ES	Not Started	Young ES	Not Started
Meyerland MS	Complete	Pugh ES	Complete	Stevenson MS	Complete	YWCPA	Complete
Middle College HS - Fraga	Complete	R D S P D	Complete	Sugar Grove MS	Complete		
Middle College HS - Gulfton	Complete	Reagan Ed Ctr PK-8	Complete	Sutton ES	Complete		
Milby HS	Complete	Red ES	Not Started	Tanglewood MS	Complete		
Milne ES	Complete	Revere MS	Complete	TCAH	Not Started		
Mistral ECC	Complete	Reynolds ES	In Progress	Thomas MS	Not Started		



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