

# Measuring Up:

New Hampshire Arts Education  
Data Project Report



*“In order to get to  
where you want to go...*

*You have to know  
where you are.”*

Where are we?

# Measuring Up:

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Data Project Report



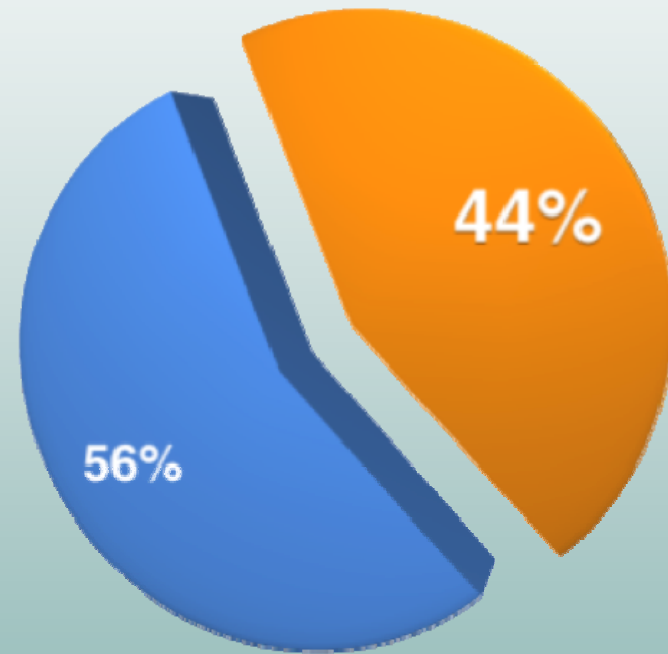
# Methodology

# Measuring Up

% of All Schools



% of All Students



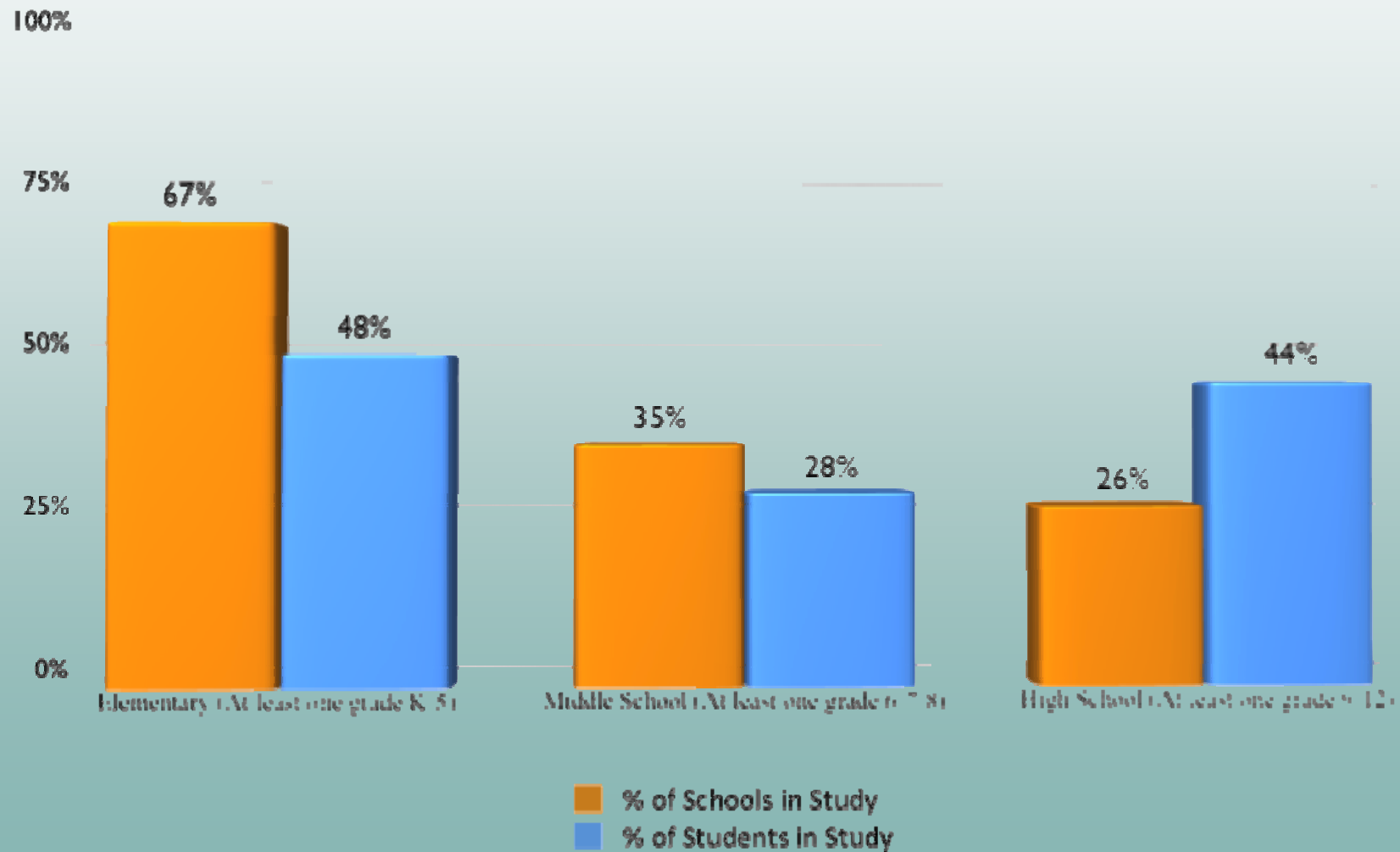
● Did Not Participate

