



# STUDENTS SPEAK

## THE ARTS ADVANTAGE FROM THE YOUTH PERSPECTIVE

This report summarizes the major quantitative and qualitative findings from a Spring 2013 survey of over 1200 demographically representative Boston students about their current arts learning and the arts learning that they would like to do in the future. As a result, this report includes both quantitative and qualitative findings that provides a ‘student’s eye view’ of arts learning with significant implications for planning the future of arts education in Boston.

This report is intended to generate exchange and discussion of the data and its implications for the BPS Arts Expansion Initiative, the Boston Public Schools, the many Boston cultural partners who are helping to build a steady supply of arts learning opportunities for young people throughout the city, and the funders who have supported the return of arts learning throughout the city.



## BACKGROUND: BUILDING A ROBUST SYSTEM OF ARTS LEARNING FOR BOSTON STUDENTS

The BPS Arts Expansion Initiative, now in its fifth year, is a citywide effort designed to increase the amount of arts education that all BPS students receive. Both the district and a coalition of private funders have supported a 6-year, 10-million-dollar initiative designed to ensure this expansion and quality of arts learning, drawing on the talents of both school-based district arts specialists and the city’s many cultural partners.

- In its initial phases, the Initiative focused on guaranteeing all K – 8 students at least 45 minutes of arts instruction per week. Currently, the Initiative is exploring a range of options for increasing arts learning at the high school level.
- Through BPS Arts Expansion, Boston Public Schools have also substantially increased public funding for arts education and arts teaching positions through school and central office budgets.
- As a part of that effort, the BPS Arts Expansion Fund housed at EdVestors has funded an annual survey of the *supply* of arts education in Boston public schools. The most recent survey shows a steady gain in arts learning from 2009–13 as seen in Table 1 below:

**TABLE 1 SUMMARY OF GAINS IN ARTS LEARNING IN BOSTON: 2009 - 2013**

	2009	2014	GAIN
% Students in PreK-8 schools receiving weekly, year-long arts education (or its equivalent)	67%	87%	20%
% Students in High Schools receiving ANY arts education	26%	57%	31%

- However, as the *supply* of arts learning increases, it is equally important to understand the extent to which that growing supply matches the *demand* – or what students want to learn in the arts. Accordingly, in the spring of 2013 WolfBrown, working closely with the staff at EdVestors and the Boston Public Schools, designed and administered a survey to answer several questions:
  - **What arts learning do Boston students currently participate in during the school day, in after school programs, in community programs, and on their own?**
  - **To what extent are Boston students interested in having more arts learning?**
  - **What specific additional arts opportunities would Boston students like to have?**
  - **Why do these opportunities matter to students?**

The survey had the additional goal of raising questions for key audiences about how arts education, in and out of school, might best address student interests and potentially build young people's engagement in school, community activities, and their own learning.

# BPS ARTS EXPANSION INITIATIVE

BPS Arts Expansion is a city-wide effort designed to increase the level of arts education that all Boston Public Schools students receive. Both the school district and a collaboration of private funders have supported an initiative designed to ensure this expansion of quality arts learning, drawing on the talents of both school-based arts teachers and the city's many cultural partners.

## GOALS:

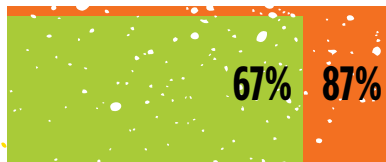
Expand Direct Arts Instruction

Build District and School Capacity to Support the Arts

Strengthen and Coordinate Partnerships

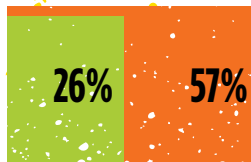
## GAINS IN ARTS LEARNING IN BOSTON: 2009-2014

% STUDENTS IN PRE K-8 SCHOOLS RECEIVING WEEKLY, YEAR-LONG (OR EQUIVALENT) ARTS EDUCATION



**GAIN  
20%**

% STUDENTS IN HIGH SCHOOLS RECEIVING ANY ARTS EDUCATION

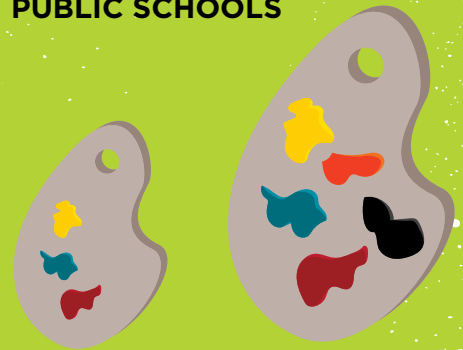


**GAIN  
31%**

2009

2014

NUMBER OF ARTS TEACHING POSITIONS IN BOSTON PUBLIC SCHOOLS



2009: 163

2014: 240



## MAJOR FINDINGS: A STRONG ENDORSEMENT OF SCHOOL-BASED ARTS LEARNING

A total of 1,256 completed surveys were collected (544 students at elementary grades 4 and 5, representing 7.2% of all students enrolled in those grades, and 712 students at secondary grades 6 to 12, representing 2.4% of students enrolled). The surveys were collected from 12 schools spread throughout the city:

- 5 schools serving elementary school students in grades K - 5
- 4 schools serving students in grades K-8
- 1 middle school and
- 2 schools serving secondary school students

These schools were selected for inclusion in the sample based on the demographic composition of their students in the target grades. As a result, the survey sample is broadly representative of BPS students in the grades from which the sample was drawn. Appendix A contains a table summarizing the composition of the sample and the District at large.

Based on these data, the following overall findings stand out:

- **Students report high levels of interest in doing more arts.** Students in 4th and 5th grades said they would like to receive “a lot” more instruction in: dance (67.5%), instrumental music (65.0%), visual arts (63.6%), and theater (52.3%). Forty-six percent of students in grades 6 – 8 want to engage in their first choice of discipline for additional arts instruction “a lot”. Twenty-three percent selected visual arts as their first choice, 22% selected dance. Among high school students, 57.8% wanted more arts, including 24% who want to dance and 17% who wanted more visual arts.

- **When asked to explain why they wanted more arts learning**, secondary students offered substantial reasons including:
  - Wanting better arts skills
  - Wanting new experiences; enjoying learning new things
  - Becoming a more interesting, fun, alive or cool person
  - Expressing yourself and your feelings
  - Learning a profession
  - Making school more interesting, less boring
  - Having something good to do with friends
  - Helping you stay off the streets

Through their responses, young people made a clear statement about how much they value imaginative, expressive, and collaborative activities.

- **Students report high interest in doing arts during the school day.** Large numbers of students say they want the arts *as a part of their regular school day* (47.3% of students in grades 6 – 8, 59.4% for students in grades 9 – 12). They explain that it “makes the school day better” and “less boring”, supporting the idea of on-site, common access to additional arts learning as an integral part of a well-rounded education. These data suggest the important role that the arts could potentially play in building students’ engagement in learning and in making schools compelling places.
- **Students highlight discrepancies between current supply and demand:** As in many districts nationally, Boston students report that they currently have more opportunities to learn instrumental music, visual arts, and creative writing as compared to dance, theater, or media. But many students also want opportunities to learn more diverse forms of visual arts, as well as the chance to be involved in dance and theater. In addition, students’ speak up about wanting to learn contemporary and culturally-specific forms:
  - The overwhelming interest in visual arts is in drawing that includes many “popular” genres such as manga, cartooning, and graffiti.
  - Nearly everyone interested in learning an instrument wanted piano (which may mean keyboard more broadly) or guitar, followed by drums. Numerous students also wanted to learn to DJ or to make and mix beats.
  - The biggest interest in creative writing is working with spoken word, poetry, and rap.
  - Where students wanted dance, they wanted to participate in a dance team and/or to learn hip-hop, stepping, krumping, or Latin dance (including salsa and bachata).

