

Measuring Up:

New Hampshire Arts Education
Data Project Report





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MEASURING UP:

THE NEW HAMPSHIRE ARTS EDUCATION DATA PROJECT


is a collaborative initiative representing New Hampshire's first statewide effort to document and analyze the level of access to—and participation in—arts education in our K-12 public schools. For the first time, we can examine the status and condition of K-12 arts education in music, visual arts, dance, theatre, and media arts, and use a common tool to work toward a common goal: stronger arts programs with greater opportunities in the arts for students around the state.



Messages From:

The New Hampshire Department of Education

I believe the arts are an important component of education for the whole child, preparing students more completely for success in college and careers. The skills developed by studying the arts include collaboration, creativity, problem-solving, flexibility, and perseverance; and these are critical to the 21st century skills needed to succeed in college, career, and life. The arts enliven our schools with music, visual arts, dance, and theatre and showcase our students' abilities in these areas. For the first time we are able to take a serious look at the opportunities provided to students in arts education in our public schools. This information should inform the use of local and state resources for the benefit of students and their success in the future.



Virginia M. Barry, Ph.D.
Commissioner of Education

The New Hampshire State Council on the Arts

As a New Hampshire principal and public school educator for 35 years, I believe we owe every student a complete and balanced education. Children should come away from public schools with a positive notion of their skill sets, and who they are as people. All children should experience at least one unique, defining moment that establishes a path to who they are becoming. It should transform their notion of education and crystallize in their minds forever a positive view of their own educational experience. Students in my classroom or schools most often accomplished this while participating in the arts.

Measuring Up represents an initial step in gathering valuable information about arts education programs in our public schools. Increasingly, school and community leaders are citing the growing body of education research as indicators of how a quality arts education supports student learning and achievement.

This report gives visibility to schools' successes; encourages school and community leaders to sustain and enhance their quality arts programs; offers a planning tool to examine a school's arts education program, both in and after school; and provides a catalyst for discussion in schools and across school districts focused on common interests and needs.

We ask parents, educators, artists, and community and business leaders to read the report and reflect on the results and recommendations. We invite all citizens to join the conversation about how we can best prepare our students to be creative problem solvers, engaged community members, and positive, productive citizens.



Dr. Roger C. Brooks
Chair, New Hampshire State Council on the Arts

Overview

MEASURING UP: THE NEW HAMPSHIRE ARTS EDUCATION DATA PROJECT is a collaborative initiative representing New Hampshire's first statewide effort to document and analyze the level of access to—and participation in—arts education in our K-12 public schools. For the first time, we can examine the status and condition of K-12 arts education in music, visual arts, dance, theatre, and media arts, and use a common tool to work toward a common goal: stronger arts programs with greater opportunities in the arts for students around the state.

Measuring Up quantifies the opportunities provided to students for learning in the arts. Public school administrators around the state were asked to respond, on a voluntary basis, to a programmatic inventory of the arts in their schools, based primarily on state standards and requirements. This report compiles information from all responding schools, creating a comprehensive examination of the scope of arts education in our state. A total of 153 New Hampshire public schools completed the survey, representing 43.6% of the state's public-school student population. By examining and analyzing this data, we can identify available opportunities for students in New Hampshire, as well as gaps between policy and practice.

ARTS EDUCATION: A MATTER OF POLICY

New Hampshire has a long history of recognizing the value of the arts, beginning with the State Constitution, Article 83, which encourages the promotion of the arts in public schools:

"Knowledge and learning, generally diffused through a community, being essential to the preservation of a free government . . . it shall (therefore) be the duty of the legislators and magistrates, in all future periods of this government, to cherish the interest of literature and the sciences, and all seminaries and public schools, to encourage private and public institutions, rewards, and immunities for the promotion of agriculture, arts, sciences . . ."

In education policy, this history extends back to the 1957 *Minimum Standards and Recommended Practices for New Hampshire Secondary Schools*, which established music and visual arts as required components of a high school education. According to the standards, "the minimum program of studies for the last four years of high school shall provide, out of a total of 32 units at the high school level, 3 offerings of Fine Arts." The document goes on to state, "It is highly desirable that the high school curriculum contain several courses in the areas of music and art. Whenever circumstances permit, these should be unit courses offered for credit as part of the regular program of studies. As a minimum, each high school shall provide at least three regularly scheduled opportunities for experiences in the Fine Arts area."





The current version of these standards, readopted in 2005, supports music and visual art as well as dance and theatre: “The local school board shall require that an arts education program for grades K-12 provides: (a) Systematic and sequential instruction in the arts disciplines of music and visual art, while developing opportunities for dance and theatre . . .” (*Ed 306.31 Arts Education Program, pursuant to Ed 306.26 and Ed 306.27*)

In statute, the arts are included in the definition of an adequate education. According to state statute RSA 193-E, effective in 2007, an adequate education shall provide all students with the opportunity to acquire “grounding in the arts, languages, and literature to enable them to appreciate our cultural heritage and develop lifelong interests and involvement in these areas.”

THE ARTS AND ACCESS TO A COMPLETE CURRICULUM

The arts are an essential component of a complete curriculum, defined in statute for New Hampshire within the context of adequacy. If New Hampshire students are to succeed in college and careers, they require the academic skills and thinking abilities associated with the education of the whole child through a comprehensive curriculum.

The arts provide experience and practice in skills deemed essential by employers: creativity, collaboration, perseverance, flexibility, and problem-solving. The arts personalize learning, give voice to the individual, create community, highlight student success in a variety of ways, promote abilities needed in the workforce, and generate positive gains in academic achievement.

This report aims to serve New Hampshire’s students, educators, and citizens by providing essential information for decision-making at the state and local level.

MEASURING UP TEAM:

- New Hampshire State Department of Education
- New Hampshire State Council on the Arts
- Arts Alliance of Northern New Hampshire
- Research and Data Analysis: Quadrant Arts Education Research and Cypress Research Group

PROJECT GOALS

- Inform policy makers, civic leaders, educators, parents, arts organizations, artists, and the public about the current status of arts education in New Hampshire;
- Use this information to develop recommendations that encourage and provide for quality arts-learning experiences and sequential arts education for all New Hampshire students; and
- Develop advocacy tools, training, and resources based on the project findings.

MEASURING UP IS BUILT AROUND FOUR KEY BELIEFS:

- Every child has the right to experience quality arts learning;
- Valid research and data analysis are critical in sustaining and advancing arts education in New Hampshire;
- Collaborative leadership is required to improve arts education access and equity across the state; and
- Arts education programs and progress need to be sustainable over time.

A school that values the arts recognizes that for students to reach their potential, learning must, to some degree, be individualized. Everyone has preferred modes of learning: visual, auditory, kinesthetic, or tactile. The various art forms (dance, music, theatre, and visual arts) utilize these learning modes and provide opportunities for students' individual work to be showcased. Through the arts, students discover who they are and what they can achieve.

Many research studies show that students who participate in the arts have higher self-esteem than those who do not; that studying the arts may improve academic gains in other areas and lower the drop-out rate; and that schools that value the arts have more positive school cultures and climates. The arts provide meaningful opportunities for parents, artists, and community members to teach, partner, and volunteer. Parents show they value the arts through their arts advocacy, leadership, and significant contributions from parents' associations in support of arts curricular materials and special programs. (See page 22 for more about the value of the arts in education.)

WHY DATA GATHERING AND ANALYSIS IN THE ARTS?

Why is it important to consider data when making decisions about arts education? Education leaders and policy makers are requiring data for decision making in all areas of education, but until now we have had limited and incomplete arts education data for New Hampshire. This report launches a new conversation, informed by data, about arts education in our state. What we learn from the data—school by school, district by district, and as a state—is at the heart of *Measuring Up*. It is not the data alone that matter, however, but the professional and community conversations that follow and the steps that are taken as a result of those conversations. Through this initial effort, we can acknowledge the good work that is already being done, address areas of need, take action for appropriate change, and sustain our culture of support for arts education—for all students and all schools in New Hampshire.



Key Findings*

100% OF HIGH SCHOOLS and 98% OF ELEMENTARY AND MIDDLE SCHOOLS provide arts instruction in at least one arts course.

88% OF ELEMENTARY STUDENTS participate in both music and visual arts classes for approximately 50 minutes per week in each art form.

73% OF HIGH SCHOOLS exceed the state graduation requirement of one-half credit in the arts.

50% OF HIGH SCHOOL STUDENTS are enrolled in one or more arts courses.

50% OF SCHOOLS that weight grades do not include the arts when calculating students' grade point averages.

45% OF SCHOOLS report using arts integration as a teaching strategy.

2% OF ELEMENTARY SCHOOLS offer at least one course in theatre; 6% OF MIDDLE SCHOOLS offer at least one course in dance; and 6% OF MIDDLE SCHOOLS offer at least one course in media arts.

30% OF SCHOOLS worked with at least one artist in residence; 44% OF THESE SCHOOLS find that artist residency programs provide knowledge about other cultures.

67% OF SCHOOLS spend \$20 or less per student on curricular support for the arts each year; 15% spend \$1 or less.

100% OF SCHOOLS receive outside dollars to support arts education; 54% OF THESE FUNDS come from parent/teacher associations and organizations and 2% FROM local businesses and corporations.

**Based on results from the 2008–2009 New Hampshire arts education survey, with 153 responding schools, a 32% response rate representing 84,840 students or 43.6% of the public-school student population.*

Selected Survey Results

This section looks at selected data sets, examining levels of access to arts education in New Hampshire. The complete set of more than 75 tables can be found at www.aannh.org/measuringup. Charts included in this report highlight key findings or reveal opportunities for improvement.