● Participated

84,840

# Participants

**Grade Levels of Participating Schools**  
(*n*=153)

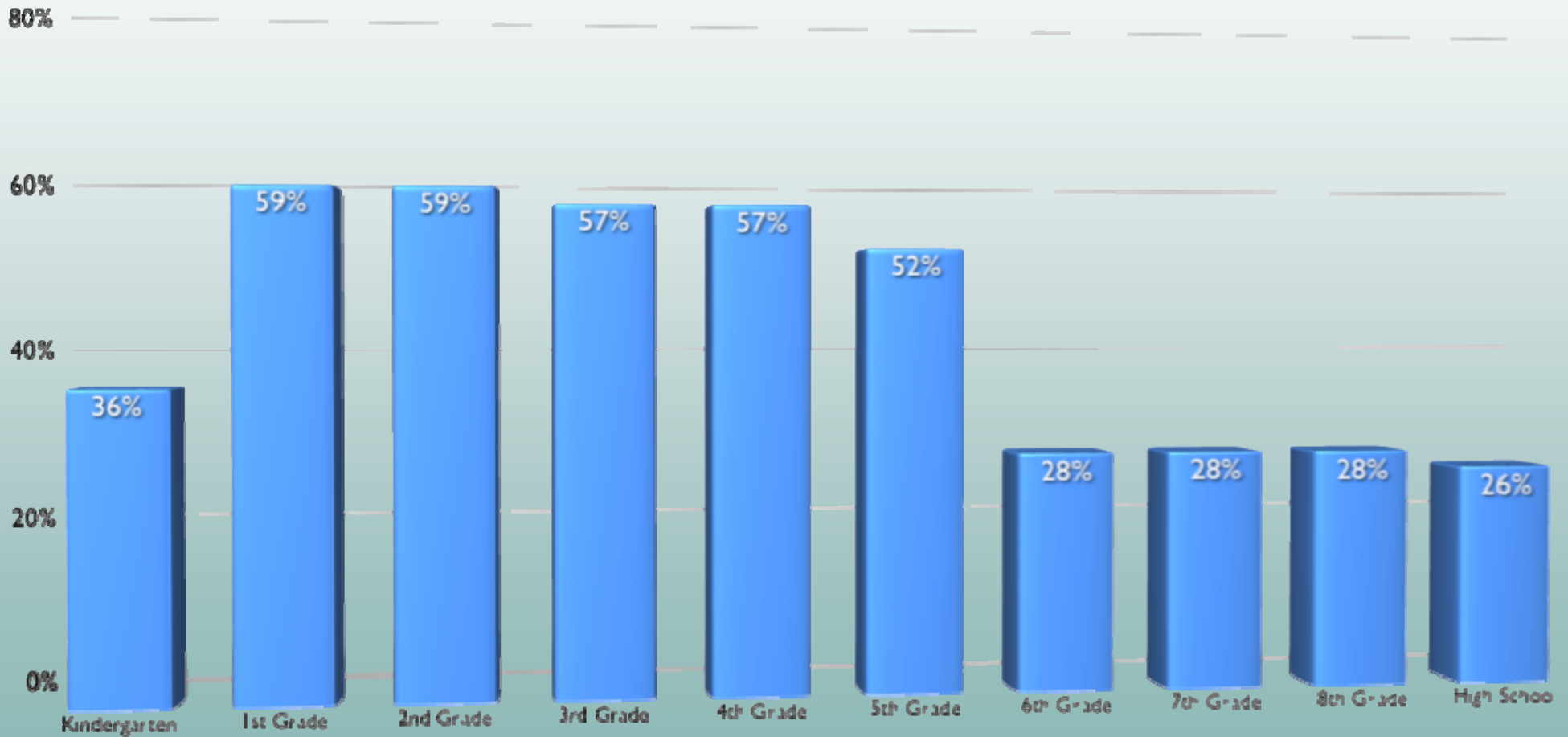




# Grade Level

## Grade Levels of Participating Schools by Grade

(n=153)



# State Policy

***“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)***

***“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.”***

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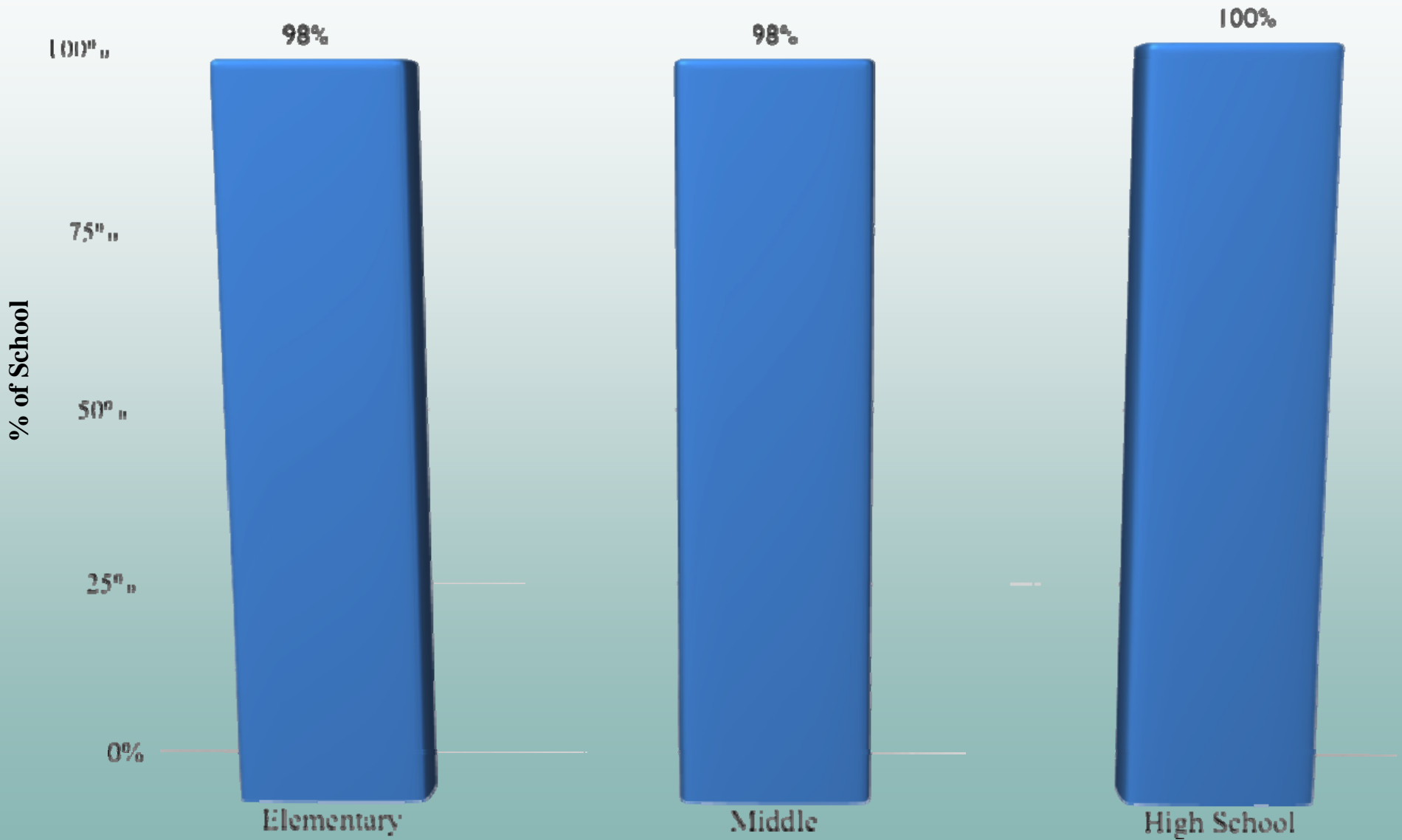