- **Students have varying access to three streams of arts learning:** When asked about where they engage in arts learning, secondary students report having different types of opportunities:
  - **In-school offerings:** Among students in grades 4 and 5, 97.1% of students receive in-school instruction in at least one arts discipline. For students in grades 6 – 8, this figure drops to 85.5%; for students in grades 9 – 12, it is 58.4%. As these numbers indicate, in-school instruction drops precipitously at the high school level.
  - **Out-of-school (OST) offerings:** These settings feature higher levels of dance, photography, and vocal music. Given the robustness of Boston’s afterschool arts providers, a surprisingly low number of students (9.8% of students across disciplines in grades 6 – 8, and 8.6% of students in grades 9 – 12) report being involved in community programming.
  - **Free time, independent arts activities:** The unexpected finding was how many secondary students report high levels of doing the arts *on their own* (between 15.8% and 33.1% of students in grades 6 – 8, and 21.5 – 32.3% of students in grades 9 – 12). This level of volunteer engagement contrasts sharply with the low level of arts instruction currently available in grades 6 – 12.

This suggests that Boston students have at least three different settings in which to develop arts skills. The question is how these three systems work together to maximize opportunity.

## METHODS

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- The survey was based on a previous field-tested study conducted in another urban school district, which is home to a similar arts education initiative.
- The surveys, along with the instructions, were offered in both Spanish and English. Students could elect which language version they wanted to fill out.
- The survey included seven disciplines of arts learning: visual arts, instrumental music, vocal music, dance, theater, media, and creative writing.
- In all cases the types of arts learning were illustrated with age-appropriate photographs in order to insure that students understood what was meant by terms like “vocal music” or “visual arts”. The photographs illustrated students from a range of ethnicities actively engaged in the specific art form. The photographs were supplemented with specific examples that included traditional and culturally specific art forms (e.g., the category of dance included the examples of hip-hop, salsa, step, etc.)
- Participating schools were invited with the goal of creating the most representative sample of the district possible. First, schools with an Arts Liaison (a stipended position with responsibilities to coordinate arts partners and activities) were identified since there was a connection and key staff person in those buildings. Second, schools were added to that “base sample” in order to get a mix of schools with varying levels of arts offerings as well as a reflection of the demographics of the district.
- WolfBrown developed a protocol and instructions for administering the surveys, and in most cases an EdVestors staff person was on site in the schools to either directly administer or support administration of the survey. Failing this, a school staff person administered the survey.





## UPPER ELEMENTARY SCHOOL SURVEY (GRADES 4 & 5): SUMMARY OF FINDINGS

A total of 544 surveys were analyzed, representing approximately equal numbers of 4th and 5th graders, and approximately equal numbers of boys and girls. These grades were chosen because students, including English Language Learners, were likely to have enough reading fluency to complete the survey accurately and independently. The largest portions of the sample were Hispanic (35.7%) or Black (31.4%). This reflects the overall demographics of the district where the student population is comprised of 40% Hispanic and 36% Black students.

### MAJOR ELEMENTARY FINDINGS INCLUDE:

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#### SUPPLY: WHAT STUDENTS CURRENTLY GET

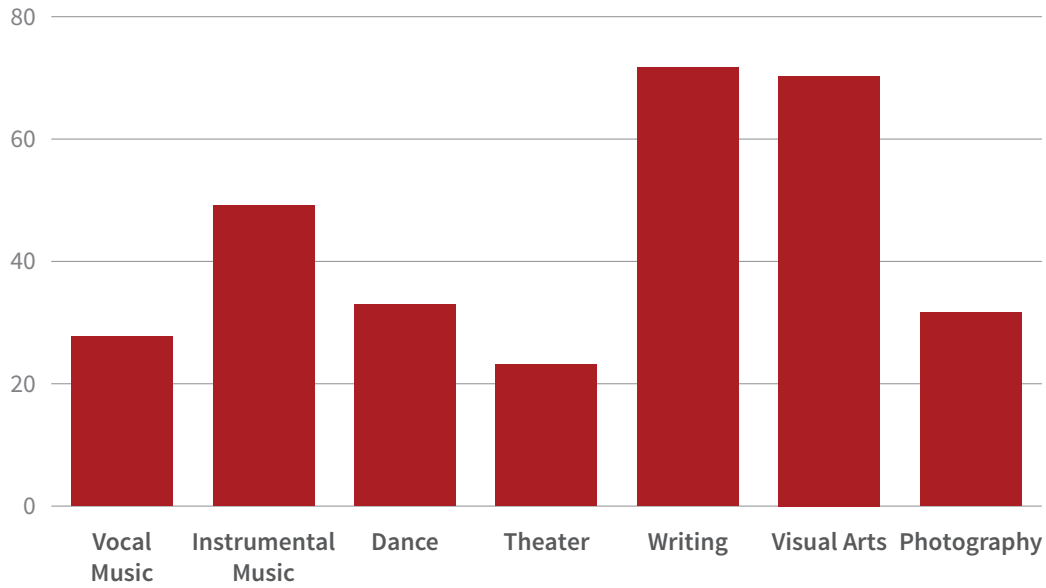
- **Arts Learning in Schools:** Significantly more students report receiving in-school instruction in visual arts and writing<sup>1</sup> than in any other discipline (see figure A1, next page). More students reported receiving in-school instruction in instrumental music than in dance or theater, though these differences were not statistically significant. While this pattern is consistent with national trends, it does raise questions about the lower proportion of “up-and-on-your-feet” arts learning that schools provide – particularly at a time when there are growing findings about the limitations of “sit still learning” and the role of physical activity in promoting health and combating obesity.
- **Arts Learning in Out of School Time: Potentially a Different Ecology for Arts Learning:** Students report that OST settings feature a different profile of arts learning opportunities with more vocal music, dance, and media (photography) as shown in Figure A2. These data raise the possibility of how Boston providers might deliberately design complementarities between in- and out-of-school arts learning opportunities, coming together to think through what each system is ideally suited to provide.

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<sup>1</sup> Even though survey items carefully defined writing as “creative writing/spoken word (writing stories, poems, plays, raps, performing your writing)”, it is possible that students understood the term as referring to instruction in English Language Arts. If this is the case, it could account for the high numbers of students not wanting additional opportunities in this arts discipline. Student interviews or focus groups would be necessary to determine how students interpreted the term.

