



## Annual Report Form 2014

Date: August 1, 2014

Site Name: Portland

### Vision Statement

We commit to an arts-literate culture in every school with rich, diverse arts learning experiences for every K-8 child, every day, in every community. We value opportunities for all children to create, to communicate, to think critically, to collaborate, and to learn to think in new ways. In our vision, arts education starts early and lasts a lifetime.

### Goals

1.	Every child engages in diverse arts experiences over the course of their education.
2.	Every school actively integrates the arts as an ongoing part of each child's learning.
3.	Every child develops in-depth understanding of and skills in at least one art form.
4.	Every community includes arts education as a valued component in systemic initiatives to close the achievement gap and benefit the lives of children.

(over)

Action Steps	Goal Area Addressed	Measurement of Success/ Numbers Served	Date(s) Action Step Occurred
Any given child in 30 schools will receive at least 1 arts experience.	1	13,564 students 502 classrooms 43 schools	Oct 2013 – May 2014
100 % of students in 112 elementary schools received sequential arts education from a certified specialist in at least one discipline	3	100 percent of students (45,856) in 111 elementary (some K-8) schools	Sep 2013 – June 2014
Students in 42 of 55 middle schools have access to sequential arts education from a certified specialist in at least one discipline (based on FTE)	3	19,583 students (91.2%) 50 schools (some K-8)	Sep 2013 – June 2014
280 <u>teachers, arts specialists and principals</u> will engage in at least 6 hours and as many as 30 hours of professional development in arts integration	2	161 classroom teachers 37 principals/asst principals 55 arts specialists	Oct 2013 – May 2014
150 <u>teaching artists</u> will engage in at least 6 hours and as many as 36 hours professional development in arts integration	1, 2	34 teaching artists	Oct 2013 – May 2014
49 schools will conduct an annual mapping system of school and arts organization services to ensure access across the arts to any given child.	1, 2, 3	20 schools	Jan – June 2014
Right Brain will revise program model during year to better support program sustainability.	1, 2	See notes in next section <sup>1</sup>	Jan – June 2014 (implement in 2014-15)
Align Right Brain with education initiatives in the region and state.	4	See notes in next section <sup>2</sup>	Sep 2013 – May 2014
Partnering with a local university on data collection	1, 2, 3	See notes in next section <sup>3</sup>	Dec 2013 – June 2014

Please tell us about any changes in arts education policies; or increases in funding, media attention, or staffing, as a result of your Any Given Child project.

<sup>1</sup> Consolidated program model to be implemented in 2014-15 will systematically build school capacity to integrate the arts school-wide with reduced external support resulting in an estimated \$65K annual savings to the program.

<sup>2</sup> Right Brain leadership included in Congressional STEAM Caucus events. Stronger connections to local STEM partnership meant increased private funding for Right Brain STEAM projects in 2014-15. In addition, RACC received one of 18 multi-year grants from the Oregon Community Foundation for a new statewide arts education initiative to examine best practices and program models for sustained arts learning, particularly for middle school students.

<sup>3</sup> Portland State University support Right Brain researcher/evaluator in analyzing test scores for students in Right Brain schools compared to non-Right Brain schools. Findings show that average year-to-year growth for students in RB school scores are 2.5 to 3.5 times those of non-RB school students. For ELL students the increase is 10 to 20 times!

**Additional notes:**

- Revenue from the passage of a 2012 ballot measure means now ALL K-5 students in the four Any Given Child districts receive weekly instruction in at least one art form. Prior to the passage of the Arts Education and Access Fund, 100 percent of students in three districts met this standard and only 75 percent of K-5 students in the fourth district received this amount of instruction.
- Additionally, Portland Public Schools hired an Arts TOSA (teacher on special assignment), a position that has been unfilled for over four years.

Please update the statistics for your school districts below.

Number of students in grades K-8: **67,336**

Number of teachers serving grades K-8: **3,616**

Number of schools serving grades K-8: **134**

Number of low-income schools (K-8): **58**

Percentage of students with free or reduced lunch (K-8): **49 percent**

Number of persistently low-achieving schools (K-8): **21**

Number of K-8 students with disabilities: **10,215**

Graduation rate: **68.6 percent**