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# Arts Opportunities

# Arts Opportunities

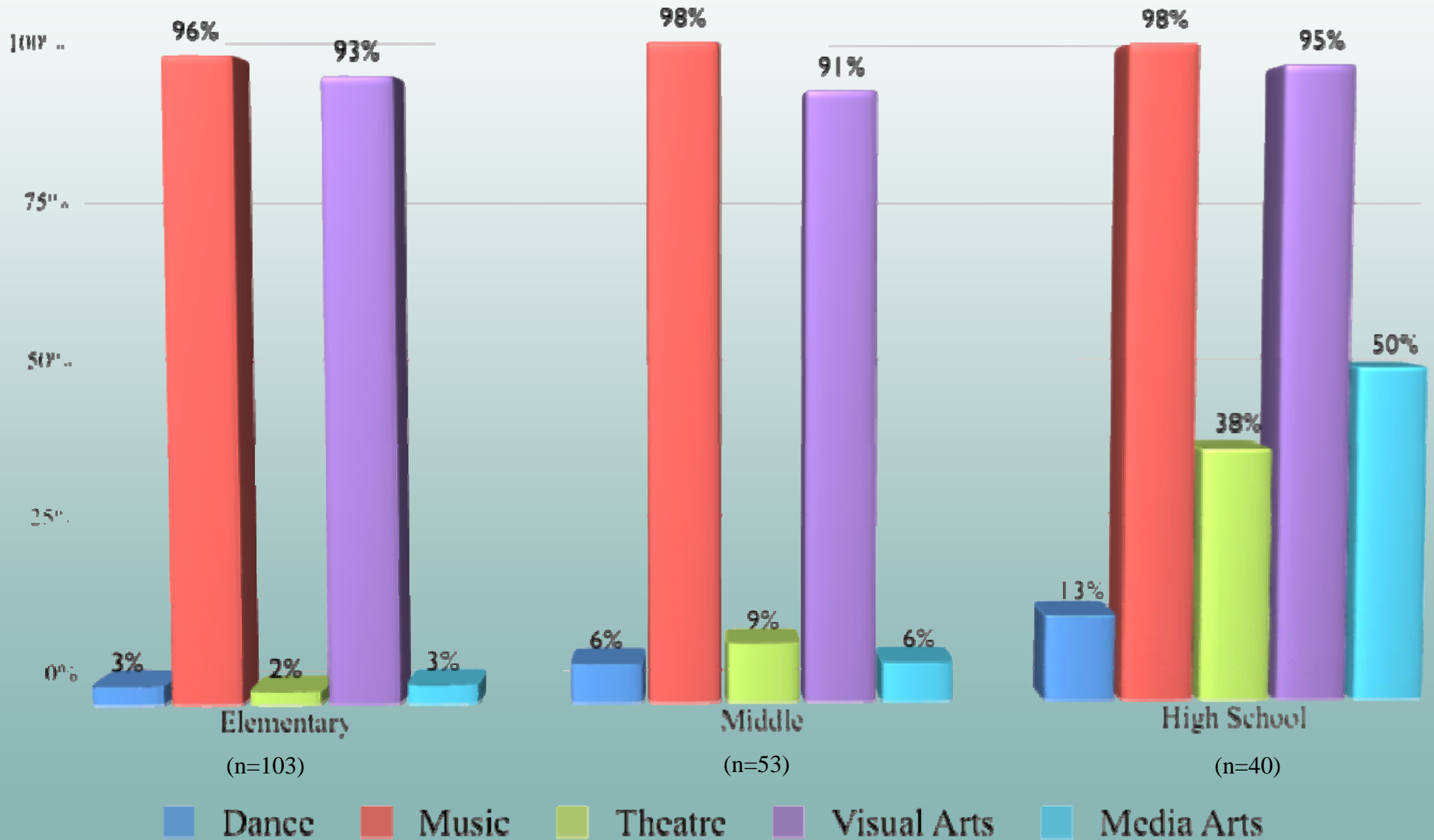
Percent of Schools Offering at Least One Arts Course