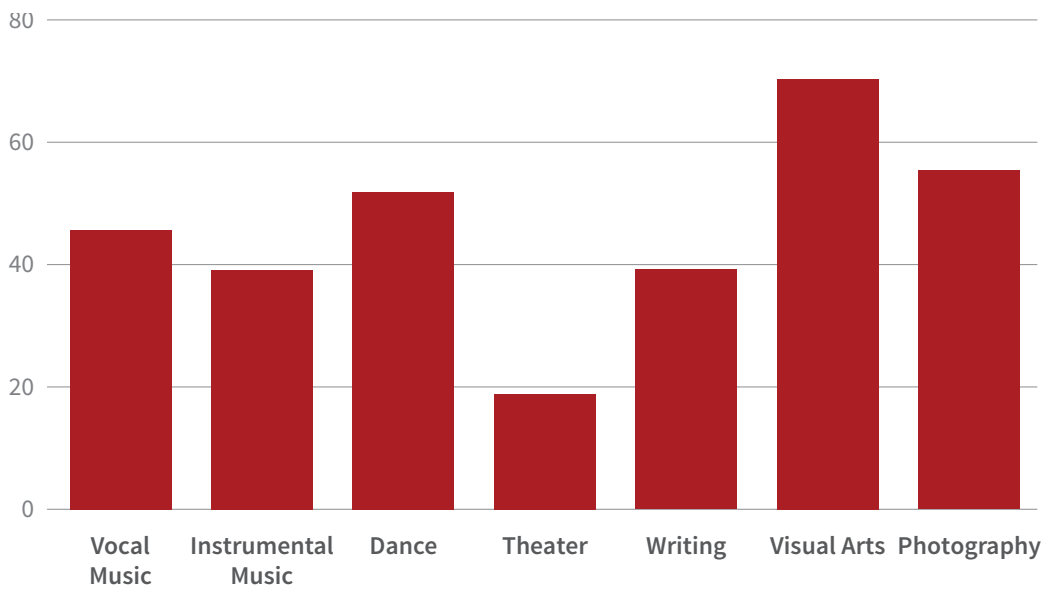
**FIGURE A1 ARTS INSTRUCTIONS RECEIVED DURING SCHOOL TIME**

*Students Indicating “Yes” (Valid Percent)*



**FIGURE A2 ARTS INSTRUCTIONS RECEIVED DURING OUT-OF-SCHOOL TIME**

*Students Indicating “Yes” (Valid Percent)*

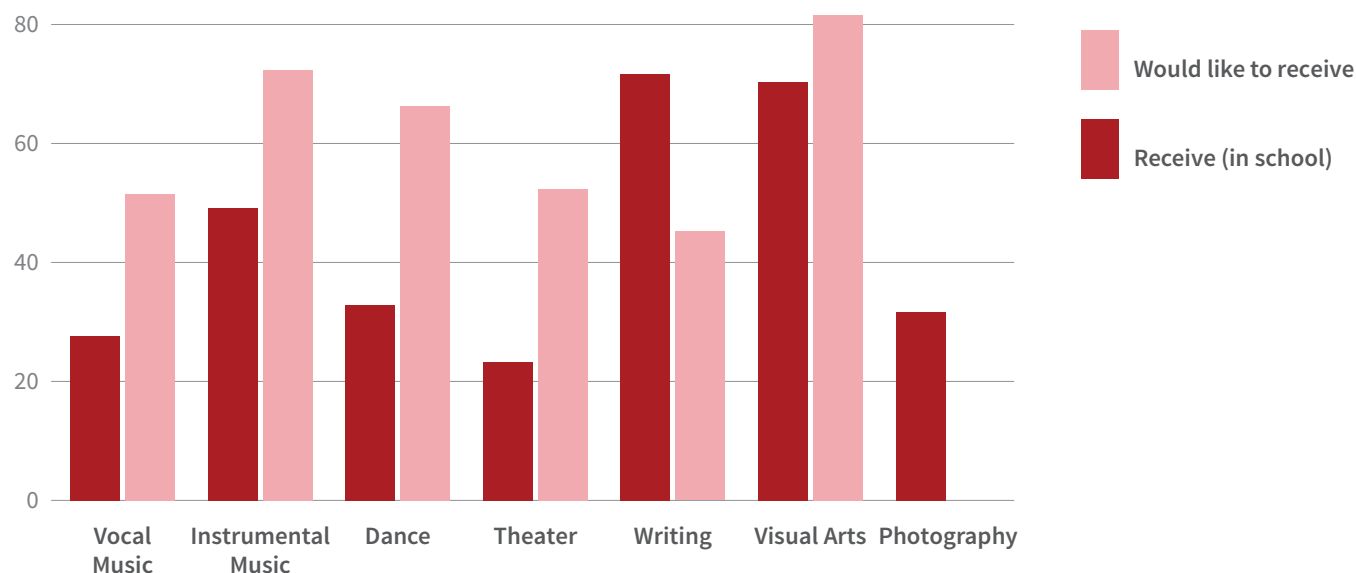


## DEMAND: WHAT STUDENTS WANT

It is clear that upper elementary students strongly want more arts instruction (see Figure A3).

**FIGURE A3** ARTS INSTRUCTIONS RECEIVED OR DESIRED

*Students Indicating “Yes” (Valid Percent)*



- **High demand for visual arts:** Comparing levels of in-school instruction received and instruction desired reveals that students want additional instruction in the visual arts at a significantly higher rate than for any other discipline (even though they are already receiving high levels.)
- **High demand for “on your feet” arts:** Students also want more instruction in vocal and instrumental music, as well as dance. Students reported a desire for “a lot” more instruction in each of these disciplines at significantly higher rates than for theater or writing.
- **Low demand for writing:** The majority of students do not desire additional writing instruction; indeed, they express a desire for additional instruction in every other discipline at a higher rate than for writing. (It may be that students did not fully distinguish between the creative writing opportunities and their ELA instruction).
- **Demand for an expanded arts curriculum:** While their version of the survey only asked elementary students about what broad categories of arts learning they want, when they voluntarily included specific requests they often asked for experiences outside the current arts education curriculum (“play drums,” “I want to do design fashion,” “I want to draw my own cartoons”). These requests suggest ways in which the city’s cultural providers (including universities and arts schools that train teachers and teaching artists) might be a resource for expanding the arts curricula.

- **Why students do or do not want more arts:** Elementary students were asked to indicate why they wanted more arts, and if they did not, why not. 85.4% of students provided an answer; of these, 88.1% indicated they wanted more arts, while 9.5% indicated that they did not (the remainder provided responses that were conflicting or uninterpretable). Among students indicating they wanted more arts, two broad categories of responses prevailed: 28.7% of students said the arts would make them more interesting or fun people; 27.3% reported they wanted to learn additional arts skills. Many of these students (25.0%) reported wanting to learn more arts in general, but the remainder stated specific choices, suggesting that as young as upper elementary school, students are already informed participants with distinct likes and interests in the arts. The plurality of students indicating a particular discipline (19.6%) chose the visual arts. For students who did not want more arts, their most frequent reasons were that the arts would take away time from other activities (39.1%) or that they simply did not like the arts (32.6%).

# STUDENTS SPEAK: WHAT KIND OF ARTS?

Arts education is designed to develop the skills and talents of our young people, increase student engagement, and create energy and renew climate in schools.

Arts in children's lives has evolved as our technology and culture has; many students are seeking the chance to be involved in "on your feet" arts such as dance and theater, as well as learn contemporary and culturally specific forms of art including:

I WANT MORE ARTS EDUCATION BECAUSE...

