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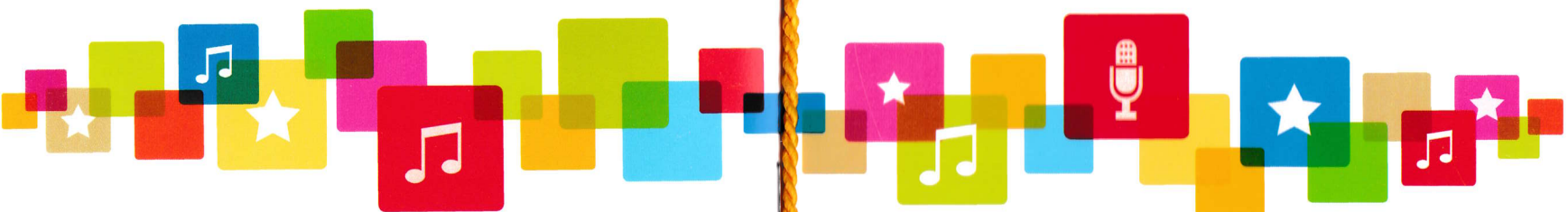
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Arts White House Talent Show, 05/20/2014 [3 copies]

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MRS. MICHELLE OBAMA

welcomes you to

THE TURNAROUND ARTS  
WHITE HOUSE TALENT SHOW



Tuesday, May 20, 2014

## PRESIDENT'S COMMITTEE ON THE ARTS AND THE HUMANITIES

Created in 1982 by President Reagan, the President's Committee on the Arts and the Humanities (PCAH) is an advisory committee to the White House on cultural issues, working with federal agencies and the private sector to initiate and support key programs in the arts and the humanities. First Lady Michelle Obama serves as the Honorary Chairman of the Committee. The Committee is co-chaired by George Stevens Jr. and Margo Lion, and Mary Schmidt Campbell is the Vice-Chair. Members of PCAH include the heads of twelve federal agencies, serving in their official capacity, and private individuals appointed by the President. Private members of PCAH include notable artists, scholars, businesspeople and philanthropists. Under the Obama Administration, PCAH has engaged as a leader in efforts to bring arts education to the fore in school improvement efforts.

### TURNAROUND ARTS

Turnaround Arts is a national program created by the President's Committee, in coordination with the White House, the U.S. Department of Education, the National Endowment for the Arts and several foundations and corporations, to bring arts education programming and resources to a group of the country's lowest-performing middle and elementary schools. It is based on the premise that high-quality and integrated arts education can strengthen school reform efforts—boosting academic achievement and increasing student and parent engagement, as well as increasing the number of low-income students that go on to higher education.

Together with national and local partners, Turnaround Arts works with clusters of high-poverty, low-performing schools in school districts across the country to provide intensive arts resources that support broad school turnaround goals. The program brings in arts supplies, musical instruments, local teaching artists, teacher training, and strategic planning, as well as high-profile artists that "adopt" the schools and work with them over two years to engage students and the school community. Interim evaluation results show that participating schools demonstrate increased student and parent engagement, improved school culture and climate and improved academic performance—in most cases outperforming comparably situated schools in their state or district. As of spring 2014, Turnaround Arts will be working in over 35 schools in 19 school districts and 11 states across the country.

## PROGRAM

Remarks by

**MRS. MICHELLE OBAMA**

Performances by

**LAME DEER JR. HIGH SCHOOL**

*Lame Deer, MT*

**MARTIN LUTHER KING, JR. SCHOOL**

*Portland, OR*

**ORCHARD GARDENS K-8 PILOT SCHOOL**

*Boston, MA*

**RENEW CULTURAL ARTS ACADEMY**

*New Orleans, LA*

**NOEL COMMUNITY ARTS SCHOOL**

*Denver, CO*

**SAVOY ELEMENTARY SCHOOL**

*Washington, DC*

Visual Arts Contributions by

**FINDLEY ELEMENTARY SCHOOL**

*Des Moines, IA*

**ROOSEVELT SCHOOL**

*Bridgeport, CT*

**DAMIAN WOETZEL AND GEORGE C. WOLFE**

*Directors*

Program subject to change

## TURNAROUND ARTISTS

Twenty-five of our nation's most accomplished artists—actors, dancers, musicians, visual artists and writers—serve as Turnaround Artists, mentoring one or more schools for the length of the program. These artists visit classrooms, lead workshops, meet with parents and members of the school community and stay in contact with their schools during the year. Their involvement helps drive fundamental changes in school morale and student engagement, as well as garnering visibility for the school's accomplishments.

