

## The Arts Help Achieve Multiple Measures of Success

The Every Student Succeed Act allows states to use multiple measures to assess school success, and state leaders are looking to measure progress in the many different areas that you see in the header of the table below. We know that factors such as school climate and culture and social and emotional learning affect both student and school success. However, did you know that the arts can play a role in developing each of these areas? See a summary of research below—you can use the arts as a strategy to improve your state’s most pressing measures of success.

	<b>Student Achievement</b>	<b>School climate/culture</b>	<b>Student Engagement</b>	<b>Opportunity Gap</b>	<b>College &amp; Career Readiness</b>	<b>Social Emotional Learning</b>
<b>Elementary School</b>	<p>Arts integrated instruction helps strengthen elementary school students' reading readiness, fluency, and comprehension (<a href="#">Brouillette, 2010</a>; <a href="#">Dupont, 1992</a>; <a href="#">Ingram &amp; Meath, 2007</a>; <a href="#">McMahon et al., 2003</a>; <a href="#">Wandell, Dougherty, Ben-Shachar &amp; Deutsch, 2008</a>).</p> <p>Arts integrated mathematics instruction, in particular music and mathematics integration, helps students understand numerical properties and learn fundamental math skills such as computation,</p>	<p>Arts-rich learning environments foster dynamic teaching and learning experiences, help reinforce social connections, and promote positive school culture (<a href="#">Catterall &amp; Peppler, 2007</a>; <a href="#">Corbett, McKenney, Noblit &amp; Wilson, 2001</a>; <a href="#">Stevenson &amp; Deasy, 2005</a>).</p>	<p>Students receiving arts integrated instruction demonstrate improved attitudes towards school and increased attendance (<a href="#">Barry, 2010</a>; <a href="#">Carger, 2004</a>; <a href="#">Smithrim &amp; Upitis, 2005</a>).</p>	<p>Students from low socio-economic backgrounds, English language learners, and students with special needs—often underserved in public schools—realize particularly strong benefits through arts education. (<a href="#">Brouillette &amp; Jennings, 2010</a>; <a href="#">Brouillette, 2010</a>; <a href="#">Carger, 2004</a>; <a href="#">Montgomerie &amp; Ferguson, 1999</a>; <a href="#">Spina, 2006</a>).</p>	<p>Students participating in visual arts integrated programming are more likely than their peers to be intentional in their decision-making and to approach problems with patience and persistence (<a href="#">Korn, 2010</a>).</p>	<p>Students who participate in arts programs develop Self-Efficacy and Self-Confidence, as well as a belief in their own abilities to accomplish goals. (<a href="#">Luftig, 2000</a> and <a href="#">Kennedy, 1998</a>).</p>

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	comprehension, and estimation ( <a href="#">Courey, Balogh, Siker &amp; Paik, 2012</a> ; <a href="#">Smithrim &amp; Upitis, 2005</a> ; <a href="#">Spelke, 2008</a> ).					
<b>Middle School</b>	<p>Students receiving arts and arts integrated literacy instruction outperform peers without such arts instruction on standardized reading assessments (<a href="#">Corbett, Wilson &amp; Morse, 2002</a>; <a href="#">Keehn, Harmon &amp; Shoho, 2008</a>; <a href="#">Catterall &amp; Chapleau, et al., 1999</a>; <a href="#">Ingram &amp; Meath, 2007</a>).</p> <p>Students enrolled in arts programming, music in particular, outperform their peers on standardized mathematics tests and are more likely to pass state math assessments (<a href="#">Johnson &amp; Memmott, 2006</a>; <a href="#">Walker et al., 2011</a>).</p>	In arts rich schools, discipline referrals decrease and students demonstrate more positive attitudes toward school ( <a href="#">Burton, Horowitz &amp; Abeles, 2000</a> ; <a href="#">Corbett, et al., 2001</a> ).	In arts integrated programming students demonstrate increased motivation to persist despite challenges, pride in their work, ownership of their studies, and deep engagement in the learning process ( <a href="#">Belisario &amp; Donovan, 2012</a> ; <a href="#">Bresler et al, 2000</a> ; <a href="#">Cawthon, Dawson &amp; Ihom, 2011</a> ; <a href="#">DeMoss &amp; Morris, 2002</a> ; <a href="#">Imms, Jeanneret &amp; Stevens-Ballenger, 2011</a> ; <a href="#">Ingram &amp; Meath, 2007</a> ; <a href="#">Stevenson &amp; Deasy, 2005</a> ).	English language learning (ELL) students' comfort and proficiency in speaking English and vocabulary grew through discussion and dialogue about their artwork. These essential communications skills helped the ELL students advance in all areas of school ( <a href="#">Craig &amp; Paraiso, 2008</a> ).	Participation in visual and performing arts develops creative thinking skills ( <a href="#">Moga et al., 2000</a> ; <a href="#">Burton et al., 2000</a> ; <a href="#">Kim, 1998</a> ).	Students in arts-integrated classes improved their ability to turn perceived barriers into opportunities and were more motivated to continue learning than students in traditional learning environments ( <a href="#">DeMoss &amp; Morris, 2002</a> ).