I WANT TO DRAW MY OWN CARTOONS

## VISUAL ARTS

CARTOONING



MANGA



GRAFFITI



## CREATIVE WRITING



SPOKEN WORD



POETRY



RAPPING

## MUSIC

PIANO



GUITAR



DRUMS



DJING



PRODUCING BEATS



## DANCE



HIP HOP



STEPPING

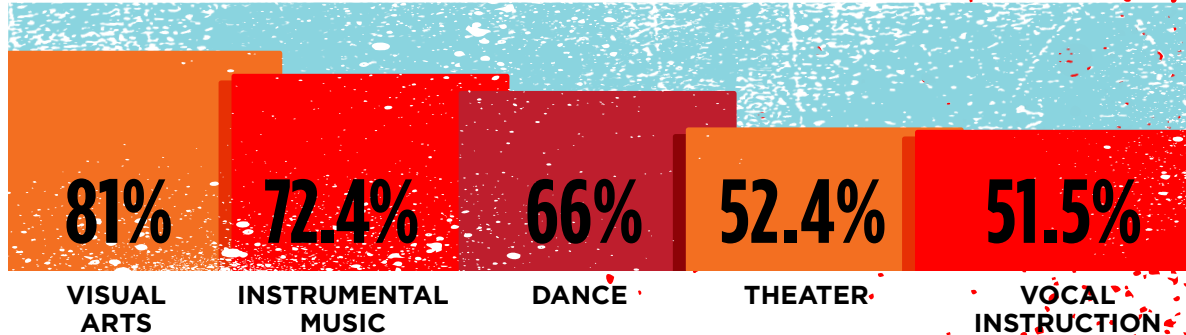


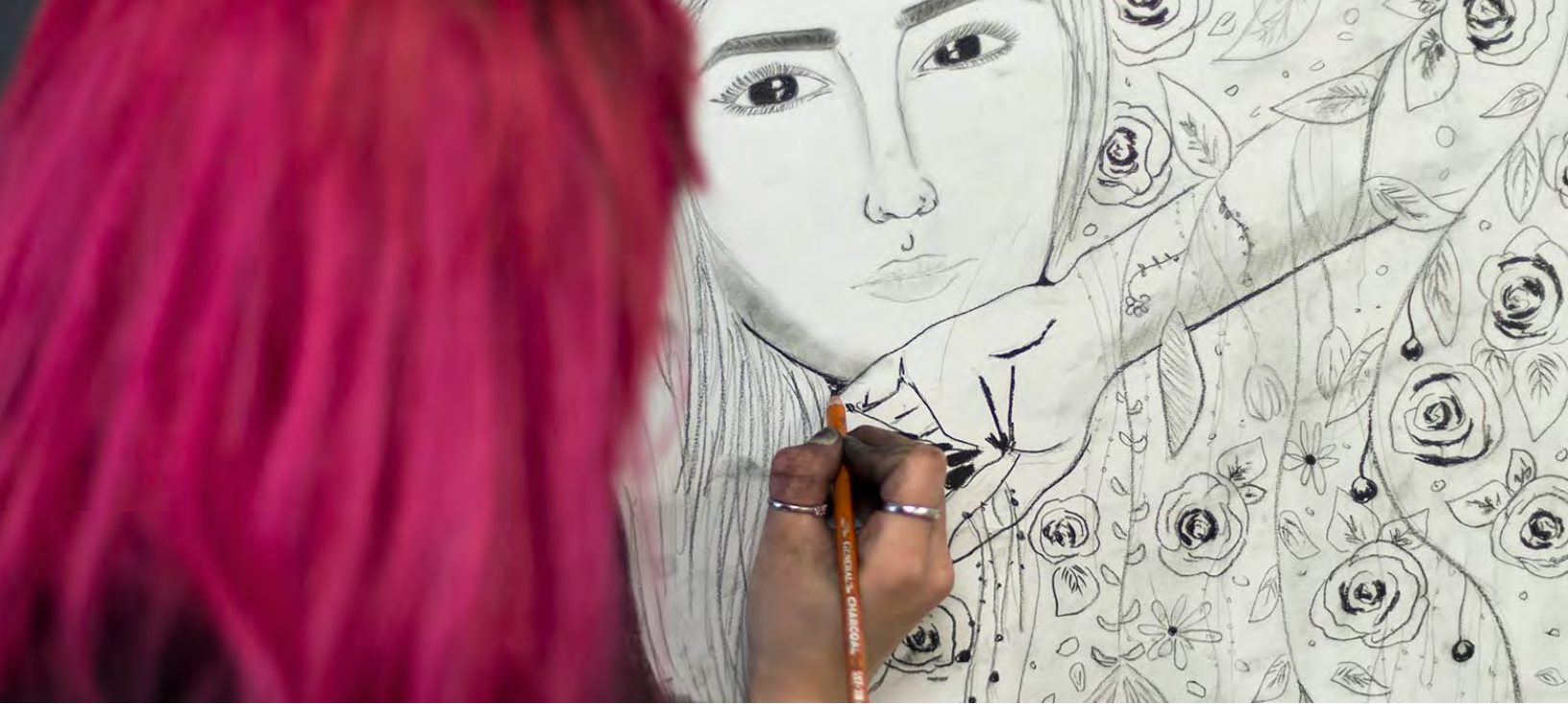
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LATIN

## WHAT TYPE OF ART DO 4TH AND 5TH GRADERS WANT TO DO?





## MIDDLE AND HIGH SCHOOL SURVEY (GRADES 6 – 12): SUMMARY OF FINDINGS & IMPLICATIONS

A total of 712 surveys were returned. For the purposes of analysis, these surveys were divided into two groups based on grade: one group including 366 students in grades 6, 7, and 8, and a second group including 303 students in grades 9, 10, 11, and 12 (43 surveys did not include grade information).

The plurality of the students were in 9th grade (22.8%), and the majority were male (64.7%). Students of Hispanic descent comprised the largest ethnic group (45.0%), followed by African Americans (36.6%).

### MAJOR FINDINGS

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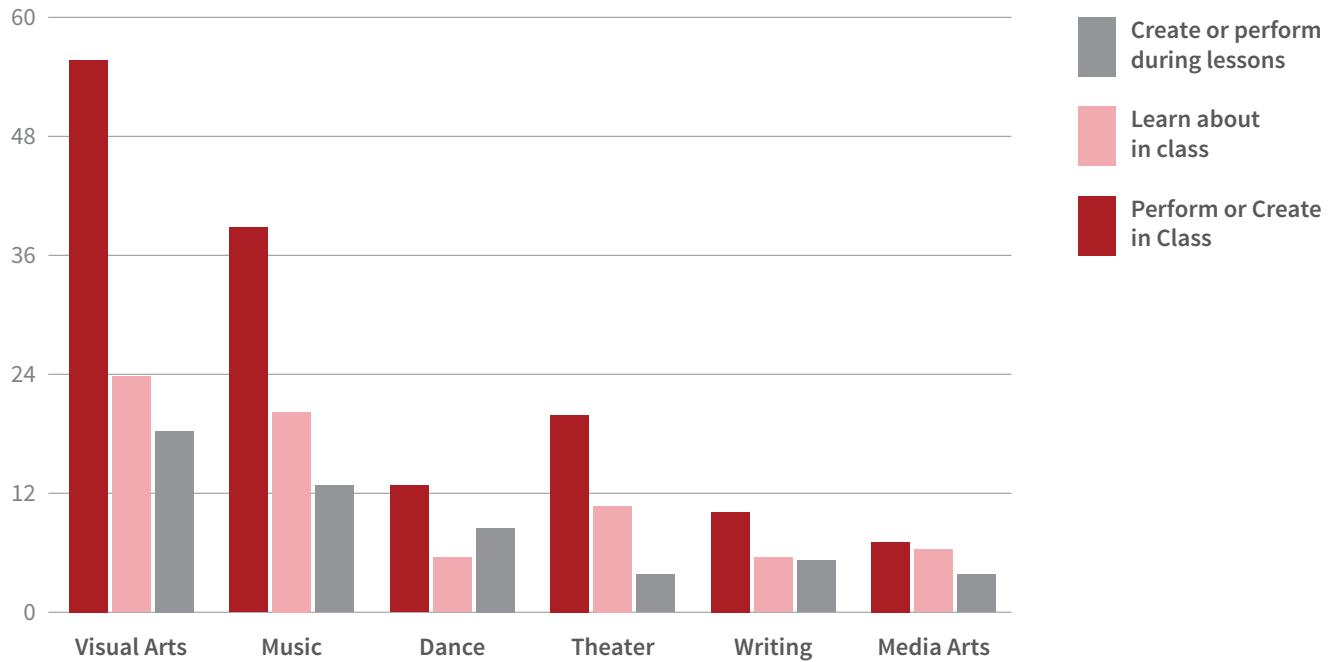
#### SUPPLY: WHAT STUDENTS GET IN SCHOOL

One of the most striking findings for this survey confirms the results of the Arts Expansion annual surveys of the supply of arts learning: there is a gradual decline in arts learning opportunities across the grades with a sharp drop in arts instruction students receive upon entering high school.

- Fewer students in grades 9 – 12 reported arts learning of any kind (performing or creating, history or appreciation) in any format (whole class instruction or smaller group lessons) than students in grades 6 – 8 across numerous disciplines (compare figures B1 and B2).