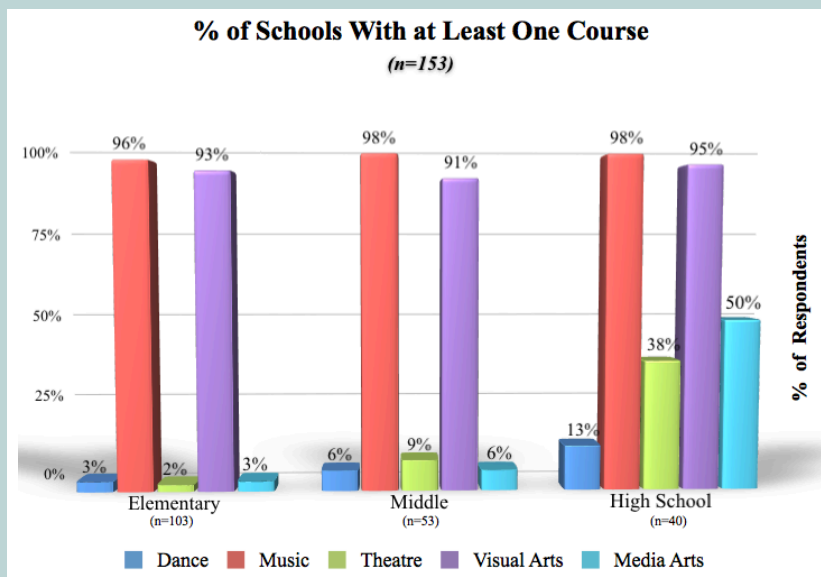
NOTE: The New Hampshire Department of Education designates dance, music, theatre, and visual arts as the four core artistic disciplines. Each of these four areas has its own certification; each area has student content standards defined in the *New Hampshire K-12 Curriculum Framework for the Arts*. Media arts is a burgeoning art form combining aspects of visual art, film, theatre, music and technology. For this study, media arts is considered an independent discipline. As requested by the New Hampshire State Council on the Arts, several questions also targeted creative writing.

Arts Opportunities

AVAILABILITY OF COURSES

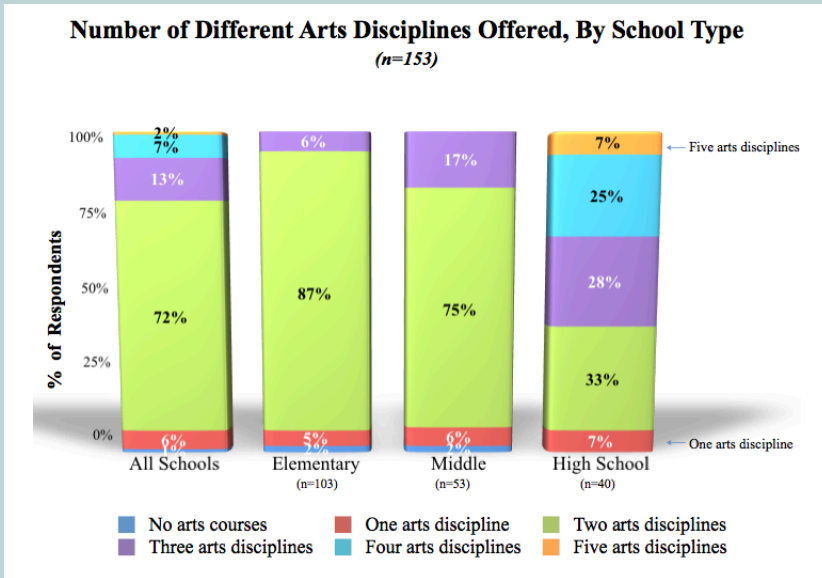
The *New Hampshire Minimum Standards for Public School Approval* requires systematic and sequential instruction in music and visual arts while developing opportunities for dance and theatre; one-half credit (one semester) in the arts is required for high school graduation.

FIGURE 1



98% of elementary schools, 98% of middle schools, and 100% of high schools offer at least one course in at least one of the five arts disciplines. Music and visual arts courses are broadly available, while dance, theatre, and media arts are far less prevalent, particularly before high school.

FIGURE 2

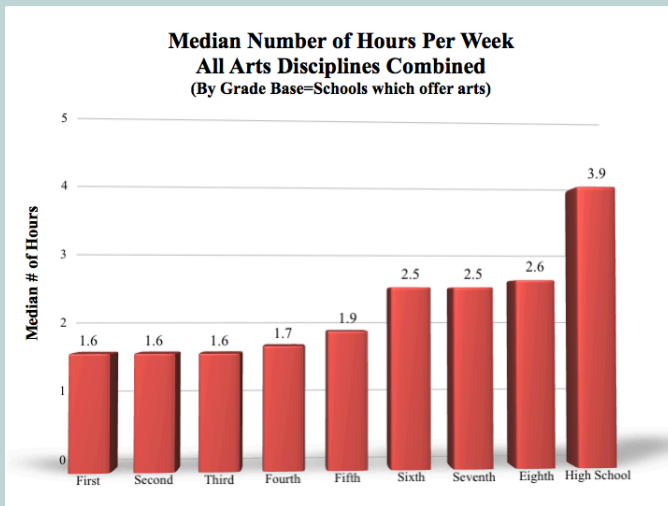


93% of all schools offer both visual arts and music, the most common combination of two arts disciplines. High schools are more likely than elementary or middle schools to offer more than two arts disciplines.

TIME PROVIDED FOR ARTS EDUCATION

The *New Hampshire Minimum Standards for Public School Approval* does not designate how much time should be devoted to any content area (including English language arts and mathematics). Rather, each school board adopts a local schedule that specifies the distribution of instructional time among learning areas (Ed 306.26). According to survey returns, 88% of elementary students participate each week in one music and one visual arts class, averaging 50 minutes each, for a total of 100 minutes. This statistic indicates a cultural norm for providing music and visual arts instruction in our elementary schools.

FIGURE 3

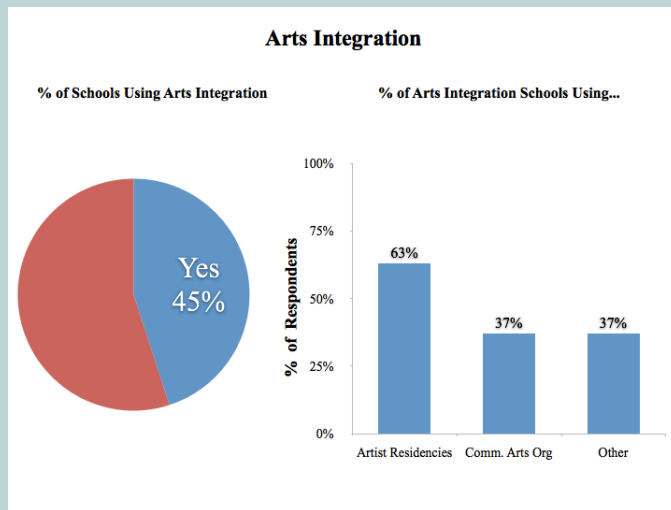


Elementary schools offer on average about 100 minutes of arts classes per week for all students, or the equivalent of two class periods. The average amount of time for participating students increases in middle and high school, when courses meet on a more frequent basis.

ARTS INTEGRATION

Arts integration is an approach to teaching and learning that creates conceptual connections among various arts disciplines and other subjects. While arts courses and time devoted to direct arts instruction provide a foundation for student learning in the arts, arts integration provides an enhanced opportunity for learning. This approach requires shared planning time for teachers and often utilizes artists in residence or other community resources.

FIGURE 4



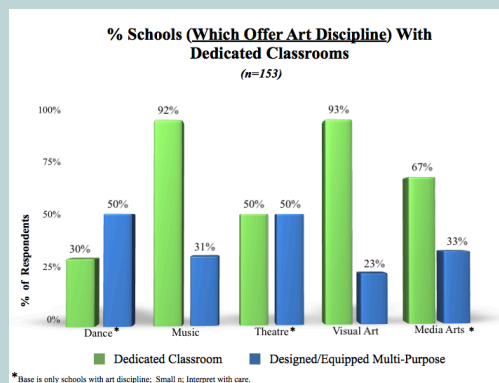
45 percent of all schools report using arts integration as a teaching strategy. Arts integration is much more likely to occur in elementary (54%) or middle schools (43%) than in high schools (25%). For schools that utilize arts integration, artist residencies are the most frequently used strategy (63%).

Facilities and Resources

NOTE: The symbol “n” refers to the sample size. The overall “n” size for each arts discipline is: dance, n=11; theatre, n=60; music, n=147; visual arts, n=143; media arts, n=33. The exact number varies from question to question, based on the way the question was asked and answered. When a chart indicates “small n size, interpret with care,” this means that the sample size for the specific arts discipline for that question is below 20 respondents.

CLASSROOM SPACE

FIGURE 5

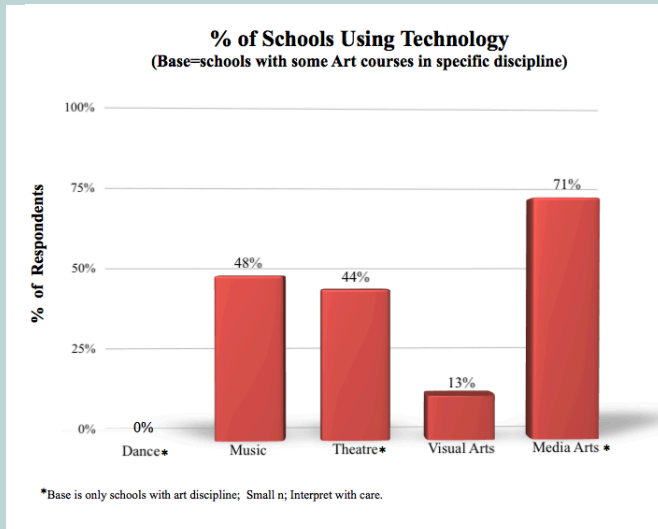


Dedicated classrooms are devoted to—and appropriately designed for—the teaching of a specific arts discipline. Most students who take visual arts and music courses do so in dedicated classrooms, while students taking courses in other arts disciplines are more likely to be learning in a multi-purpose room.