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<b>High School</b>	<p>Through instruction in drama, students learn strategies that help them understand complex texts (<a href="#">Seidel, 1999</a>) and build upon their reading comprehension skills (<a href="#">Podlozny, 2000</a>).</p> <p>Participation in arts and arts-integrated programming helps students develop problem solving, abstract reasoning abilities, and perseverance, skills that are critical for mathematics achievement (<a href="#">Heath &amp; Roach, 1999</a>; <a href="#">Hetland, 2000</a>; <a href="#">Imms, Jeanneret &amp; Stevens-Ballenger, 2011</a>; <a href="#">Rostan, 2010</a>; <a href="#">Winner et al, 2006</a>).</p>	<p>Arts programming fosters safe environments that allow participants from diverse backgrounds to engage in cross-cultural dialogue, and promotes mutual respect and increased sensitivity towards cultural issues (<a href="#">Clover, 2006</a>; <a href="#">Harland et al, 2000</a>).</p>	<p>Arts integration encourages dynamic instructional practices that promote deeper learning, while at the same time rejuvenating teachers at risk of leaving the teaching profession (<a href="#">Bellisario &amp; Donovan, 2012</a>).</p>	<p>Students from minority and low socio-economic backgrounds met or exceeded state testing averages when involved in arts integrated programming (<a href="#">Catterall, 2009</a>).</p>	<p>In addition to serving as an entry point to deeper learning and engagement in academic content, arts programming provides a meaningful context for honing skills that are viewed as highly valued in the workplace, such as creativity, leadership, and innovation (<a href="#">Bellisario &amp; Donovan, 2012</a>; <a href="#">Clover, 2006</a>; <a href="#">Dewhurst, 2009</a>; <a href="#">Heath, Soep &amp; Roach, 1998</a>; <a href="#">Moga, Burger, Hetland &amp; Winner, 2000</a>).</p>	<p>Through project-based learning in the arts, students learn skills that transfer to English language arts learning, such as critical thinking, communication, and understanding of other perspectives and cultures (<a href="#">Dewhurst, 2009</a>; <a href="#">Heath, Soep &amp; Roach, 1998</a>; <a href="#">Heath &amp; Roach, 1999</a>; <a href="#">Horn, 1992</a>; <a href="#">Stevenson, 2011</a>; <a href="#">Winner, et al, 2006</a>).</p>

All research and their summaries were taken from [ArtsEdSearch.org](#), a product of the Arts Education Partnership and the Education Commission of the States. Compilation and design of this handout was inspired by [Title1Arts.org](#).



Questions? Please contact Arts Education Policy Manager Kristen Engebretsen at [kengebretsen@artsusa.org](mailto:kengebretsen@artsusa.org)