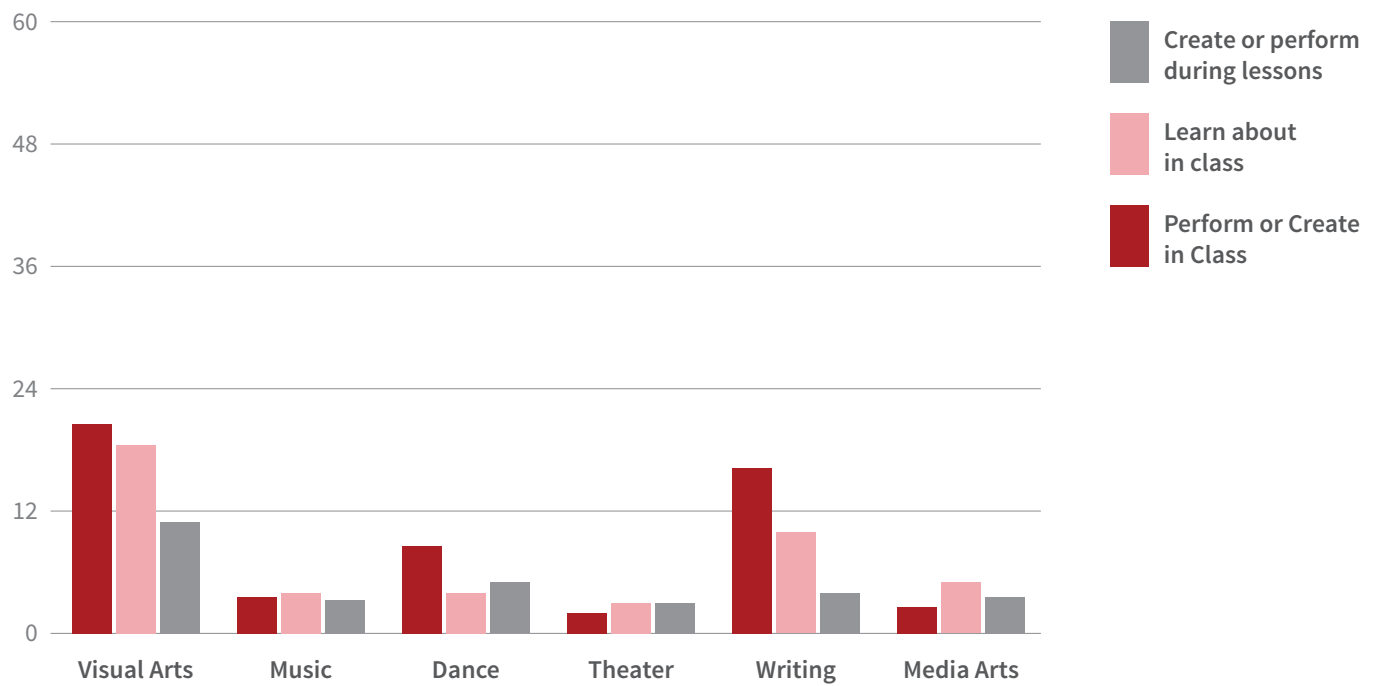
**FIGURE B1 ARTS ACTIVITIES DURING THE SCHOOL DAY, GRADES 6 - 8**

Students Indicating "Yes" (Valid Percent)



**FIGURE B2 ARTS ACTIVITIES DURING THE SCHOOL DAY, GRADES 9-12**

Students Indicating "Yes" (Valid Percent)



- Moreover, high school students were less likely to report doing arts in class (e.g., making, performing, composing, etc.) than their middle school peers. They reported higher rates of learning about the arts (e.g., arts appreciation, general music, etc.).
- From students' perspective, the clearest mandate is for more arts instruction during the school day. Both middle- and high-school students selected the school day as their preferred setting for additional arts instruction (see figures B3 and B4). For high school students, this preference was especially pronounced. In providing their reasons, students were clear that the arts enlivens the school day, providing variety, interest, and a way to work with friends. (Additionally, they may be concerned that family and work demands, or competing programs like athletics would cut them off from taking up arts learning opportunities that fall outside of the official school day).

### **SUPPLY: WHAT STUDENTS GET OUT OF SCHOOL**

- For both middle and high school students, organized participation beyond the school day was very rare. Depending on the specific arts discipline, only between two and ten percent of the middle-school students and between one and six percent of the high-school students reported participating in after-school arts programs on campus. This raises the question whether a significant portion of this kind of activity is informal and 'under the radar' (e.g., staying after school to work on a project, getting extra help from a music teacher in the run up to a concert, rehearsing a play with peers, etc.). If this is the case, then Boston's arts specialists are making a significant contribution to extending arts learning at the secondary level.
- Comparably small numbers of students reported participating in the arts with community or religious organizations outside the school day. Across disciplines, only 2.7 – 9.8% of students in grades 6 – 8, and 2.6 – 8.6% of students in grades 9 – 12 reported participating in the arts with a community organization; for participation with religious organizations, these figures were 2.2 – 12.6% for students in grades 6 – 8 and 1.3 – 11.6% for students in grades 9 – 12. Given the active network of out-of-school arts providers in Boston, these data suggest that these programs may currently serve a relatively small proportion of the total secondary (grades 6 -12) student body.

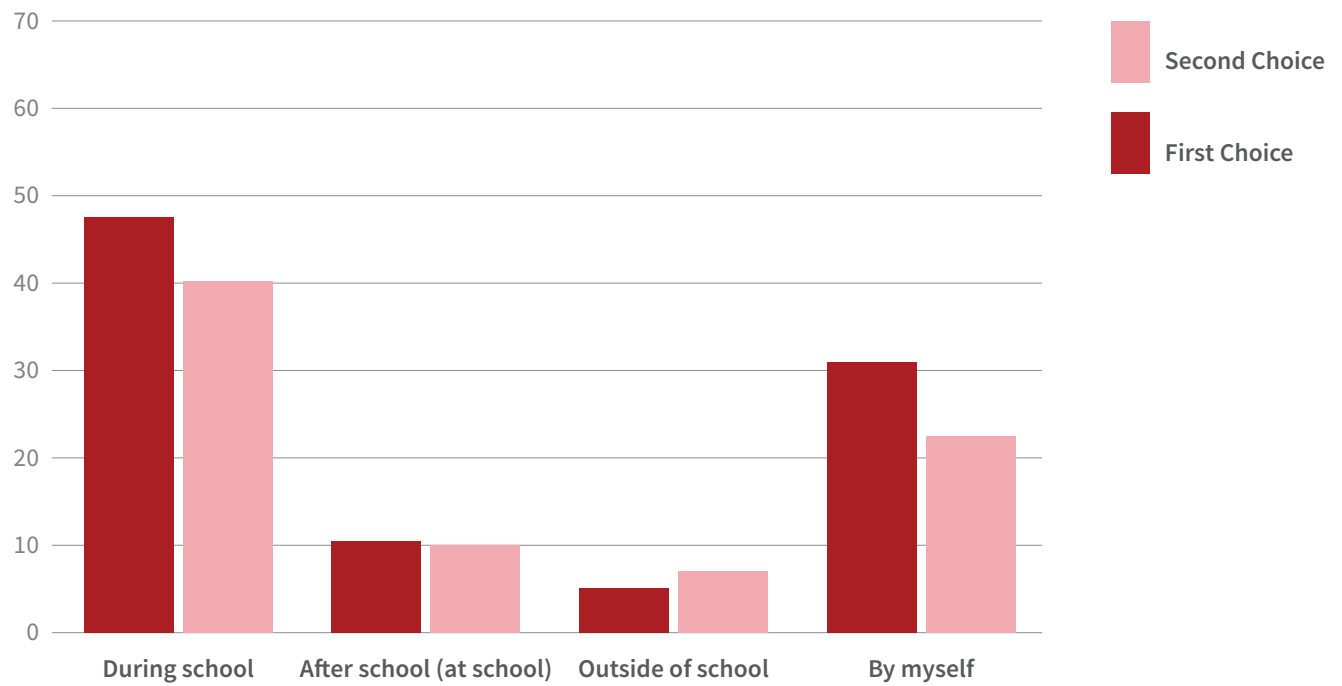
### **POTENTIALLY UNMET DEMAND**

Secondary students, across all disciplines, reported participating in the arts more frequently on their own than with community or religious organizations (see figure B6). While the low levels of participation in organized activities are a cause for concern and deserve active investigation, the high levels of independent student engagement in the arts suggest a high and potentially unmet demand for these activities.