# Arts Opportunities

## % of Schools With at Least One Arts Course by Discipline

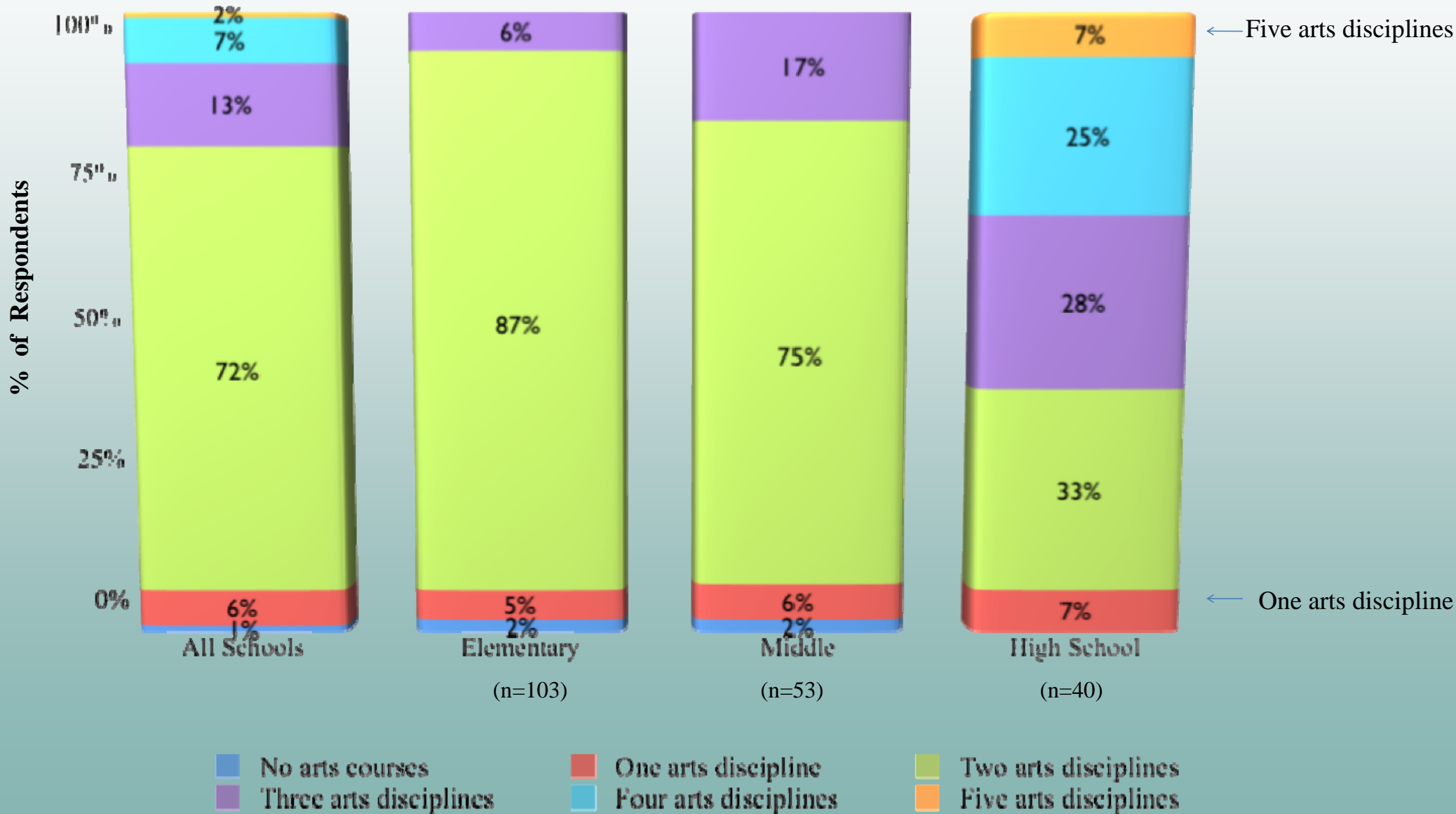
(n=153)



# Arts Opportunities

Number of Different Arts Disciplines Offered, By School Type

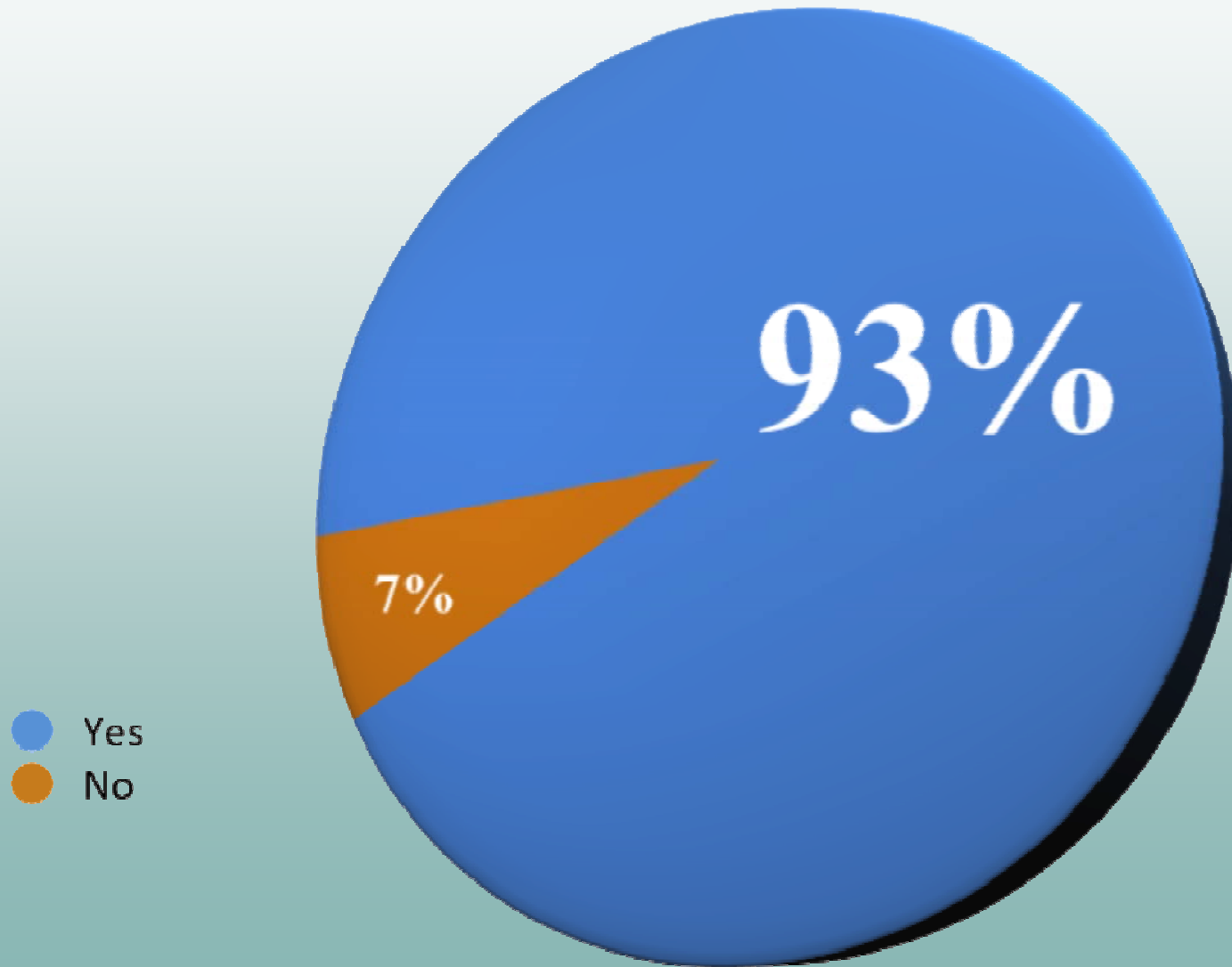
(n=153)