USE OF TECHNOLOGY

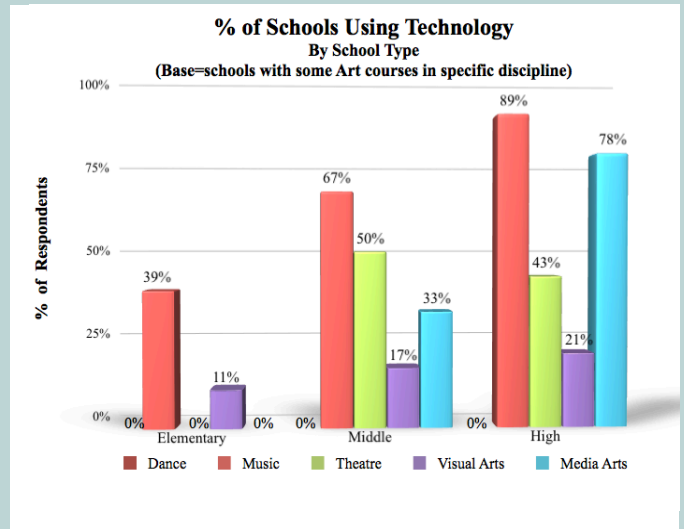
Figures 6 and 7 illustrate the use of technology (e.g., MIDI keyboard labs, sequencers, digital drawing tablets, scanners, color printers, animation software programs, interactive distance exchange labs, etc.) to assist in the study and creation of the arts. Schools also reported on the number of workstations available to students for technology use (not shown).

FIGURE 6



This chart indicates the percent of schools using technology by art form, across all school types; where offered, media arts report the highest percentage of schools using technology.

FIGURE 7



This chart breaks out the percentages of schools reporting use of technology to support arts instruction by grade level and discipline.

BUDGET ALLOCATION

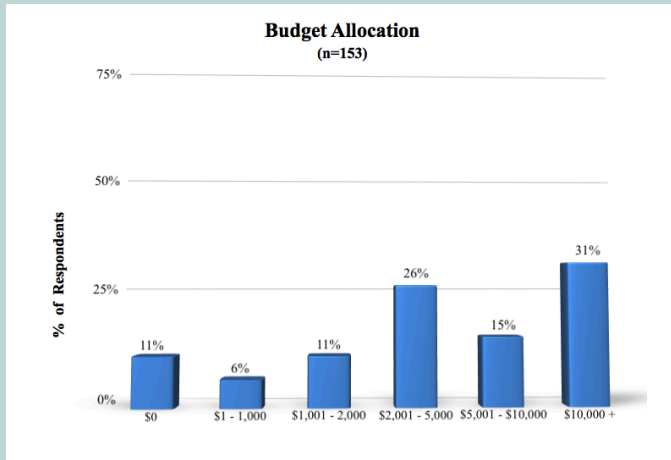
Schools were asked to report the amount budgeted for arts education materials and programs for the 2008-2009 school year (excluding teacher salaries and capital expenditures). Responses show that 53% of schools spent less than \$5,000 total to support instruction in arts education. They also show per-pupil spending of less than \$20 for the year (or 11 cents per day) for 67% of schools.

The survey indicates that: elementary schools spent a mean of \$8.28 per student for the year (4.6 cents per pupil per day) on arts education, all disciplines combined; middle schools spent a mean of \$15.75 per student per year (8.75 cents per day); and high schools a mean of \$24.65 per student per year (13.7 cents per day).

A per-pupil breakdown determines that:

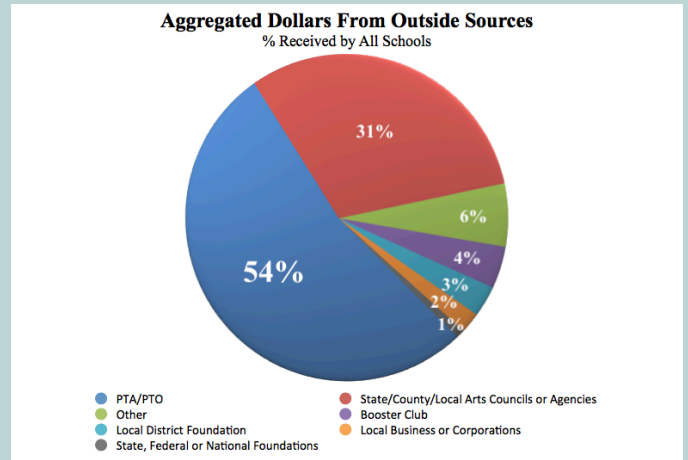
- 15% of schools allocated \$1 or less per student (1/2 cent per day);
- 11% of schools allocated \$1-\$5 per student (between 1/2 and 3 cents a day);
- 17% of schools allocated \$5-\$10 per student (between 3 and 5 1/2 cents per day);
- 24% of schools allocated \$10-\$20 per student (between 5 1/2 and 11 cents per day);
- 33% of schools allocated more than \$20 per student (greater than 11 cents per day).

FIGURE 8



Total budget allocation for arts education excluding teacher salaries and one-time capital expenses.

FIGURE 9



All schools reported receiving financial support for arts instruction from outside sources. Schools cite parent/teacher associations or organizations as the primary sources of these funds (54%).

Students

COURSE ENROLLMENT

Fifty percent of New Hampshire high school students, 89% of middle school students, and 95% of elementary students participate in one or more arts course(s). The K-8 enrollment rate falls short of policy: arts are required in kindergarten through eighth grade. However, arts course enrollment among high school students exceeds the graduation requirement of one-half credit in the arts (1 semester); if students were simply meeting the state graduation requirement, a 25% enrollment rate might be expected. The 50% rate indicates that a significant number of students are taking arts classes beyond the state graduation requirement.

FIGURE 10

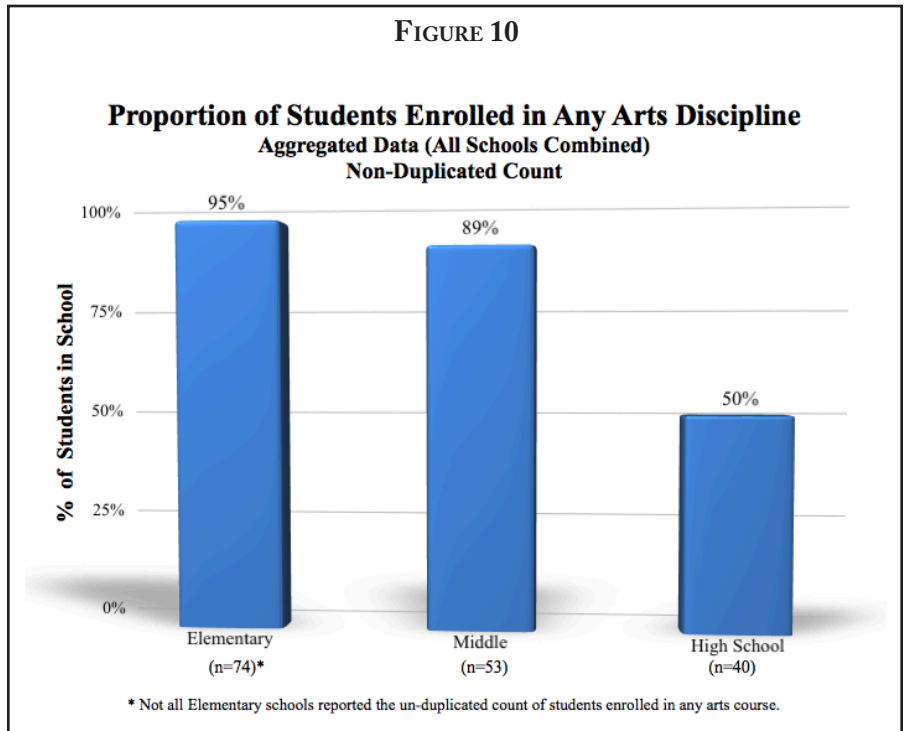
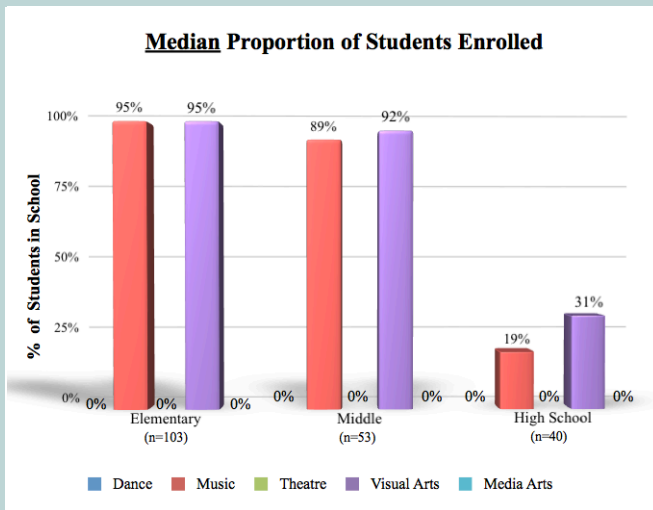
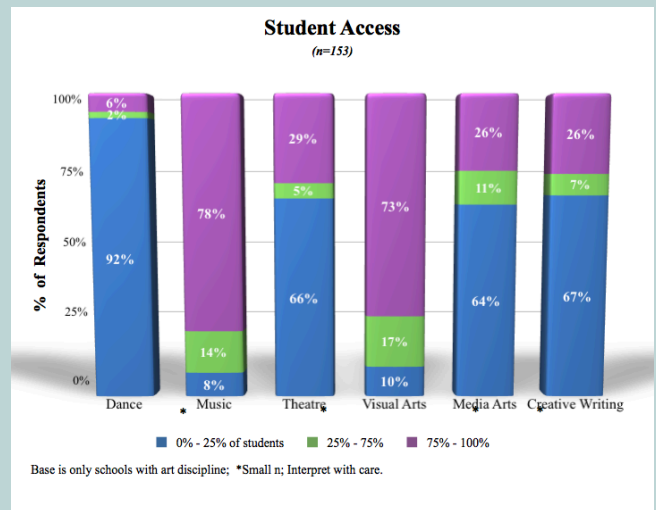