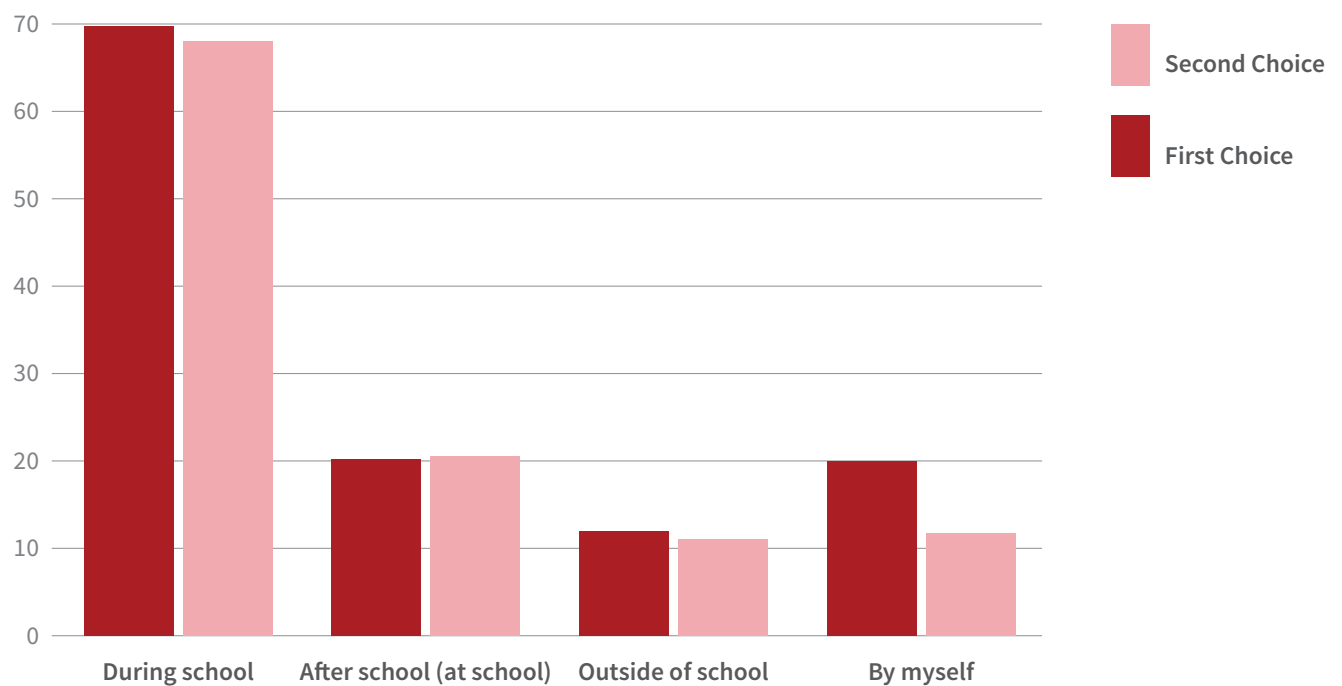
**FIGURE B3** WHERE STUDENTS WOULD LIKE TO ENGAGE IN ARTS ACTIVITIES: GRADES 6 - 8

Students Indicating "Yes" (Valid Percent)



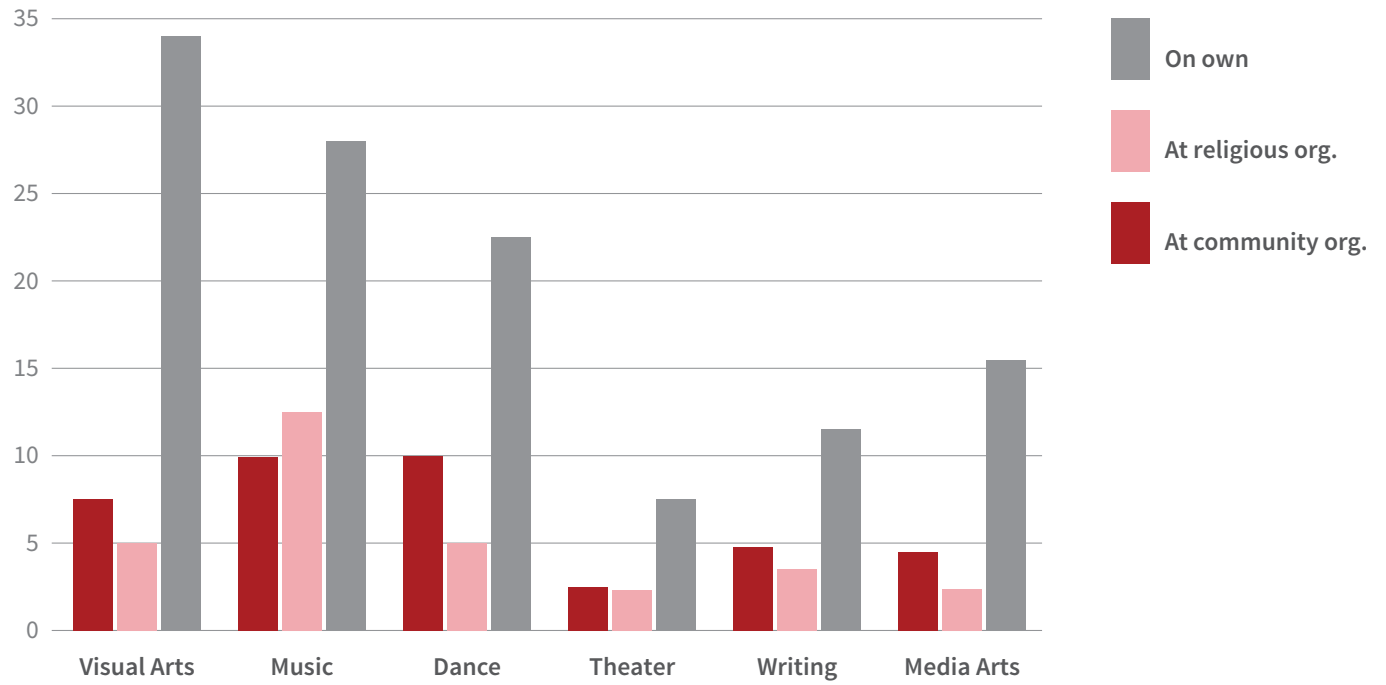
**FIGURE B4** WHERE STUDENTS WOULD LIKE TO ENGAGE IN ARTS ACTIVITIES: GRADES 9-12

Students Indicating "Yes" (Valid Percent)



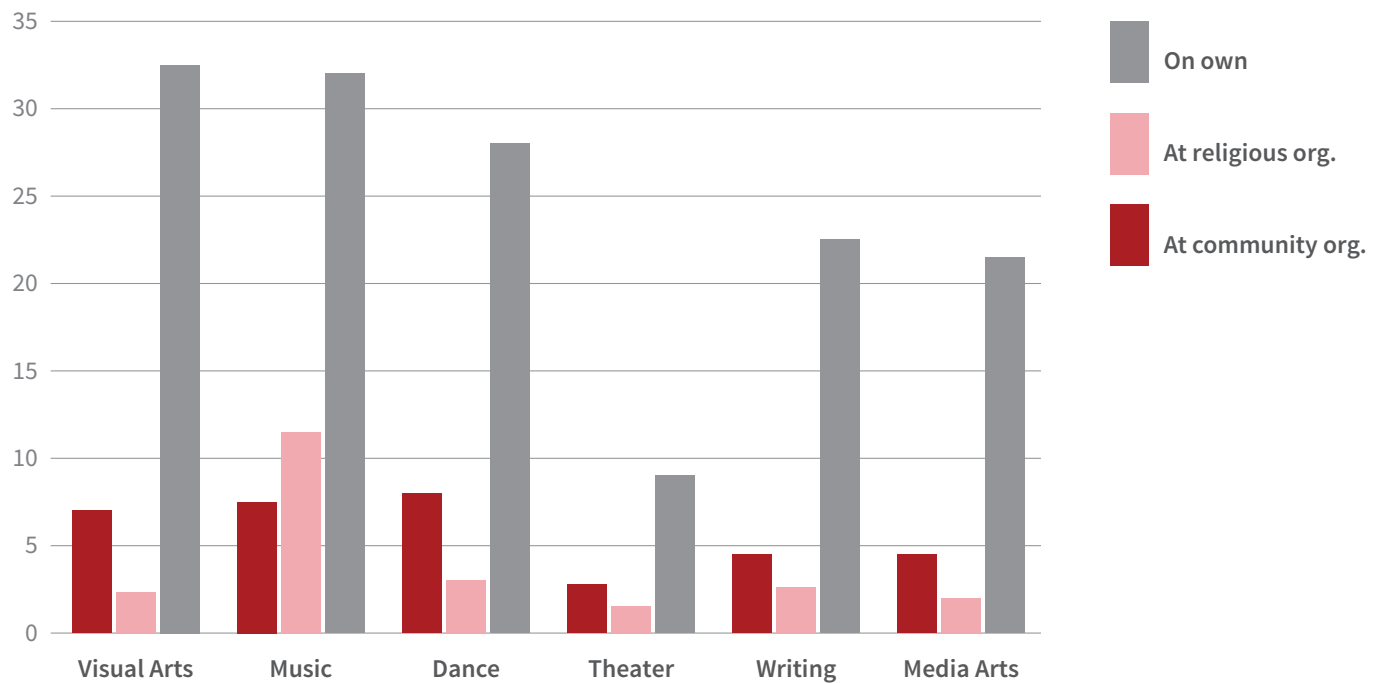
**FIGURE B5 ARTS PARTICIPATION OUTSIDE OF SCHOOL: GRADES 6-8**

Students Indicating “Yes” (Valid Percent)