*Turnaround Artists participating with students in this afternoon's program include:*

**CRISTINA PATO**

**SILK ROAD ENSEMBLE**

*Lame Deer Jr. High*

**SHANE SHANAHAN**

**SILK ROAD ENSEMBLE**

*Lame Deer Jr. High*

**KOJIRO UMEZAKI**

**SILK ROAD ENSEMBLE**

*Lame Deer Jr. High*

**DAMIAN WOETZEL**

*Lame Deer Jr. High*

**SARAH JESSICA PARKER**

*Martin Luther King, Jr. School*

**TROY ANDREWS, AKA TROMBONE SHORTY**

*ReNEW Cultural Arts Academy*

**ALFRE WOODARD**

*ReNEW Cultural Arts Academy*

**JOHN LLOYD YOUNG**

*Noel Community Arts School*

**CHUCK CLOSE**

*Roosevelt School*

## TURNAROUND ARTS SCHOOLS

### **LAME DEER JR. HIGH SCHOOL**

*Lame Deer, Montana*

Lame Deer Jr. High School is located on the Northern Cheyenne Indian Reservation. The reservation struggles with problems faced by many Native American communities, including drugs, high unemployment and suicide rates, and failing schools. Lame Deer Jr. High School has persistently ranked among the lowest in the state. In 2009, only 8 percent of eighth-grade students tested proficient in math.

In this challenging environment, the school's leaders have invested in the arts as part of the solution. Although isolated from many of the cultural opportunities that urban students take for granted, Lame Deer students benefit from a rich and diverse Native American culture. A visual arts teacher has energized many of the students, who learn new skills in painting, drawing, ceramics and beading. And soon after becoming part of Turnaround Arts, the school was able to fill a full-time music teacher position that had been vacant for 6 years. Culture teachers are also an integral part of the arts program. Last year, Lame Deer students started a media club and a number of them have traveled to NYC to study with world-renowned artists. Students who have become adept at writing and photography are now putting out a school newspaper. Damian Woetzel and three musicians from Yo-Yo Ma's Silk Road Ensemble traveled to Lame Deer several times for workshops with the students and to engage the parent and tribal communities. This year has found students more engaged, teachers more collaborative and students proudly transforming their school facility with gorgeous examples of student work.



## MARTIN LUTHER KING, JR. SCHOOL

*Portland, Oregon*

Nestled within a vibrant and diverse neighborhood in Northeast Portland, Martin Luther King Jr. School is a school in transition. Facing challenges such as high discipline rates, low test scores and catastrophically low enrollment, King was at risk of closure. Fewer students translated into fewer teachers and fewer offerings—making the school even less desirable to neighborhood families. When it came on as a Turnaround Arts school in 2012, King had the second-lowest neighborhood enrollment rate for any school in the district. Over the last two years, the school has invested in their arts program, as well as a well-rounded International Baccalaureate program, to turn the school around. In addition to offering dance, drama and visual arts, they have brought in robust partnerships with local arts education organizations and teaching artists, providing students with instruction in photography, jazz and theatrical production. Sarah Jessica Parker, who adopted the school in 2012, has worked with students on drama and movement, met with the Superintendent and school board, and even hosted the school musical cast party long distance. All of their teachers have been trained in integrating the arts into other core subjects, like math, science and reading. And parents and community members are taking notice of these changes, coming into the school for events and performances, some for the first time. Two years later, teachers across the school are incorporating the arts into their daily classes, math scores are on the rise and enrollment is up over 10 percent.