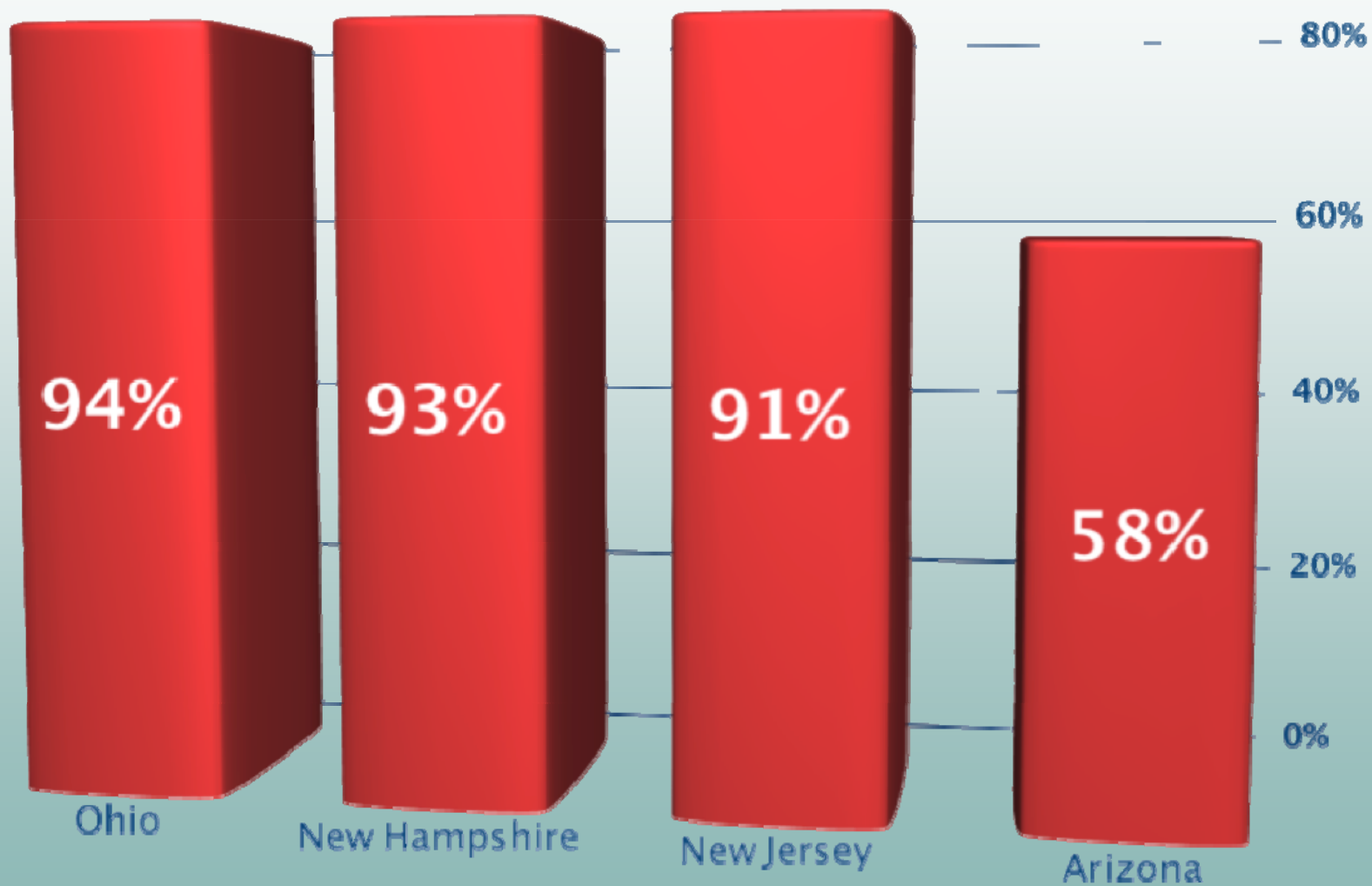
# Arts Opportunities

**% of Schools Offering BOTH Music and Visual Arts**



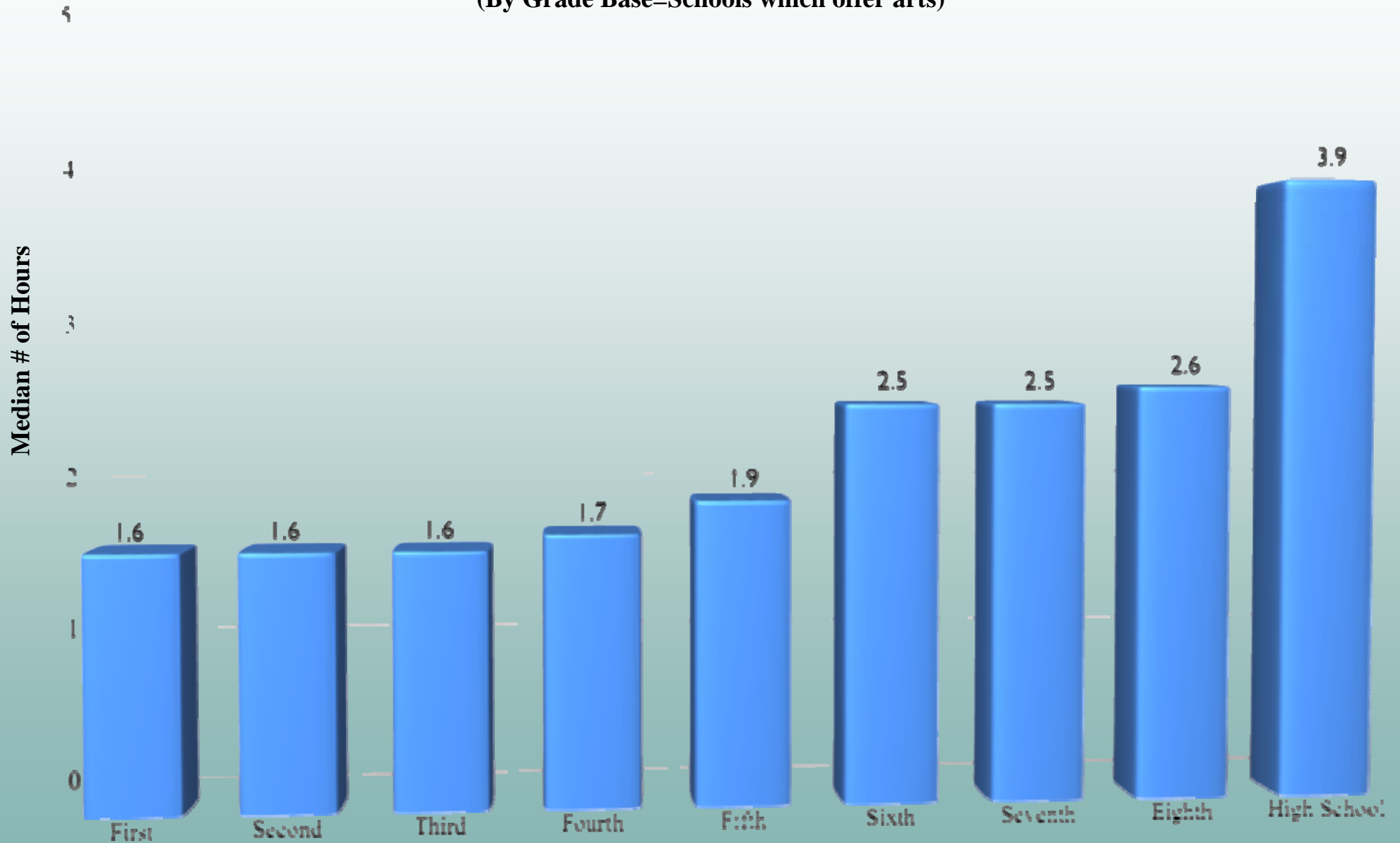
# Comparisons

% of Schools Offering 2 or More Arts Disciplines