**FIGURE B6 ARTS PARTICIPATION OUTSIDE OF SCHOOL: GRADES 9-12**

Students Indicating “Yes” (Valid Percent)



## EXPLICIT DEMAND: WHAT STUDENTS WANT

Secondary students provided a first and second choice of arts activities that they wanted to do. As with the elementary-school students, the misalignment of supply and demand is most striking in the case of dance, although for the older students – for whom in-school instruction in any art is rare – there is also an unmet desire for instruction in music as well (see figures B7 and B8).<sup>2</sup> Students' interest in the performing arts is followed by an interest in visual arts and media.

After selecting which two specific arts activities they would like to do, students were asked to describe “exactly what [they] would like to do” in their own words. The majority of secondary students provided responses for both questions (80.8% for the first question, 73.3% for the second).

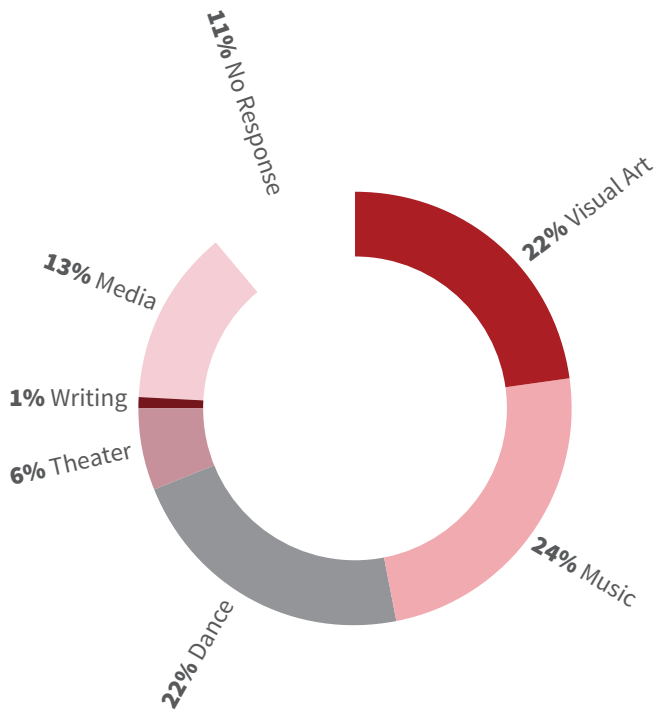
- For both questions, the plurality of students (14.9 and 12.4%, respectively) indicated they wanted instruction in a specific visual art. These requests overwhelmingly favored drawing, including “popular” genres such as manga, cartooning, and graffiti.
- Many students (19.9 and 18.4%, across items) reported wanting music instruction of some sort. In general, students favored instrumental music over vocal music. Nearly everyone interested in learning an instrument wanted to learn piano (which may include keyboard) or guitar, followed by drums. Many students also wanted to learn to DJ or to make and mix beats.
- Nearly one-fifth of students (18.3%) selected either general (11.5%) or specific (6.8%) dance as their first choice of activity. When they indicated a specific dance form, students requested participating in a dance team and/or doing hip-hop dance (stepping, krumping) or Latin dance (including salsa, bachata).
- A sizable portion of the sample (8.6 and 7.5%) indicated they were interested in a specific media art. Photography was the most popular option, followed by animation and video game design.
- For those students interested in creative writing (2.0 and 3.5%), they stated interests in spoken word, poetry, and rap.

In sum, these interests frequently go beyond familiar genres for schools-based arts. Moreover, particularly older students want to be directly involved in performing or creating rather than learning about the arts. Across selections and disciplines, pluralities of students indicated that they wanted to be involved in their chosen art as a performer (34.7% for the first selection, 27.8% for the second) or a creator (30.8 and 26.9%, respectively).

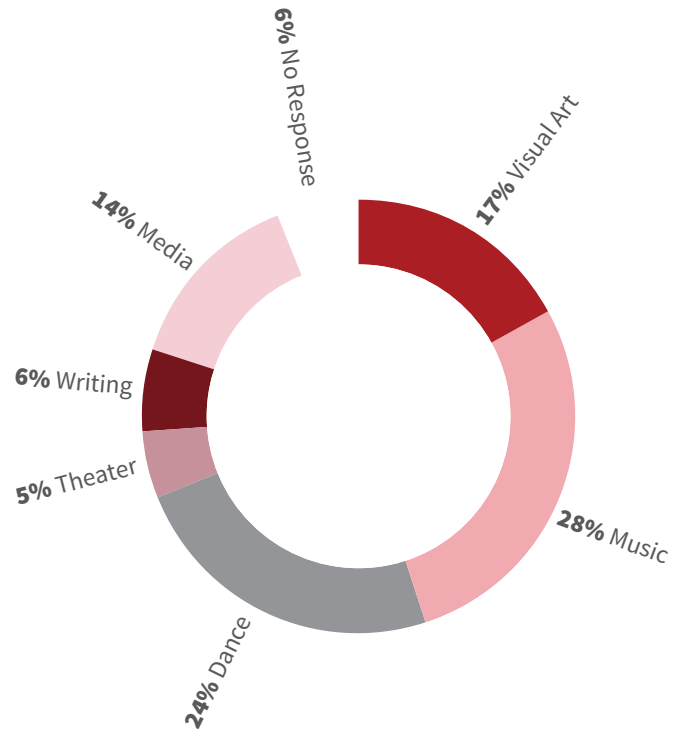
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<sup>2</sup> Please note that figures B7 and B8 includes only students' first choices of activity. As would be expected given the descriptives reported for the open-ended items, the distribution of second choices was very similar to the distribution of first choices.

**FIGURE B7 FIRST CHOICE: GRADES 6 - 8**



**FIGURE B8 FIRST CHOICE: GRADES 9-12**



### HOW MUCH DO STUDENTS WANT ADDITIONAL ARTS LEARNING?

Consistent with the pattern of results in elementary school students, a substantial majority of secondary students (71.1%) indicated that they would like additional instruction in the arts, compared with 11.3% who reported they did not (15.7% of students did not provide a response).

Among students indicating that they did want more arts, the plurality of students (25.2%) indicated in an open-ended response that they felt the arts enlivened school. Over one-fifth of the students (20.8%) who wanted additional arts said they wanted it because they wanted to learn new skills; 18.8% said the arts makes a person more interesting and alive, while 14% said the arts allowed them to express themselves. Among students indicating they did not want the arts, nearly half (47.6%) reported that they simply didn't like them, while an additional third (36.6%) said that additional arts instruction would detract from other activities.