## ORCHARD GARDENS K-8 PILOT SCHOOL

*Boston, Massachusetts*

From 2003 until 2010, Orchard Gardens was one of the five lowest performing schools in Massachusetts. Built near a formerly notorious housing project with a reputation for drugs, high crime rates and gang violence, the school had six principals in seven years and more than 50 percent teacher turnover rate per year. Student behavior was a significant problem—in a 2009 survey, 50 percent of Orchard Gardens students reported that they expected to be bullied at school, and the failure rate on the MCAS exam was one of the highest in the state.

In 2010, Orchard Gardens was designated a Level 4 Turnaround school. The new principal, Andrew Bott, along with the school redesign team, replaced 80 percent of the schools' faculty and set goals for engagement and high expectations. Arts education was part of Principal Bott's core strategies. In one of his first actions as principal, he replaced the school's full time security staff with five full time arts and music instructors. Now the building boasts an exciting and comprehensive array of arts programming, with all students getting 5-7 hours of arts instruction weekly. Student artwork fills the halls and the sounds of band practice drift out of classrooms. Yo-Yo Ma, Damian Woetzel and the Silk Road Ensemble have also been working in the school as Turnaround Artists. Three years later, the school has the highest combined growth in math and reading among similarly sized schools in the state, and this year was one of only five schools in Massachusetts to move from Level 4 (lowest) to Level 1 (highest) status.

## RENEW CULTURAL ARTS ACADEMY

*New Orleans, Louisiana*

Located in a historic school building, the ReNEW Cultural Arts Academy (formerly Batiste Cultural Arts Academy) is trying to overcome decades of failing test scores and the destabilizing effects of Hurricane Katrina. For years, the school has grappled unsuccessfully with chronic problems, including uninvolved parents, frequent student fights, a run-down facility, and students who didn't feel safe in the halls. By the 2009/2010 school year, the school was the lowest-performing in the entire state of Louisiana.

In late 2010, RCAA was taken over by ReNEW CMO, and received a School Improvement Grant. In 2012 they became a Turnaround Arts school. Over the last two years, RCAA has hired more arts, drama and music teachers and brought in local teaching artists, almost tripling the amount of time per week students receive arts instruction. They formed a jazz band, with 15 community performances scheduled this year as well as a radio gig. Local galleries and coffee shops display student artwork, and the school hosts an annual Parent's Art Night that pulls in parents and community members. Alfre Woodard, the school's Turnaround Artist, visits regularly to work with students in poetry, drama and movement. RCAA staff is getting into the act as well, with arts teachers collaborating with science teachers on gallery exhibits, and the drama teacher working with pre-K-2 classes to design a play about the alphabet. All this work is paying off, as math and reading scores have been on the rise for the last two years, disciplinary referrals are down, and the halls are filled with sounds of the middle school band rehearsing to lead the next school parade.

## NOEL COMMUNITY ARTS SCHOOL

*Denver, Colorado*

Denver's far northeast region has long been plagued with poverty, drug and gang-related violence and schools that produced more dropouts than graduates. At Rachel B. Noel School only 20 percent of students were proficient in math in 2011 and behavior problems and bullying were rampant. The school was failing.

In late 2011, Denver Public School's new superintendent began engaging the community on ideas for the school. They unanimously responded they wanted a middle school with a rich arts program, to rival the acclaimed Denver School of the Arts in the affluent downtown area. With that goal, the District began phasing out Rachel B. Noel and opened the Noel Community Arts School (NCAS) in the same facility. The year it opened, NCAS became a Turnaround Arts school. The principal, Stacy Miller, hired five full-time arts teachers in all four disciplines to engage students throughout the school day, and to fill the bare halls with student art and music. In its third year, NCAS moved to another building and hosted an arts-based school makeover event, spearheaded by Turnaround Artist Alfre Woodard, that brought in hundreds of parents, students, local artists and community members. This year NCAS students installed a mural in the new library, are learning geometry by studying famous examples of Cubism, and are using digital media and literacy skills to make original "pop up" 3D children's books for nearby elementary schools. Through all of their work, NCAS continues to see increasing numbers in parent and student engagement, attendance, and state test scores.