FIGURE 11



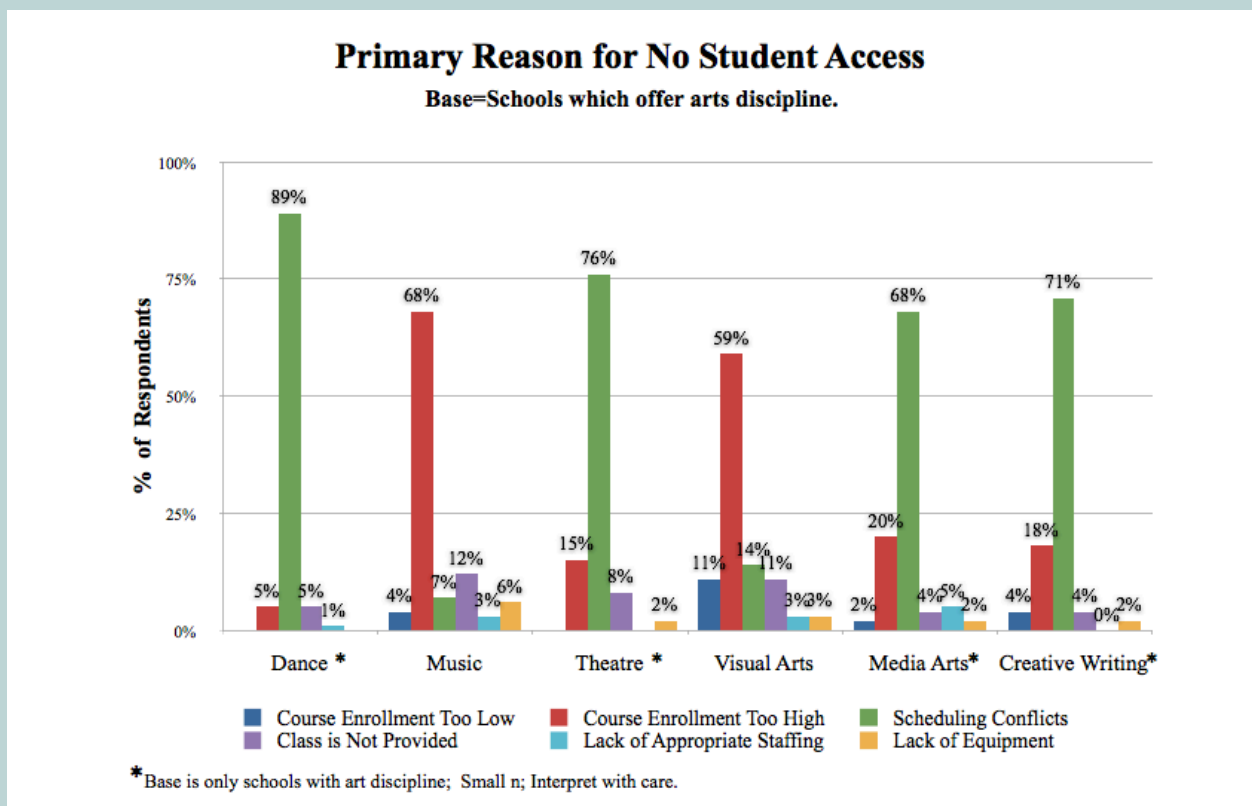
When looking at the median proportion of students enrolled (where half of all schools have greater enrollment and half of all schools have lesser enrollment), music and visual arts have a significantly greater enrollment than the other arts disciplines.

FIGURE 12



An examination of access to high school arts classes indicates that there are students who are unable to enroll in the arts courses of their choice. Music and visual arts are highly accessible to students, while dance, theatre, media arts, and creative writing are available to fewer students.

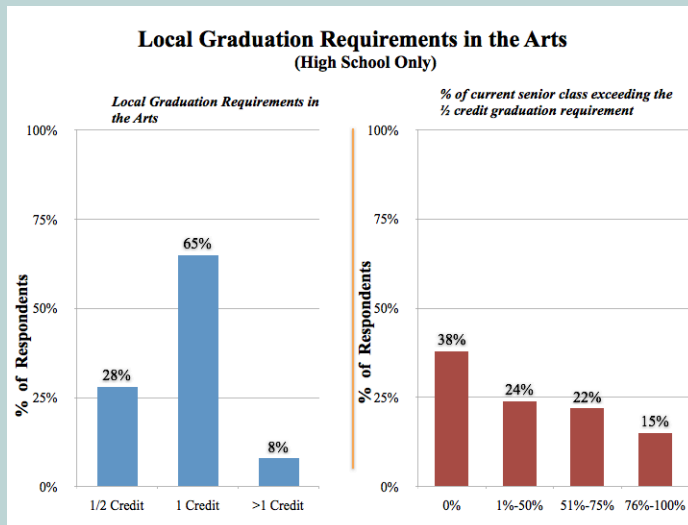
FIGURE 13



Scheduling conflicts are cited most frequently as the primary reason for lack of access to dance, theatre, media arts, and creative writing. For music and visual arts, the primary barrier is that course enrollments are too high.

LOCAL GRADUATION POLICY

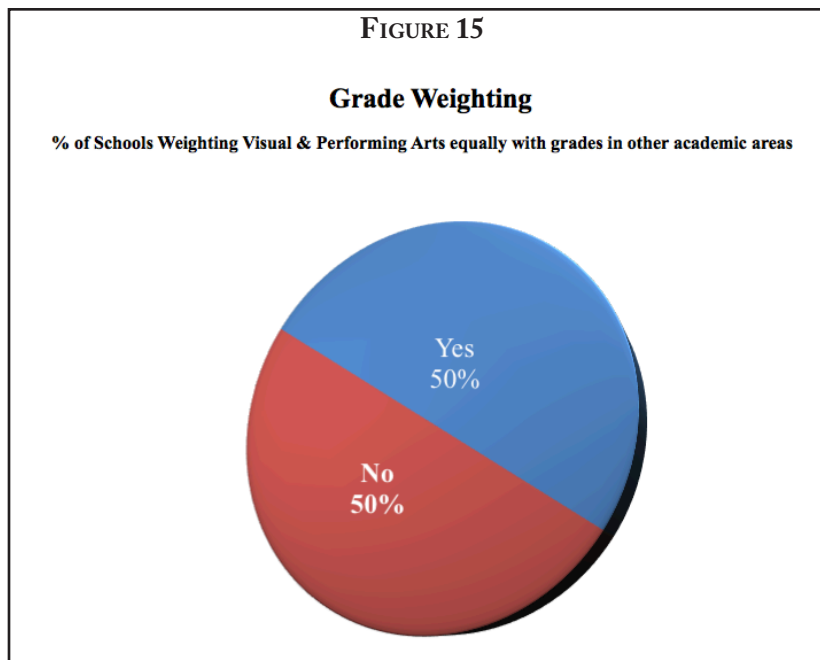
FIGURE 14



65% of high schools report having a one-credit graduation requirement. 37% of high schools report a majority of seniors exceeding the state-required one-half credit in the arts for graduation.

GRADE WEIGHTING

Research from other states shows unequal grade weighting creates unnecessary barriers to student participation in arts courses. Fifty percent of New Hampshire schools that weight grades do not weight arts courses equally with other core subjects when calculating students' grade point averages for honor rolls or class rankings. (Figure 15)



Teachers

FULL-TIME TEACHERS

Eighty-two percent of all schools have at least one full-time teacher or full-time equivalent (FTE) in the arts. 78% of elementary schools, 83% of middle schools, and 95% of high schools have full-time arts teachers on staff. Music and visual arts are the most likely disciplines to be taught by full-time teachers. **NOTE:** these statistics do not reflect certification, since a theatre course may be taught by a full-time English teacher, or a dance course by a full-time physical education teacher. (Figure 16)

CURRICULUM

The *Minimum Standards for Public School Approval* (Ed 306.31 Arts Education Program) requires a planned arts curriculum that is consistent with the *New Hampshire Curriculum Framework for the Arts*. The local curriculum should be used as a guide for the development of course competencies at the high school level, where credit is earned by demonstrating mastery of required course competencies (Ed 306.27). Curricula in music and visual arts are more common than in dance, theatre, and media arts. At the elementary level (not shown), respondents report no curricula in dance, theatre, or media arts. (Figure 17)

ASSESSMENT

The *Minimum Standards for Public School Approval* (Ed 306.31 and Ed 306.24) require arts assessment at the local level, including “the ongoing assessment of learning outcomes through the use of local assessments aligned with state and district content and performance standards . . . and the authentic assessment of student learning outcomes through multiple formative and summative assessment instruments.” At the high school level, competency-based assessment of student learning is a significant component of measuring student mastery.

