



# ENGAGEMENT

## Priority 5: Student Engagement

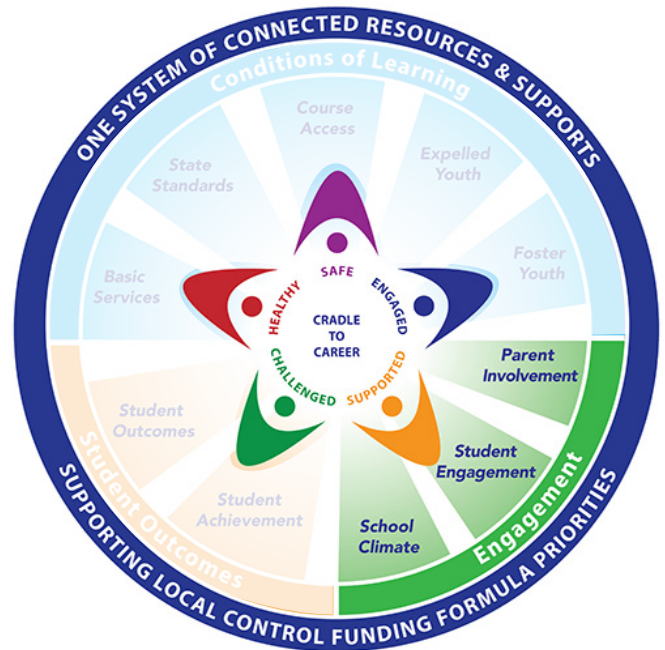
**Desired Results:** Students, preschool through grade 12, experience a positive self-identity in relation to school and enjoy an engaging educational curriculum with supportive relationships at school. All student groups — historically under-resourced students, students with disabilities, students in poverty, English learners and foster youth— benefit from improved access to mental health and other appropriate student support services.

[Source: [LCFF Priority 5 Statement of Model Practices](#)]

## Priority 6: School Climate

**Desired Results:** Schools that successfully sustain a positive school climate are committed to meeting each student's cognitive, social, emotional and physical needs. A positive school climate is built on caring, trusting, inclusive and respectful relationships among students, staff and families.

[Source: [LCFF Priority 6 Statement of Model Practices](#)]



## Takeaways

Arts learning opportunities helped students build social skills, emotional maturity and cognitive abilities.

Integrating arts with other content areas helped teachers engage more fully with students from various backgrounds.

Students represented in the research were much more likely to attend school on the days arts classes were scheduled, and were much less likely to drop out of school.

Arts education increased student engagement in the classroom and may improve attendance and reduce drop-out rates.





## How can arts education improve school engagement and climate?



### Attendance/Drop-Out Rates:

For English learners, **attendance rates were significantly higher** on days with scheduled arts lessons than on days without. (3)

Cumulative high school credits in the arts were consistently associated with **reduced drop-out rates**, even after controlling for prior student achievement and course completion in other core subjects. (1)

High school students with the lowest risk of dropping out were those who chose to study the arts more intensely and moved beyond the one-credit graduation requirement. (1)

Students who did not earn a full credit in the arts faced an increased risk of dropping out of high school. (1)



### Cognitive, Social and Emotional Growth:

Children used arts, and the process of creating art, to communicate information about themselves and their world. Arts also helped them **express emotion** in appropriate ways. (2)

The arts exercised children's critical capacity for decision-making and **problem-solving**, which are important developments for preparing children with disabilities to be active and independent citizens. (2)

For English learners, **speaking and listening skills improved** significantly after weekly hour-long theatre and dance lessons were integrated into the kindergarten curriculum. (3)

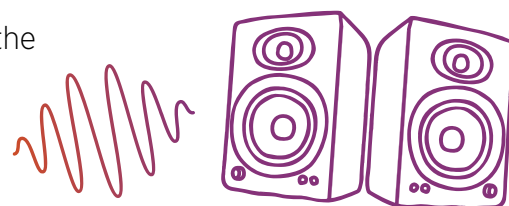


### Engagement:

Students were more engaged in school when they participated in arts lessons. (3)

The inherent flexibility of all art forms allowed students to access content and provided teachers with opportunities to **meet students' unique needs**. (2)

Arts education experiences produced **significant positive impacts on academic and social success**. For English learners, arts education experiences were found to improve school engagement and college aspirations. (4)





## Studies Included:

1. [Arts Education and the High School Dropout Problem](#)
2. [Impact of arts integration on voice, choice, and access](#)
3. [Increasing the school engagement and oral language skills](#) of ELLs (English Language Learners) through arts integration in the primary grades
4. [Investigating Causal Effect of Arts Education Experiences](#): Experimental Evidence From Houston's Arts Access Initiative

## Acknowledgements

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To view the full California LCFF Priority-Aligned Research visit: <http://www.artsedsearch.org/california-lcff-priority-aligned-research/>