## SAVOY ELEMENTARY SCHOOL

*Washington, D.C.*

Plagued by constant changes in administration, chaos in the halls and a remote location in a high-poverty neighborhood across the river in Anacostia, by 2010 Savoy Elementary had been in steep decline for several years, with some of the lowest test scores in the District.

In 2011, the District began a turnaround effort, aided by Patrick Pope, an experienced principal who volunteered to become Savoy's principal. Savoy received a School Improvement Grant from the U.S. Department of Education in 2011 and joined Turnaround Arts in 2012. From the beginning Principal Pope has built a culture of discipline, high expectations, and self-confidence. In addition to his arts and music teachers, he brought in an arts coordinator, part-time teaching artists, and residencies from local cultural organizations including the Kennedy Center and the Washington Performing Arts Society. Together with parents and students he has transformed the look of the building—painting the halls bright and inviting colors and hanging banners across the school. All students participate in school-wide performances, highly attended by families, and have performed in the community, including 100 students that “flash mobbed” to Michael Jackson’s Thriller on steps of the National Portrait Gallery. Kerry Washington, Savoy’s Turnaround Artist, has been a constant presence in the school, even performing the Lindy Hop with the whole 4th grade. In a short time, the school feels like a different place, with students, teachers and parents happier and more engaged, math and reading scores rising for the last two years, attendance up by a wide margin, and student suspensions decreasing by almost 70 percent.

## FINDLEY ELEMENTARY SCHOOL

*Des Moines, Iowa*

Located near the outskirts of the city, Findley Elementary School draws from a high-poverty community further battered by devastating floods several years ago that destroyed many homes and businesses. Findley is enriched by its diverse population of students, including many English Language Learners, and is home to a cluster program for students with autism. Within the context of Iowa’s relatively stable school system, Findley has struggled with persistently low math and reading test scores.

Principal Tara Owen took over in 2011. She recognized early on the power of arts to bring a disparate school and the community together, and Findley became a Turnaround Arts school in 2012. Principal Owen credits the arts with helping change the relationship between the school and parents, drawing in families with regular events like Fine Arts and Family Night, recitals and the school’s first musical. PCAH Member Forest Whitaker, who adopted the school as their Turnaround Artist, spent several days with the fourth and fifth graders leading esteem-building drama workshops, and maintains regular contact with students and parents. Since Principal Owen started using the arts as a strategy for parent engagement, attendance at parent teacher conferences has gone up 20 percent and more parents are participating in school activities than ever before. The school also has seen a sharp decline in student behavior problems, with suspensions decreasing 50 percent more than the district average. Student academic achievement has followed these leading indicators of school success, with test scores rising dramatically across the board. This year, Findley expects to exit from turnaround status in the district.



## ROOSEVELT SCHOOL

*Bridgeport, Connecticut*

Only a few years ago, Roosevelt School was one of the most troubled schools in Connecticut. Ninety percent of 6th graders were not reading at grade level and more than eighty percent of 7th graders were not proficient in either reading or math. Behavioral issues and poor attendance were major obstacles. In 2010, Roosevelt was slated for closure. However, in the community of South End, an area that struggles with high rates of poverty and unemployment, many felt that it was the only point of stability for their children. In an act of desperation, more than 100 parents, grandparents and guardians turned out to insist that Roosevelt be saved, with signs and protests. Their concerted action prevented the school from closing.

In 2011, Roosevelt got a new lease on life with a School Improvement Grant and an arts emphasis with a focus on interdisciplinary collaboration, becoming a Turnaround Arts school later that year. New principal Tania Kelley expanded arts offerings, hired a music teacher to form a school band for the first time in 17 years, and started an annual Spring Musical that has become a popular community event. Every teacher trained in arts integration, and 100 percent of them integrate the arts into their classrooms over the year. Chuck Close, the Turnaround Artist for Roosevelt, has visited often, hosted students in his studio in NYC, and toured them through University's African Art collection. Since beginning its turnaround, the school has seen math and reading scores rise, outpacing comparable schools in the district. Attendance has surged, and the school has gone from the brink of closure to being recognized by the Mayor of Bridgeport as an example of success amongst the city's schools.