Assessment is used primarily to make student or classroom-based instructional decisions and as part of the grading process for most arts disciplines. (Figure 18)

FIGURE 16

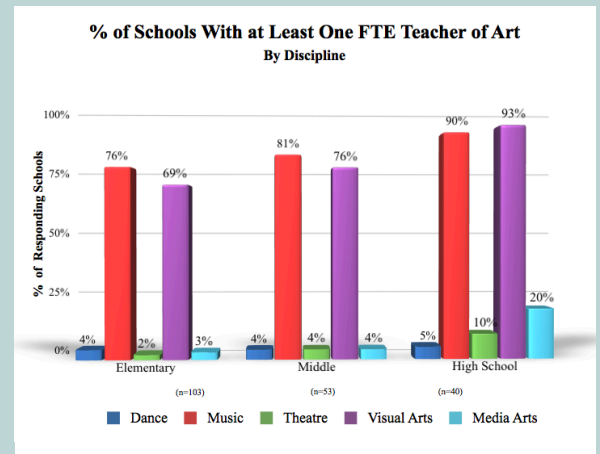


FIGURE 17

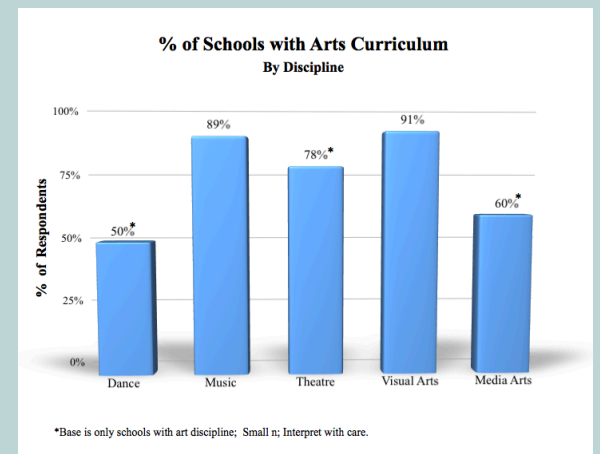
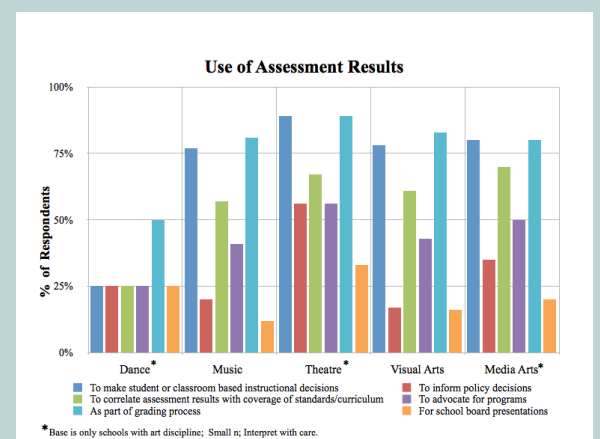


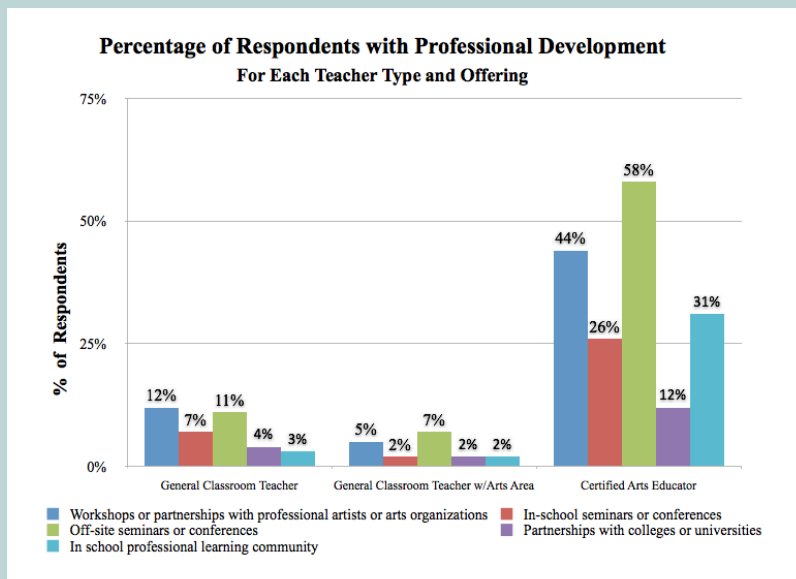
FIGURE 18



PROFESSIONAL DEVELOPMENT

Professional development is required for maintaining teacher licensure. Ed 306.16 requires “that each professional staff member improves the content knowledge and teaching skills through participation in professional development activities as described in the district professional development master plan (Ed 512).” In addition, “the professional development activities included in the professional development master plan are designed to improve professional knowledge, as measured in its success in meeting students’ needs and improving student learning.”

FIGURE 19



New Hampshire has K-12 art-specific certification for dance, music, theatre, and visual arts. Media arts is not an area of certification. Certified arts educators have much greater access to professional development opportunities in the arts than general classroom teachers or classroom teachers with instructional responsibility for the arts.

Community Connections

Community connections expand the opportunity for learning about—and through—the arts. They introduce professional artists to students and teachers through artist-in-residency programs. They offer the experience of live music, dance, or theatrical performances in schools or community theatres. They provide field trips to local galleries, art museums, heritage sites, and other cultural venues.

Regarding partnerships among schools, families, and communities, Ed 306.04 states that “Schools shall strive to harness all available community resources, including but not limited to organizations, businesses, talented individuals, natural resources, and technology, to engage each student in achieving the necessary skills and knowledge.”

Thirty percent of schools report they had at least one artist in residence during the 2008-2009 school year. Elementary schools are far more likely to have hosted one (41%) than high schools (10%). Middle schools are almost as likely (32%) as elementary schools. Schools utilizing artist residencies identify providing “knowledge about arts forms to students” as the residencies’ primary contribution (94%). Providing “knowledge about other cultures” is the next-highest-ranked contribution (44%). Twenty-two percent of respondents state that artist residencies provide a model for arts integration. (Figure 20)

FIGURE 20

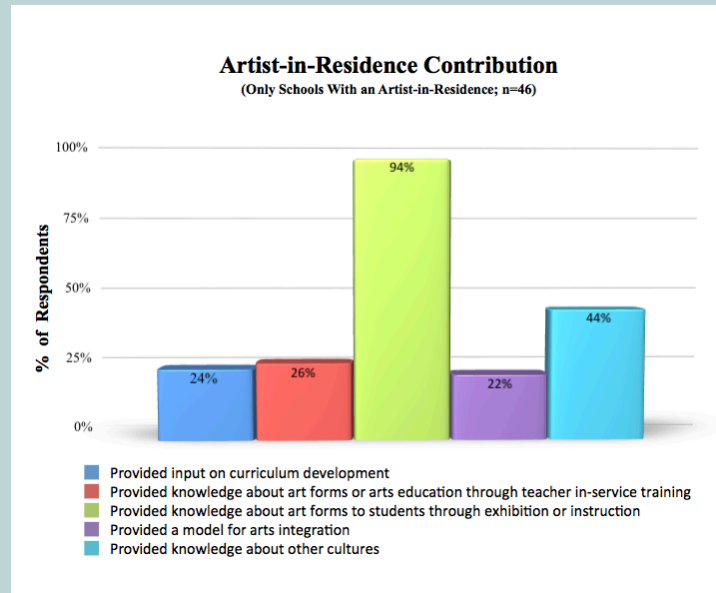
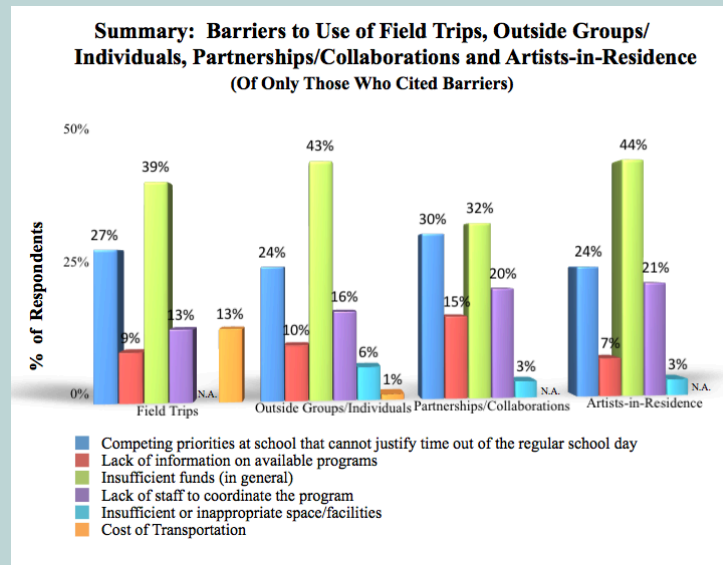


FIGURE 21



Insufficient funds, competing priorities and lack of staff were identified as the greatest barriers to field trips, arts partnerships, and artist residencies by schools reporting barriers (n = 107).

Recommendations for Strengthening Arts Education in New Hampshire

These recommendations are based on findings from *Measuring Up* and on the responses and ideas generated through initial conversations about the data with leaders and advisors from around the state. They also take into account current educational and workforce research and trends. The recommendations provide community, arts, education, and legislative leaders as well as project partners and funders with ideas for collaborating on the creation of arts opportunities for students. We encourage you to find one or more recommendations that inspire you to be further engaged in this important work.

1. ALIGN PRACTICES AND POLICIES THAT SUPPORT THE ARTS AS ESSENTIAL COMPONENTS OF A COMPLETE CURRICULUM

ACTION: ENSURE THAT A VARIETY OF OPPORTUNITIES IN THE ARTS IS AVAILABLE TO ALL STUDENTS THROUGHOUT THEIR EDUCATIONAL EXPERIENCE

New Hampshire students are receiving an education in the arts, especially in the fields of music and visual arts, but many are still missing out on key opportunities. By reaching higher, we can achieve more. We need to sustain and build on current levels of arts education, expand arts offerings for all students, and value the arts on par with other courses.

- **Expand the diversity of arts offerings**, especially in dance, theatre, media arts, and creative writing across all grade levels.
- **Weight arts courses equally with other high school courses when determining student grade point averages**, creating equity among students' course options.
- **Develop and implement K-12 sequential and standards-based local arts curricula and assessments** in all art forms, with particular attention to creating gateway opportunities for students at the middle and high school levels.
- **Provide time for teachers in all arts areas and at all grade levels to collaborate** on program goals, curricular materials, and assessment tools.
- **Design innovative programs and strategies** that offer student access to quality arts education programs and learning experiences, such as establishing a visual and performing arts charter school and exploring extended learning opportunities with professional and working artists.
- Encourage colleges and universities in our state to **recommend one credit of coursework in the arts for college applicants**.
- **Ensure that early childhood programs** provide experiences in the creative arts.

