ARTS EDUCATION HELPS STUDENTS OF ALL AGES, FROM ATTENDANCE TO ACADEMIC SUCCESS

Through decades of research, students engaging in arts education have a strong correlation with academic success and success later in life. Here are a few examples of positive outcomes with arts education:

ACADEMIC PERFORMANCE

Higher Test Scores¹

The more years of art students take, the higher their SAT scores are on average, regardless of socioeconomic status.



Higher GPAs²

Both high and low socioeconomic status students who had earned arts credit in high school see higher GPAs.

Increased Chance of Future Success³

Students who have intensive arts experiences in high school are three times more likely to earn a bachelor's degree. Low-income students that are highly engaged in the arts are **twice as likely to graduate college as their peers with no arts education.**



Civic Contributions⁴

Students who are engaged in arts education have a higher rate of volunteerism and voter participation as adults.

POSITIVE SOCIAL OUTCOMES



Better Behavior ⁵

Arts participation in high school was found to have decreased the likelihood of suspensions, increased optimism about college attendance, and increased school attachment and engagement



Staying Out of Trouble⁶

Arts participation in high school was found to have a positive effect on avoidance of alcohol consumption, illicit substance abuse, and delinquent behaviors

INCREASED SCHOOL PARTICIPATION

Art Classes Lower Drop Out Rates⁷

Students with high arts participation and low socioeconomic status have a 4% dropout rate — 5x lower than their low socioeconomic status peers.

Art Classes Increase Attendance⁸

In a study conducted in Boston schools, students taking art classes **increased attendance by about a third of a day per student**, which results in nine more days of instruction, per teacher, for a classroom of 25 students.

SOURCES

- 1. The College Board. (2011). College-Bound Seniors: Total Group Profile Report
- 2. Catterall, J. S., Dumais, S.A, & Hampden-Thompson, G. (2012). <u>The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies</u>. <u>Prepared for the National Endowment for the Arts Office of Research & Analysis, research report #55</u>
- 3. Catterall, J. S., Dumais, S.A, & Hampden-Thompson, G. (2012). <u>The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies</u>. <u>Prepared for the National Endowment for the Arts Office of Research & Analysis, research report #55</u>
- 4. Catterall, J. S. (2009). Doing Well and Doing Good by Doing Art: The Effects of Education in the Visual and Performing Arts on the Achievements and Values of Young Adults. Los Angeles/London: Imagination Group/I-Group Books.
- 5. Catterall, J. S. (2009). Doing Well and Doing Good by Doing Art: The Effects of Education in the Visual and Performing Arts on the Achievements and Values of Young Adults. Los Angeles/London: Imagination Group/I-Group Books.
- 6. Elpus, K. (2013). <u>Arts education and positive youth development: Cognitive, behavioral, and</u> <u>social outcomes of adolescents who study the arts.</u> National Endowment for the Arts.
- 7. Bowen, D. H., & Kisida, B. (2021). <u>The arts advantage: Impacts of arts education on Boston</u> <u>students.</u> EdVestors.
- 8. Catterall, J. S., Dumais, S.A, & Hampden-Thompson, G. (2012). <u>The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies.</u> Prepared for the National Endowment for the Arts Office of Research & Analysis, research report #55