# STUDENTS SPEAK: THE ARTS

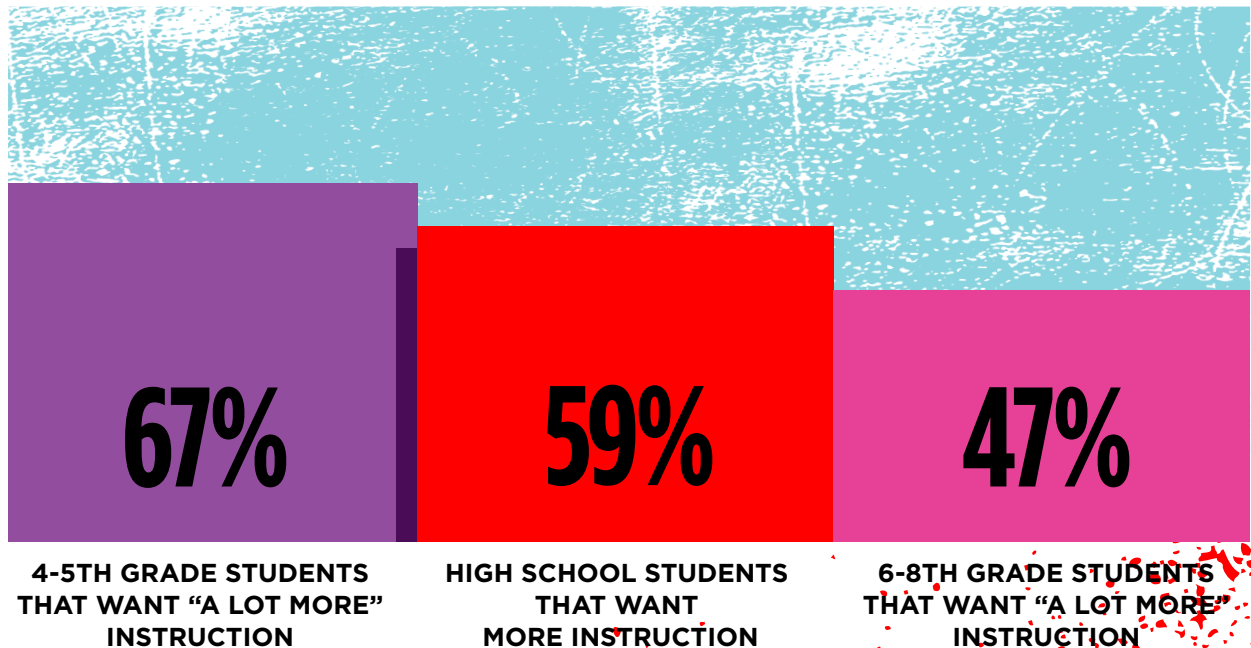
Over 1,250 surveyed students from 12 different schools spread across Boston showed that not only are students engaging themselves in the arts, but that they are hungry for more!

**DID YOU KNOW?**

NEARLY HALF OF MIDDLE AND HIGH SCHOOL STUDENTS WANT ARTS AS PART OF THEIR REGULAR SCHOOL DAY.

AND OVER 1/3 OF STUDENTS REPORT ENGAGING IN ARTS ACTIVITIES DURING THEIR OWN FREE TIME!

**And they want more arts during the school day!**



**4-5TH GRADE STUDENTS  
THAT WANT "A LOT MORE"  
INSTRUCTION**

**HIGH SCHOOL STUDENTS  
THAT WANT  
MORE INSTRUCTION**

**6-8TH GRADE STUDENTS  
THAT WANT "A LOT MORE"  
INSTRUCTION**



## STUDENTS HAVE SPOKEN: HOW DOES A CITY RESPOND?

Over a thousand Boston students have had their say, with the majority speaking up clearly for more and more varied arts instruction, and many calling for their schools to offer those opportunities.

In response, it is worth thinking about how schools, after-school programs, and possibly other city agencies can respond to students' avid interest in pursuing the arts. Students have made it clear: they currently engage with the arts during the school day, in after-school programs, and in informal, "on their own" settings (e.g., open studios, recording sessions, libraries, in on-line galleries, etc.). So how does each and every one of these settings respond to their interest in arts learning?

### AT SCHOOLS:

How could the arts become an even more substantial and authentic part of instruction? For instance,

- Can dance become a regular part of physical education?
- Could units of "on your feet" theater instruction or spoken word become part of ELA classrooms?
- What are the options for credit-bearing courses or independent study in the arts for high school students? This option was successfully piloted with four arts organizations in 2012 – 13, and has expanded to eight in 2013 – 2014.
- How could partnerships with cultural organizations provide more arts instruction that complements the work of BPS arts specialists?
- How could arts teachers enrich the range of arts learning at a school so that it responds to students' interest in contemporary and culturally-specific art forms?

## **IN OUT-OF-SCHOOL PROGRAMS:**

Given the robust network of afterschool programs throughout Boston, surprisingly few secondary students report participating in community-based programs.

- How can we learn more about who is currently participating?
- How could youth at these programs reach out to others to build participation?
- How do we gauge how much uptake there would be if programs were expanded?

## **AT THE DISTRICT:**

- Students are emphatic in wanting the arts as part of their school programs. As Boston continues its work on defining what constitutes a quality school to which all students should have access, how should arts programs figure in that evolving definition?
- How can increasing numbers of principals and lead teachers learn about starting robust arts programs from the Network Learning Sites, which are schools in each network of Boston schools with high quality arts programs, in order to build programs at their schools?
- How do increasing numbers of arts teachers learn about and utilize the professional development opportunities and tools available through the Visual and Performing Arts Department?

## **AT THE NEIGHBORHOOD AND CITY LEVEL:**

As mentioned, large numbers of students report doing the arts “on their own.” While some may be sketching, writing, or composing at home, it is worth asking:

- What informal arts learning spaces already exist (e.g., recording studios, drop-in spaces, etc.)? How do they become widely known and used?
- Is there a need for more such informal arts learning venues throughout the city where students can have access to materials, tools, equipment and like-minded peers? Who would host such spaces?
- What are other ways to capitalize on this independent arts energy among Boston’s youth?

## APPENDIX A: DETAILS OF THE SURVEY SAMPLE

The following table summarizes the composition of the sample and the District at large.

**TABLE 2** DETAILS OF THE SURVEY SAMPLE

	ELEMENTARY SAMPLE (GRADES 4 & 5) <sup>1</sup>	SECONDARY SAMPLE (GRADES 6 - 12) <sup>2</sup>	BOSTON PUBLIC SCHOOLS (2007- 2008) <sup>3</sup>
<b>GRADE</b>			
<b>4</b>	244 (59.2%)		3,973
<b>5</b>	168 (40.8%)		3,602
<b>6</b>		120 (17.9%)	3,607
<b>7</b>		130 (19.4%)	4,021
<b>8</b>		116 (17.3%)	4,132
<b>9</b>		153 (22.8%)	5,202
<b>10</b>		86 (12.8%)	4,706
<b>11</b>		55 (8.2%)	4,426
<b>12</b>		9 (1.3%)	4,080
<b>GENDER</b>			
<b>MALE</b>	217 (52.5%)	392 (58.6%)	29,060 (51.7%)
<b>FEMALE</b>	196 (47.5%)	277 (41.4%)	27,108 (48.3%)
<b>ETHNICITY</b>			
<b>AFRICAN AMERICAN</b>	171 (41.4%)	245 (36.6%)	22,074 (39.3%)
<b>ASIAN</b>	16 (3.9%)	47 (7.0%)	4,774 (8.5%)
<b>HISPANIC</b>	194 (47.0%)	301 (45.0%)	20,614 (36.7%)
<b>NATIVE AMERICAN</b>	4 (1.0%)	9 (1.3%)	225 (0.4%)
<b>WHITE</b>	23 (5.6%)	49 (7.3%)	7,527 (13.4%)
<b>NATIVE HAWAIIAN, PACIFIC ISLANDER</b>	0 (0%)	0 (0%)	56 (0.1%)
<b>MULTI-RACE, NON-HISPANIC</b>	5 (1.2%)	18 (2.7%)	843 (1.5%)

<sup>1</sup> 131 of students in the elementary sample were missing BPS ID numbers, and therefore no demographic data for these students could be obtained. All calculations are based on the 413 students for whom these data were available.

<sup>2</sup> All calculations based on the 669 students for whom demographic data were available.

<sup>3</sup> Most recent year for which data were publicly available.



SURVEY DESIGN AND ANALYSIS BY



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