2. USE ARTS-BASED STRATEGIES TO SUPPORT STUDENT LEARNING AND SCHOOL IMPROVEMENT GOALS

ACTION: PROMOTE ARTS EDUCATION AND ARTS INTEGRATION THROUGH PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Research shows that involvement in the arts has a positive impact, especially during early childhood and elementary school, and for students with disabilities and students at risk who may require alternative learning methods. If we are to maximize the benefits of arts education for all students, schools and districts must consider the contributions of the arts in new ways and incorporate the arts into teacher training, teacher practice, and school improvement efforts.

- **Create professional learning communities with teachers from ALL content areas** to investigate ways the arts can contribute to overall school improvement.
- **Include arts educators on school improvement teams** so that the benefits of arts learning can be an integral part of school improvement.
- **Provide professional development experiences in arts-based content and integrated arts strategies** for both arts and non-arts educators as well as school leaders.

3. BUILD ON AND UTILIZE CURRENT DATA SYSTEMS

ACTION: ROUTINELY COLLECT, SHARE, AND REPORT ARTS EDUCATION DATA

This report utilizes one type of data collection. To varying degrees, new federal and state regulations require other types of data collection in the arts. If we use these and other data systems that are already in place, share the data that is being collected, and analyze the resulting information, we can create regular check-ins regarding the status and condition of arts education in our state. Tracking changes over time and reporting on findings means we will be able to routinely measure and evaluate arts education opportunities and developments.

- **Continue to collect data** using the N.H. Department of Education data systems and other sources.
- **Evaluate the changes in levels of access** to arts education using the data from this report as a baseline.
- **Share arts education data with researchers** to support ongoing data analysis and reporting about arts education in the state.
- **Conduct follow-up studies with our most rural communities** to learn about the status and condition of arts education and to better understand barriers to their participation in arts opportunities.

4. LEVERAGE RESOURCES AND IDEAS TO EXPAND OPPORTUNITIES IN ARTS EDUCATION

ACTION: DEVELOP A STATEWIDE ARTS EDUCATION COMMUNICATION NETWORK

Our state has much to be proud of in terms of arts opportunities available to students, from outstanding school programs to collaborations and partnerships that include artists and cultural organizations. However, an effective way to share and exchange ideas and information has not yet been developed. A statewide communication network would provide a way for people across New Hampshire to interact and connect, link schools with resources, share information on model programs and innovative ideas, and explore solutions that break through barriers to access and equity where they exist.

- Use the *Measuring Up* website to **launch a New Hampshire arts education network**.
- **Create a web-based forum** focused on arts education for the exchange of ideas and research.
- Develop a New Hampshire **cultural arts assets map**.

5. INCREASE TECHNOLOGY OPPORTUNITIES IN THE ARTS FOR ALL NEW HAMPSHIRE STUDENTS

ACTION: BUILD CONNECTIONS AMONG NEW HAMPSHIRE'S EDUCATION, SCIENCE, TECHNOLOGY, AND CULTURAL COMMUNITIES

We need to give our students every possible opportunity to succeed. New and creative ideas are the business of technology *and* the arts. New Hampshire is a high-tech state; the relationship between the arts and cultural communities and our science and technology industries and institutions should be developed to build understanding and partnerships across sectors.

- **Increase access to digital technology** across arts courses and disciplines.
- **Incorporate an arts component into high-tech programs** (e.g., robotics, video game design, web-based marketing) so that students who excel in math and science can work with those who excel in visual and media arts in creative partnerships integrating engineering with aesthetics.
- Recognize the importance of new media literacies in today's workforce and **increase opportunities for students to build their skills in this arts-related area throughout their K-12 experience**.
- **Establish state guidelines for a highly qualified teacher in media arts** so students can receive arts credit rather than elective credit for high school courses in this area.

While these recommendations are presented separately, the power for change is created by the interactions among the five. Concerted action is required to meet the arts education needs of students. A compelling vision for arts education will make it possible for innovative partnerships to be formed among education, business, community, policy, and cultural leaders.

Project Methodology

In 2008, the New Hampshire Department of Education (NHDOE), New Hampshire State Council on the Arts (NHSCA), and Quadrant Arts Education Research developed a questionnaire aimed at quantifying the opportunities for learning in the arts in New Hampshire schools. The Office of Information Technology at the NHDOE custom designed a database for data entry and integration with the Education Statistic System, the primary data collection portal for the DOE.

The online survey questions were based primarily on the standards set forth by the State Board of Education in Ed 306, *Minimum Standards for Public School Approval* (2005). A committee was established to provide input about the data collection instrument and project goals, and an advisory group from the arts education field was also convened to help guide the project. A User's Guide was developed, posted on the NHDOE website, and incorporated into the online system. A reference for key terms and definitions was also created and posted, along with a PDF file of the survey instrument.

Principals of all 484 public schools in New Hampshire were encouraged to complete the survey, which collected detailed information, including:

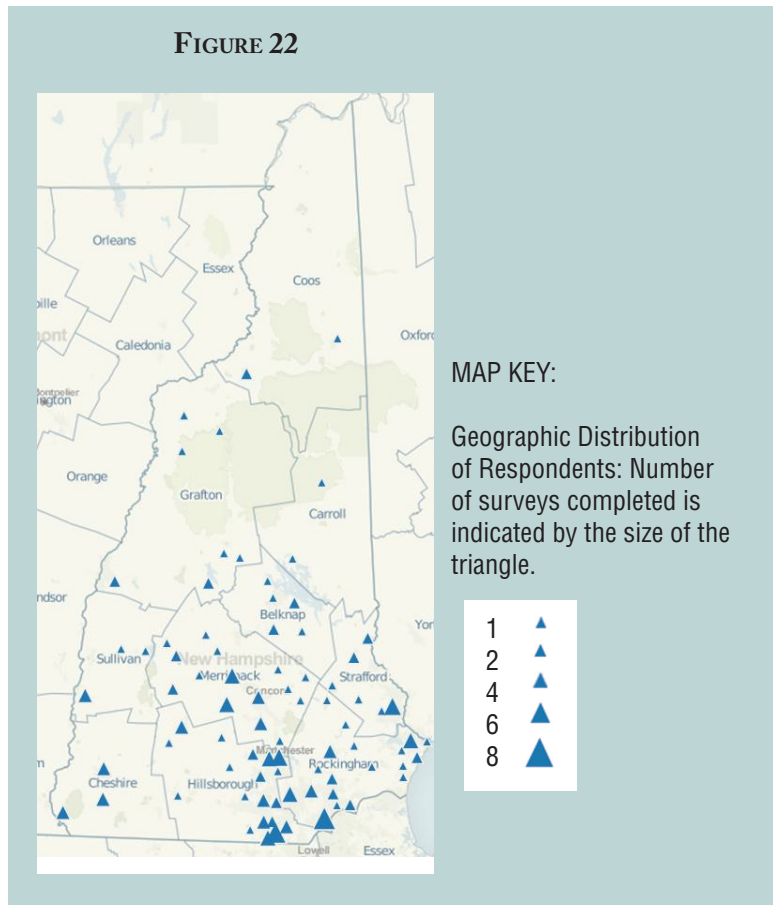
- Types of arts courses (curricular and extracurricular) offered, by grade level, in each arts content area;
- Number of students enrolled in arts courses;
- Number of hours in a year dedicated to arts education, by arts discipline;
- Certification level of teachers providing arts education;
- Non-salary budgets allocated to arts education;
- Use of visiting artists, field trips, and artists in residence;
- Professional development offerings to arts and general classroom teachers; and
- Policies in place regarding arts education (adoption of standards, high school arts graduation requirements, extended learning, etc.).

The online survey tool was field tested from April through June 2008. Adjustments were made to the system, and the survey was officially launched in May 2009, remaining open through August to allow adequate time for data entry and for questions. Schools were encouraged to determine the best use of personnel for data collection and entry. At some schools, the principals took the lead. At other schools, principals asked arts teachers to coordinate the effort.

Information about the survey was widely distributed through e-mail, meetings, newsletters, post-cards, conferences, and telephone calls, including calls to schools that had started the survey but not completed it.

A total of 153 schools completed the questionnaire, a 32% response rate representing 84,840 students, or 43.6% of the state's public-school student population. (See page 27 for a list of participating schools.) Schools that responded to the survey are located primarily in the southeast quadrant, our most populated area (see map). Few schools in the three northernmost counties responded to the survey. No charter schools responded.

FIGURE 22



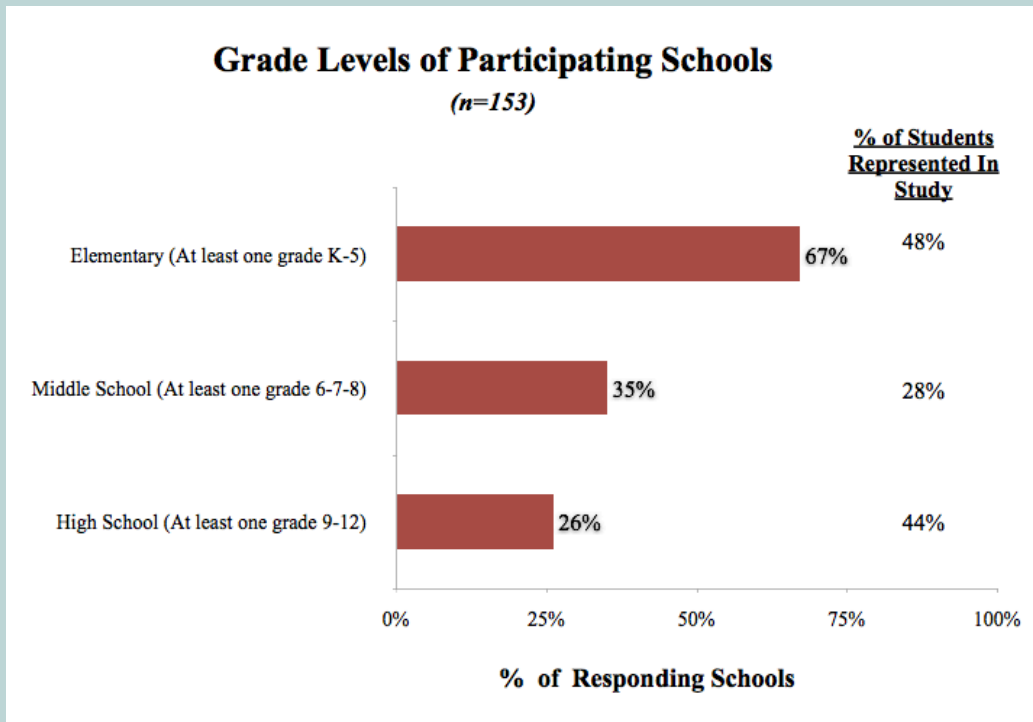
During the 2009-2010 school year, the Arts Alliance of Northern New Hampshire joined the *Measuring Up* team to provide administrative support and assist in grant writing efforts and outreach. (See page 28 for a full listing of contributors and supporters.)