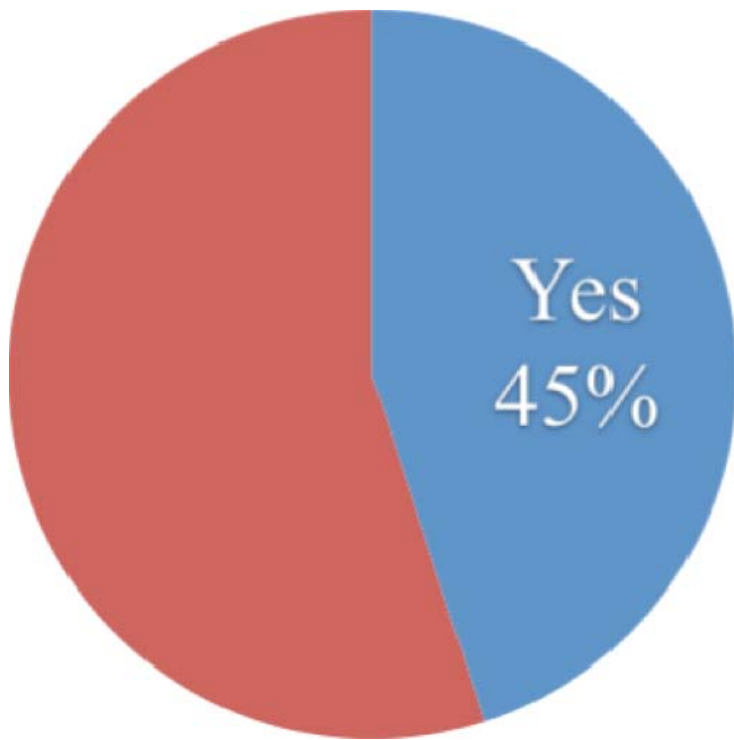
# Arts Opportunities

**Median Number of Hours Per Week All Arts Disciplines Combined**  
(By Grade Base=Schools which offer arts)

