



## Annual Report Form 2014

Date: 7.8.2014

Site Name: Tulsa

### Vision Statement

We believe that all Tulsa Public School students must have equal access to sustained, high quality learning in the visual and performing arts. Every K-8 student should engage in live arts experiences through partnerships across the community and with arts specialists and classroom teachers who integrate the arts into ongoing classroom learning and connect students to the world around them. We value opportunities for all Tulsa children to create, communicate, and think in concrete and abstract ways. For Tulsa children, families, and the community, the arts are essential.

### Goals

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| 1. | <p><b>Goal #1: Curriculum</b></p> <p>Every K-8 child will engage in a high-quality standards-based curriculum that encompasses both district and community arts resources.</p> |
| 2. | <p><b>Goal #2: Infrastructure</b></p> <p>Sustain Any Given Child through an effective infrastructure.</p>  |
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3.	<p><b>Goal #3: Communications</b></p> <p>Raise public awareness, community-wide that the arts are essential.</p>
4.	<p><b>Goal #4: Implementation</b></p> <p>Increase student learning and interest in both the arts and core academic subjects with which Any Given Child-Tulsa curriculum is integrated.</p>
5.	<p><b>Goal #5: Implementation</b></p> <p>Increase teacher efficacy and satisfaction.</p>

(over)

Action Steps	Goal Area Addressed	Measurement of Success/ Numbers Served	Date(s) Action Step Occurred
Create and implement a plan to equitably deliver community arts programming and professional development that is aligned with Common Core standards for K-8 students to increase student achievement.	1	Any Given Child-Tulsa served approximately 28,000 students (all district K-8) this year through live arts experiences and arts integrated classroom curriculum.	Ongoing. Curriculum will be subject to annual formative assessment and will be refined to best meet the needs of TPS students and teachers.
Create a catalogue of professional development opportunities for teachers and administrators currently offered in the community and available through the Kennedy Center and develop a plan for dissemination.	1	Professional development opportunities this past year were greatly increased for TPS teachers and administrators and an even more expansive catalogue of 27 arts integration professional development opportunities has been finalized for the upcoming academic year.	Ongoing (opportunities will be revised annually).
Coordinate efforts to secure sustainable funding for the Any	2		Ongoing (new sources of funding will be

Given Child initiative.			continually sought).
Create a structure of governing and working committees, including a TPS board member, for Any Given Child Tulsa based on best practices from other Any Given Child sites.	2	Any Given Child-Tulsa has now been adopted as an official program of The Arts & Humanities Council of Tulsa and is ultimately governed by the AHCT Board of Directors. Active committees that support the work of AGC-T include: an AHCT Any Given Child Board Committee, AGC-T Program Committee, and AGC-T Communications Committee.	5.2014
Create a three-year Memorandum of Understanding of shared goals and commitments for all Any Given Child partners.	2	Document has been developed, blessed by the AHCT Board and distributed to AGC-T Partners. Many forms have been returned. All forms are due by 8.11.2014.	Ongoing (will be distributed annually)
Create an ongoing media program to distribute information about Any Given Child Tulsa to the public.	3	Plan for the 2014-15 school year is being finalized by the Communications committee and includes: increased social media presence, an updated brochure, bookmarks for students, increased "Family Fun Days" sponsored by Art Org partners, and an overall plan to distribute press releases throughout the year.	Ongoing (will be refined each year)
In collaboration with OU Center of Applied Research for Nonprofit Organizations and TPS, develop and implement pre/post surveys to assess student implementation goal for two grade levels in the first year of implementation. Goal: Increase student learning and interest in both the arts and	4	<u>Grade 5 (Tulsa Ballet)</u> N=67 When asked in the Pre Test how interested the student was in ballet, 28% of students said they were "not at all interested" and 30% said they were "very interested". After the live	Ongoing (annual evaluation will occur).

<p>the core academic subjects with which Any Given Child-Tulsa curriculum is integrated.</p>		<p>arts experience, only 13% said they were “not at all interested,” while 48% said they were “very interested” in ballet.</p> <p>For the three, multiple choice, knowledge-based questions asked on the Pre and Post Test, the students showed improved scores on each question after the live arts experience.</p> <p><u>Grade 7 (Sherwin Miller)</u> N=222</p> <p>When asked in the Pre Test how interested the student was in visiting the Sherwin Miller Museum, 42% of students said they were “very interested” and 9% said they were “not interested at all”. After the live arts experience, students were asked how likely they were to return to the museum and only 15% said it was “very likely”. *After these results, a formative assessment was conducted and the tour for next year has been changed to include more of the museum’s collection instead of JUST focusing on the Holocaust exhibit. Our hypothesis is that this chance will produced increased interest scores next year.</p> <p>For the five, multiple choice, knowledge-based questions asked on the Pre and Post Test, the students showed</p>	
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		improved scores on each question after the live arts experience.	
In collaboration with OU Center of Applied Research for Nonprofit Organizations and TPS, develop and implement an end of the year teacher survey to assess teacher implementation goal that is distributed district wide. Goal: Increase Teacher Efficacy and Satisfaction.	5	53% of responding teachers (N=269) reported that they feel that participation in Any Given Child-Tulsa has made them more effective as a teacher.  63% of responding teachers reported that they feel that participation in Any Given Child-Tulsa has increased their satisfaction as a teacher.  81% reported that because of Any Given Child, they are more likely to incorporate arts education into their classrooms.	Ongoing (annual evaluation will occur).
Include a question about Any Given Child-Tulsa on The Tulsa Public School's "Community Reputation Survey," that is designed to measure the Tulsa community's opinion of several new district initiatives. 1282 people completed the survey and 60% of respondents do NOT currently have a child attending Tulsa Public Schools.	3	53.74% of respondents rated "Live Arts experiences for grades K-8 through Any Given Child" as an Effective or Extremely effective change made in the district. This item received the second highest rating of the 15 changes listed in the survey.	6.16.2014

**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.**

- TPS has designated a Curriculum Specialist to assist with the development of all Any Given Child-

## Tulsa Curriculum.

- Charles and Lynn Schusterman Family Foundation has pledged \$300,000 in direct support and \$75,000 in matching support over a three-year period to support Any Given Child-Tulsa, which will fully fund transportation and AGC-T administration.
- For the second year, TPS has allocated almost \$90,000 from the district budget to support Any Given Child-Tulsa.
- Any Given Child-Tulsa was featured over 15 times by local and regional media.

**Please update the statistics for your school districts below.**

Number of students in grades K-8: 28,726

Number of teachers serving grades K-8: 1962

Number of schools serving grades K-8: 63

Number of low-income schools (K-8): 59

Percentage of students with free or reduced lunch (K-8): 86%

Number of persistently low-achieving schools (K-8): 37

Number of K-8 students with disabilities: 4736

Graduation rate: 76%