Following the data analysis process, a series of meetings was held to respond to the findings, and to prepare for the publication of this report. Follow-up activities include the use of the survey tool to assist schools and districts in analyzing their own arts programs, the development of local action plans based on the recommendations, and a series of informational workshops around the state.

Schools with elementary grades (K-5) represented 67% of schools and 48% of the student population of survey respondents. Schools with middle school grades (6-8) represented 35% of respondents, and 28% of the student population. Schools with high school grades (9-12) represented 26% of responding schools and 44% of the participating student population.

NOTE: School types are not mutually exclusive; a single building could be designated as being an elementary school, a middle school, and/or a high school.

FIGURE 23



Participating schools are shown by school type and percent of students represented.

FIGURE 24

School Size (n=153)

School Type	Total Enrollment of Participating Schools	Minimum Number of Students	Maximum Number of Students	Median Number of Students
Elementary (n=103)	*40,720	19	1,093	401
Middle (n=53)	*23,882	40	1,117	411
High (n=40)	*37,482	115	3,342	626

*This is a duplicated count; some schools were designated as more than one school type (elementary, middle, high)

The 153 sampled schools represent a total student population of 84,840. This number represents 43.6% of public-school students in New Hampshire. As noted above, school types are not mutually exclusive; a K-8 school would be counted as both an elementary school and a middle school, since it contains grades in both categories of school types.

Arts Education: A Vital Component of 21st Century Learning

THE VALUE OF ARTS IN EDUCATION

Throughout recorded history, people have told stories, drawn images, danced and sung. The arts connect people across time and geography as they try to make meaning of their lives. Learning in the arts helps students develop motivation, self-discipline, confidence, and perseverance, the capacities required to succeed in life.

Arts education programs provide multiple benefits. They offer children and youth an opportunity for expression and inquiry. Participation in the arts stimulates imagination and creativity; celebrates individuality while building self-esteem; reinforces academic principles; increases problem-solving skills and techniques; and encourages a sense of joy, which leads to engagement in learning. For some it can provide career options in a wide range of art forms and in teaching artistry. For all, there is the benefit of increased ability to interpret and navigate the world. The arts, at their core, are modes of communication that express our humanity.

EMPLOYERS SEEK CREATIVE THINKERS: ARTS EDUCATION AND THE CREATIVE ECONOMY

Business leaders seek employees who are creative thinkers, flexible in their approach to problems, able to communicate well and to collaborate. Innovative companies know that art and design are tools to address social issues and improve lives. Shantanu Narayen, president and CEO of Adobe Systems Inc., states that “Through our support of the arts, we’re investing in innovation. A vibrant arts scene fosters an atmosphere of creativity—the kind that brings new ideas into workplaces and classrooms, stimulating communities and preparing for tomorrow’s challenges.” Understanding cultural differences and finding ways to communicate beyond the spoken and written word are highly valued in the 21st century workplace. The process of art-making provides students with significant practice in all these skills.

Communities with arts-rich schools are also more likely to attract the kinds of businesses—and the kinds of workers—that stimulate the local and regional economy.



THE ARTS HELP US INTERPRET THE WORLD AROUND US

The environment that we live and work in has never been more heavily manipulated. We are surrounded by sounds that emanate from our iPods and cell phones and inundated with visual stimuli, from websites to special effects in movies and video games. Sifting through these layers of information requires visual, aural, and media literacy—the kinds of literacy that can be achieved through studying the arts. What do we see when we look at the world around us? What do we hear? What does it mean? How do we interact with people and events? How do we interact with our environment? These are the essential questions that are at the core of arts education.

THE ARTS KEEP YOUTH ENGAGED AND IN SCHOOL

Some students feel that what they learn in school has little relevance to their own lives. Students need to feel that they belong. Arts participation—in performance groups as well as in art clubs and community service arts programs—provides opportunities to belong and to make choices.

Many students experience limited success in their academic lives. Students who are at risk of dropping out of school often continue to attend because of the opportunity to learn and express themselves through the arts and the chance to explore their own skills, abilities, thoughts, feelings, and interpretations. Arts-based afterschool programs for teens can help engage young people with their futures and help them re-engage with their schools, despite the often challenging home and educational environments many of them face (*Learning in 3D: Arts and Cultural Programming in Afterschool*, Julia Gittleman, Ph.D.).

THE ARTS CREATE A POSITIVE, HIGH-ACHIEVING SCHOOL CLIMATE

Schools that value the arts create a positive climate that sets them apart from other schools. This attribute has been studied and reported on in such publications as *The Third Space: When Learning Matters* by Richard J. Deasy and Lauren M. Stevenson and James Catterall's *Doing Well and Doing Good by Doing Art*, which examines the long-term benefits of high arts engagement for youth. Two main findings emerge from this work: Students who proceed through arts-rich middle and high schools have better outcomes in both academic and social arenas than students who attend arts-poor or arts-barren schools. There is also a spillover effect on the overall climate of arts-rich schools that positively affects even students who do not participate in arts courses or activities.

HIGH QUALITY ARTS PROGRAMS:

- Foster broad dispositions and habits of mind, especially the capacity to think creatively and the capacity to make connections
- Teach artistic skills and techniques without making them primary
- Develop aesthetic awareness
- Provide ways of pursuing understanding of the world
- Help students engage with community, civic, and social issues
- Provide a venue for students to express themselves
- Help students develop as individuals

—“A Study of Excellence in Arts Education,” *Principal Leadership* (November 2009), excerpted from “The Qualities of Quality: Excellence in Arts Education and How to Achieve It,” a study by Steve Seidel, Shari Tishman, Ellen Winner, Lois Hetland, and Patricia Palmer



“Media literacy is not just important, it’s absolutely critical. It’s going to make the difference between whether kids are a tool of the mass media or whether the mass media is a tool for kids to use.”

—Linda Ellerbee, journalist

THE ARTS HELP PREPARE STUDENTS FOR COLLEGE

A growing body of research indicates that the arts are critical to a complete education, helping students succeed both academically and socially. The College Board’s Profile of College-Bound Seniors National Report for 2005 states, “Students of the arts continue to outperform their non-arts peers on the SAT, according to reports by the College Entrance Examination Board. In 2005, SAT takers with coursework/experience in music performance scored 56 points higher on the verbal portion of the test and 39 points higher on the math portion than students with no coursework or experience in the arts. Scores for those with coursework in music appreciation were 60 points higher on the verbal and 39 points higher on the math portion.” Data for these reports was gathered by the Student Descriptive Questionnaire, a self-reported component of the SAT that gathers information about students’ academic preparation.

As evidence of its commitment to supporting arts education, the College Board in 2008 developed a National Task Force on the Arts in Education (NTFAE). In November 2009, NTFAE released *Arts at the Core: Recommendations for Advancing the State of Arts Education in the 21st Century*.



FOLK ARTS

Art is an important part of everyday life. Thousands of artistic expressions come out of our collective New Hampshire and American cultural roots in the form of traditions, objects, celebrations, dance, music, and stories passed on from elder to child, from artist to apprentice, and from neighbor to neighbor. Folk arts enrich our lives by fostering a sense of belonging, giving us similar experiences as a basis for meaningful communication. They make life interesting by creating beauty and fun in unexpected places, and they uphold creativity as an important value, often by using existing resources in unique ways. Children comprehend their world and the cultural significance of events by witnessing and participating in celebrations and ceremonies, creating objects, singing, dancing, and sharing stories with family and community. The study of New Hampshire's traditional arts and crafts can help children observe and respect their own cultural traditions and those of other people.

ARTS INTEGRATION: HOW THE ARTS SUPPORT OTHER CONTENT AREAS

Arts integration pulls together concepts, vocabulary, and methods from two or more content areas to help students create meaningful relationships among disciplines. There are many approaches to arts integration, from an individual teacher making curricular connections in the classroom to team teaching and collaboration among multiple teachers and content areas that may incorporate artist residencies or other community resources for an enhanced model of teaching and learning.

Arts integration helps students learn to identify natural affinities among curricular areas; build relationships among these curricular areas to take learning to a deeper level; activate aural, visual, and kinesthetic methods of learning; transfer knowledge more efficiently from one content area to another; and create more flexible, creative, thematic, and authentic approaches to problem solving.

“If science and technology help us to answer questions of ‘what’ and ‘how,’ the arts and humanities give us ways to confront the intangible, to contemplate the ‘why,’ to imagine, to create. If ever there were a time to nurture those skills in our young people, it is now, when our nation’s future may depend on our creativity and our ability to understand and appreciate the cultures around the world as much as on our proficiency in reading and math.”

—David J. Skorton, president, Cornell University

Arts Education Resources

A fuller listing can be found on the Measuring Up website at www.aannh.org/measuringup.