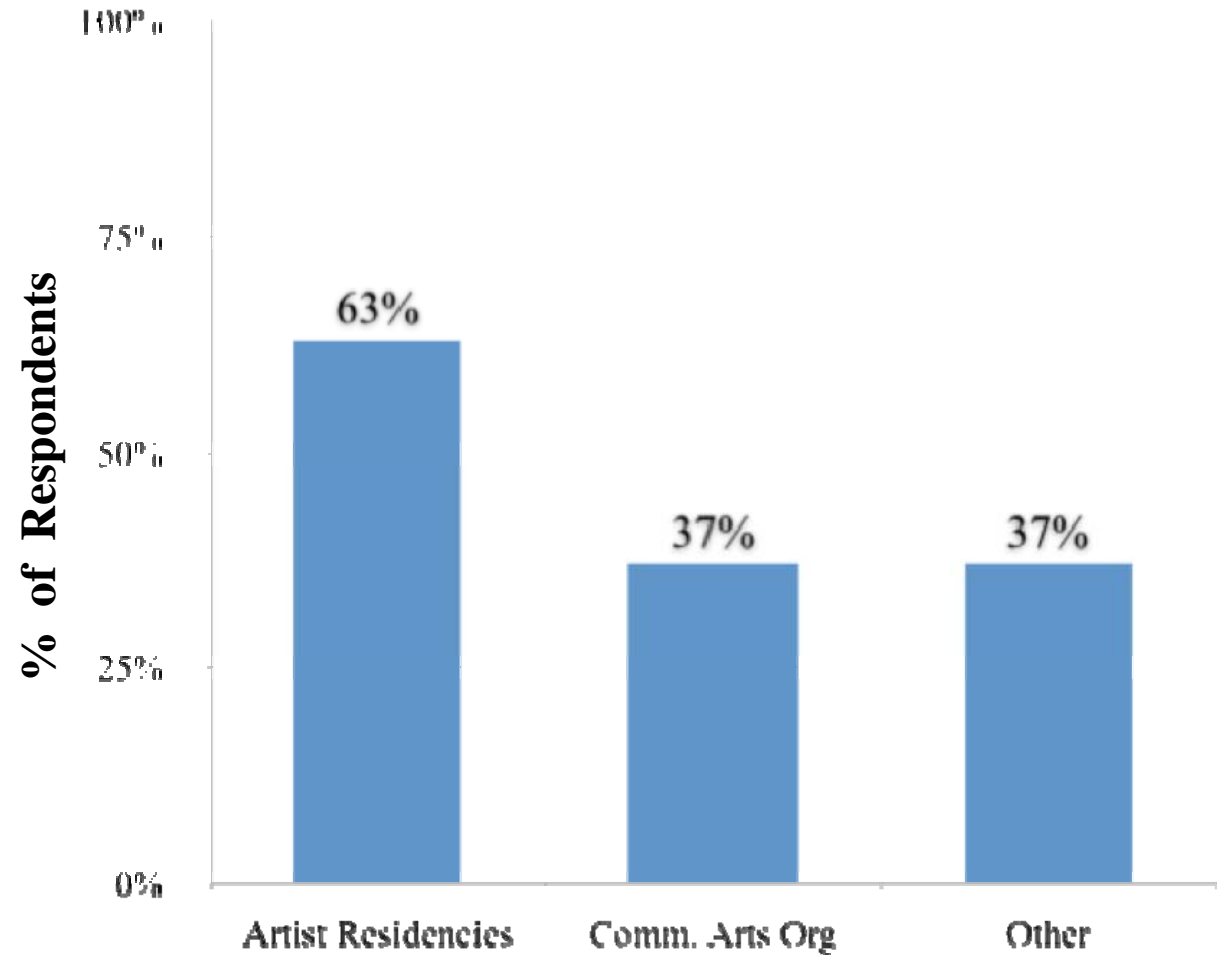


# Arts Opportunities

**% of Schools Using Arts Integration**



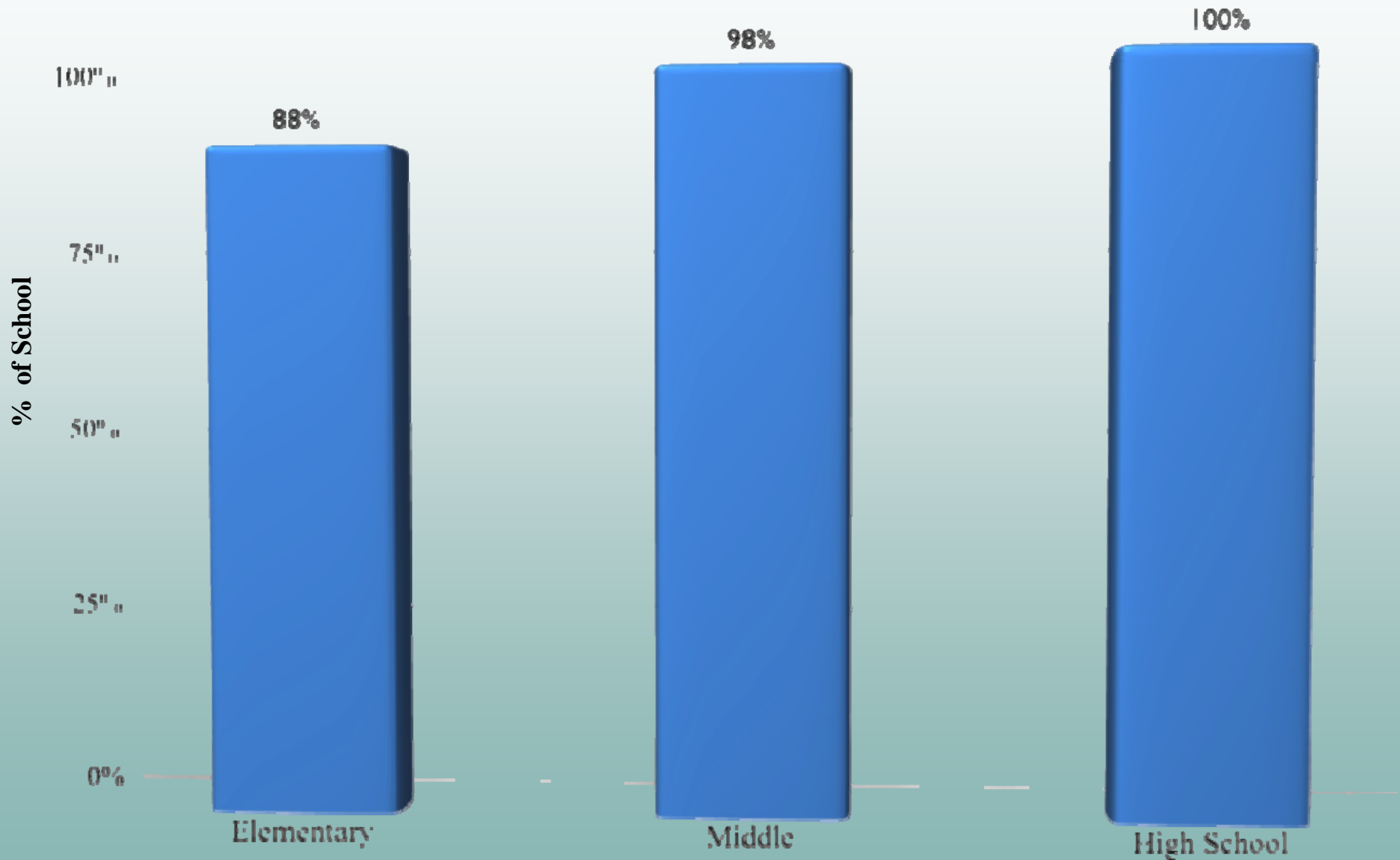
**% of Arts Integration Schools Using...**