NEW HAMPSHIRE

Arts Alliance of Northern New Hampshire: www.aannh.org
Family Resource Connection/New Hampshire State Library
www.nh.gov/nhsl/frc/index.html
Measuring Up: Arts Education Data Project: www.aannh.org/measuringup
New Hampshire Citizens for the Arts: www.nhcfa.org
New Hampshire Department of Education (NHDOE)
www.education.nh.gov
NHDOE/Arts Education & Curriculum
www.education.nh.gov/instruction/curriculum/arts
New Hampshire Art Educators' Association: www.nhaea.org
New Hampshire Association for Health, Physical Education, Recreation and Dance (NHAHPERD): www.nhahperd.org
New Hampshire Educational Theatre Guild (NHETG): www.nhetg.org
New Hampshire Music Educators' Association: www.nhmea.org
New Hampshire State Council on the Arts: www.nh.gov/nharts
Systemic Arts Integration for Learning (SAIL):
www.antiochne.edu/acsr/sail_home.cfm
VSA New Hampshire: www.vsaartsnh.org

NEW ENGLAND

MatchBook.org – a free online performing arts directory
www.Matchbook.org
New England Consortium of Artist-Educator Professionals
www.artisteducators.org
New England Foundation for the Arts &
New England States Touring Program (NEST): www.nefa.org

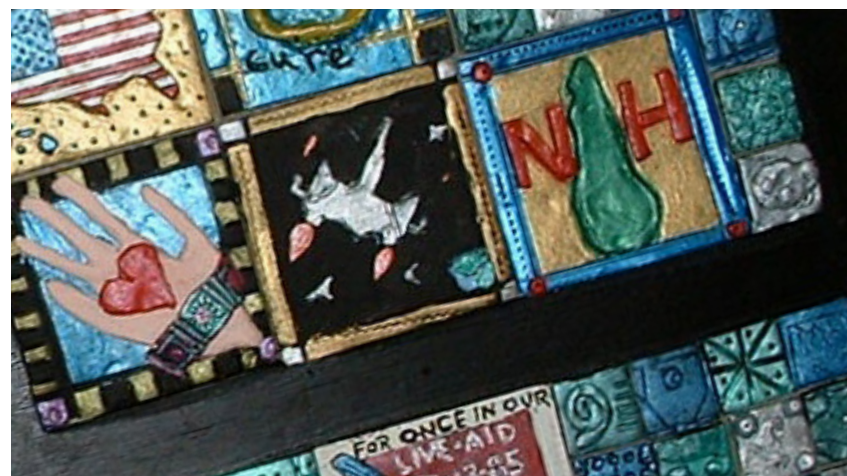
NATIONAL AGENCIES AND ORGANIZATIONS

Alliance for Young Artists and Writers, Inc.: www.artandwriting.org
Americans for the Arts: www.americansforthearts.org
Arts for Learning: www.arts4learning.org
ArtsEdge (The Kennedy Center): www.artsedge.kennedy-center.org
Arts Education Partnership (AEP): www.aep-arts.org
AEP State Arts Policy Database: www.aep-arts.org/database/index.htm
Association of Teaching Artists: www.teachingartists.com
The Dana Foundation/Arts Education Resources
www.dana.org/artseducation.aspx
Educational Theatre Association: www.schooltheatre.org

The Getty Museum/Art Education Resources: wwwGetty.edu/artsednet
Harvard Project Zero: www.pz.harvard.edu
National Art Education Association: www.arteducators.org
The National Association for Music Education (MENC): www.menc.org
National Assembly of State Arts Agencies: www.nasaa-arts.org
National Endowment for the Arts: www.nea.gov
New Media Literacies: www.newmedialiteracies.org
North American Reggio Emilia Alliance (Early Childhood & the Arts)
www.reggioalliance.org
President's Committee on the Arts and the Humanities: www.pcah.gov
SchoolGrants: <http://schoolgrants.org>
State Education Agency Directors of Arts Education (SEADAE)
<http://seadae.org>
VSA : www.vsaarts.org

SELECTED ARTS EDUCATION RESOURCES

Champions of Change: The Impact of the Arts on Learning
www.aep-arts.org/files/publications/ChampsReport.pdf
Critical Evidence: How the Arts Benefit Student Achievement (2006)
http://aep-arts.org/publications/info.htm?publication_id=31
Critical Links: Learning in the Arts and Student Academic and Social Development: www.aep-arts.org/files/publications/CriticalLinks.pdf
The Nation's Report Card: Arts 2008 Music and Visual Arts
http://nationsreportcard.gov/arts_2008
No Subject Left Behind: A Guide to Arts Education Opportunities in the 2001 NCLB Act
www.aep-arts.org/files/advocacy/NoSubjectLeftBehind2005.pdf
The Qualities of Quality: Excellence in Arts Education and How to Achieve It
www.pz.harvard.edu/Research/Quality.htm



Participating Schools

The following schools completed the 2008-09 voluntary arts education survey. We commend the administrators, teachers, and staff at these schools for the time they devoted to this project, and thank them for their dedication and effort.

A. Crosby Kennett Middle School, Conway
Amherst Street School, Nashua
Andover Elementary School
Ashland Elementary School
Atkinson Academy
Barrington Elementary School
Bartlett Elementary School, Goffstown
Belmont Middle School
Berlin Senior High School
Bicentennial Elementary School, Nashua
Birch Hill Elementary School, Nashua
Boscawen Elementary School
Bow Elementary School
Bow High School
Bow Memorial School
Broad Street Elementary School, Nashua
Campbell High School, Litchfield
Center Woods School, Weare
Charlestown Middle School
Charlestown Primary School
Charlotte Ave Elementary School, Nashua
Chester Academy
Chichester Central School
Coe-Brown Northwood Academy
Conant Elementary School, Concord
Concord High School
Dover Middle School
Dover Senior High School
Dr. L. F. Soule School, Salem
Dr. Norman W. Crisp School, Nashua
East Derry Memorial Elementary School
Epping Elementary School
Epsom Central School
Fairgrounds Elementary School, Nashua
Fairgrounds Middle School, Nashua
Garrison School, Dover
Gilford Middle School
Gilmanton Elementary School
Goffstown High School
Gossler Park School, Manchester
Great Brook School, Antrim
Greenland Central School
Griffin Memorial School, Litchfield
Hampstead Central School
Hampstead Middle School
Harold Martin School, Hopkinton
Henry Wilson Memorial School, Farmington
Hillsboro-Deering Elementary School
Hillsboro-Deering High School
Hillsboro-Deering Middle School
Hillside Middle School, Manchester
Hinsdale Elementary School
Hinsdale High School
Hinsdale Middle High School
Hollis Brookline Middle School
Hooksett Memorial School
Hopkinton High School
Hopkinton Middle School
Horne Street School, Dover
Hudson Memorial School
Iber Holmes Gove Middle School, Raymond
Inter-Lakes High School, Meredith
Jonathan M. Daniels School, Keene
Kearsarge Regional Elementary School Bradford
Kearsarge Regional Elementary School New London
Kearsarge Regional High School, North Sutton
Kearsarge Regional Middle School, North Sutton
Keene High School
Keene Middle School
Laconia High School
Lafayette Regional School, Franconia
Lamprey River Elementary School, Raymond
Landaff Blue School
Lebanon High School
Lebanon Junior High School
Ledge Street School, Nashua
Londonderry Senior High School
Loudon Elementary School
Main Dunstable School, Nashua
Manchester Central High School
Manchester West High School
Maple Street Elementary School, Hopkinton
Mary A. Fisk Elementary School, Salem
Mastricola Upper Elementary School, Merrimack
Matthew Thornton Elementary School, Londonderry
Maude H. Trefethen School, New Castle
McDonough School, Manchester
Merrimack Valley High School, Penacook
Moharimet School, Madbury
Monadnock Regional High School, Swanzey
Monadnock Regional Middle School, Swanzey
Moultonborough Central School
Mount Caesar Elementary School, Swanzey
Mountain View Middle School, Goffstown
Mt. Pleasant School, Nashua
Nashua High School North
Nashua High School South
New Boston Central School
New Searles School, Nashua
Newfound Memorial Middle School, Bristol
Newfound Regional High School, Bristol
Newington Public School
North Hampton School
North Londonderry Elementary School
North Salem Elementary School
Nottingham Elementary School
Nottingham West Elementary School
Nute High School, Milton
Nute Junior High School, Milton
Parkside Middle School, Manchester
Penacook Elementary School
Pennichuck Middle School, Nashua
Peter Woodbury School, Bedford
Pinkerton Academy, Derry
Pittsfield Elementary School
Plymouth Elementary School
Pollard Elementary School, Plaistow
Portsmouth High School
Portsmouth Middle School
Raymond High School
Reeds Ferry School, Merrimack
Richards Elementary School, Newport
Riddle Brook School, Bedford
Rundlett Middle School, Concord
Rye Elementary School
Rye Junior High School
Salem High School
Salisbury Elementary School
Sandown Central School
Sandown Elementary School
Sandown North Elementary School
Simonds Elementary School, Warner
Souhegan Coop High School, Amherst
South Londonderry Elementary School
South Meadow School, Peterborough
Strafford School
Sunapee Middle High School
Sunset Heights School, Nashua
Sutton Central Elementary School
Swasey Central School, Brentwood
Thorntons Ferry School, Merrimack
Valley View Community Elementary School, Farmington
Walter F. Haigh School, Salem
Webster Elementary School
Webster School, Manchester
Weston School, Manchester
Whitefield Elementary School
William E. Lancaster School, Salem
William T. Barron Elementary School, Salem
Wilson School, Manchester
Winnacunnet High School, Hampton
Woodbury School, Salem
Woodman Park School, Dover
Woodsville Elementary School

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additional photos will be featured as we build the
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For additional resources, information about *Measuring Up: New Hampshire Arts Education Data Project*, or to download copies of this report or the Executive Summary, visit the project website: www.aannh.org/measuringup.