# Facilities and Resources

# Facilities and Resources

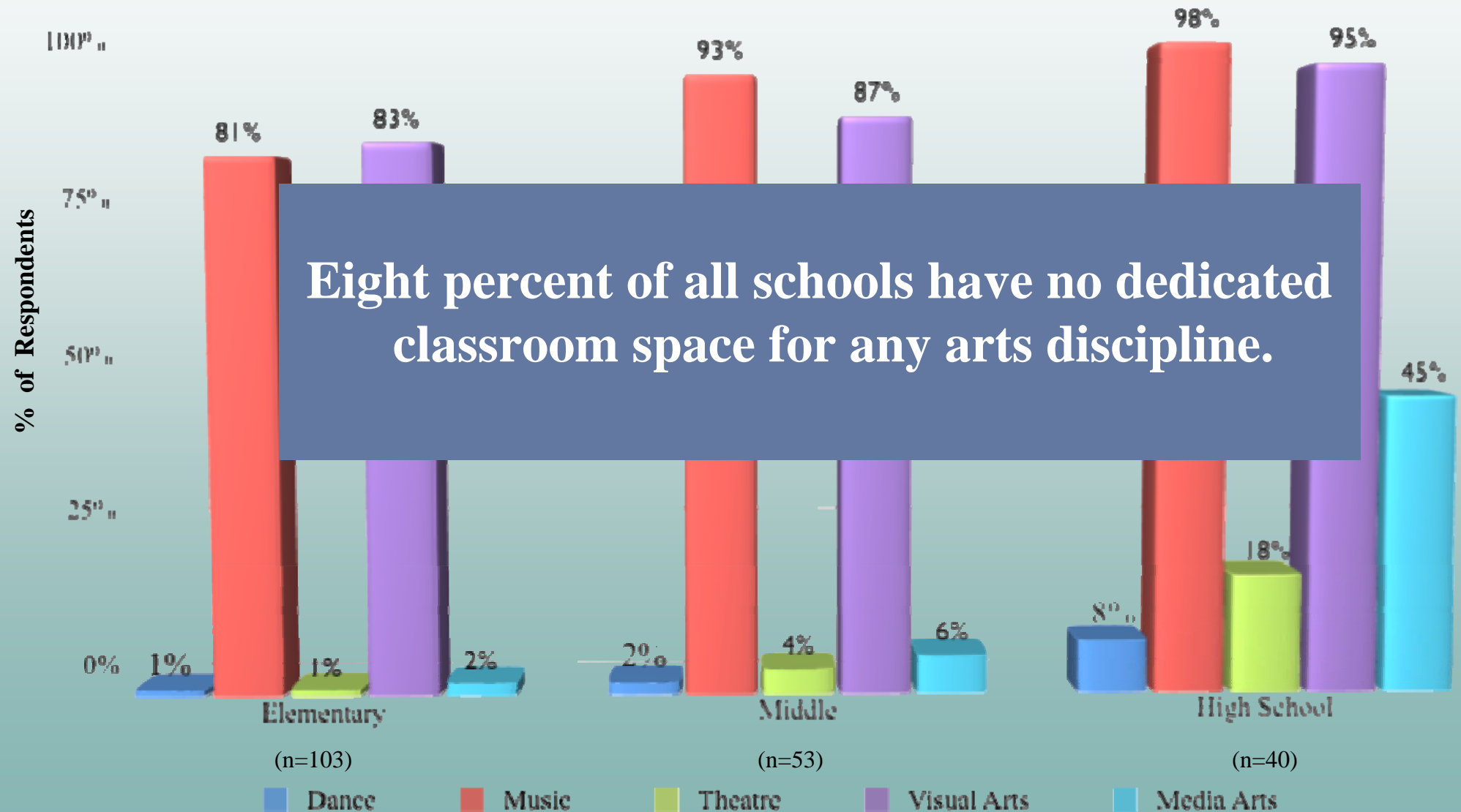
**% of Schools Offering at Least One Arts Course in Dedicated Classroom**



# Facilities and Resources

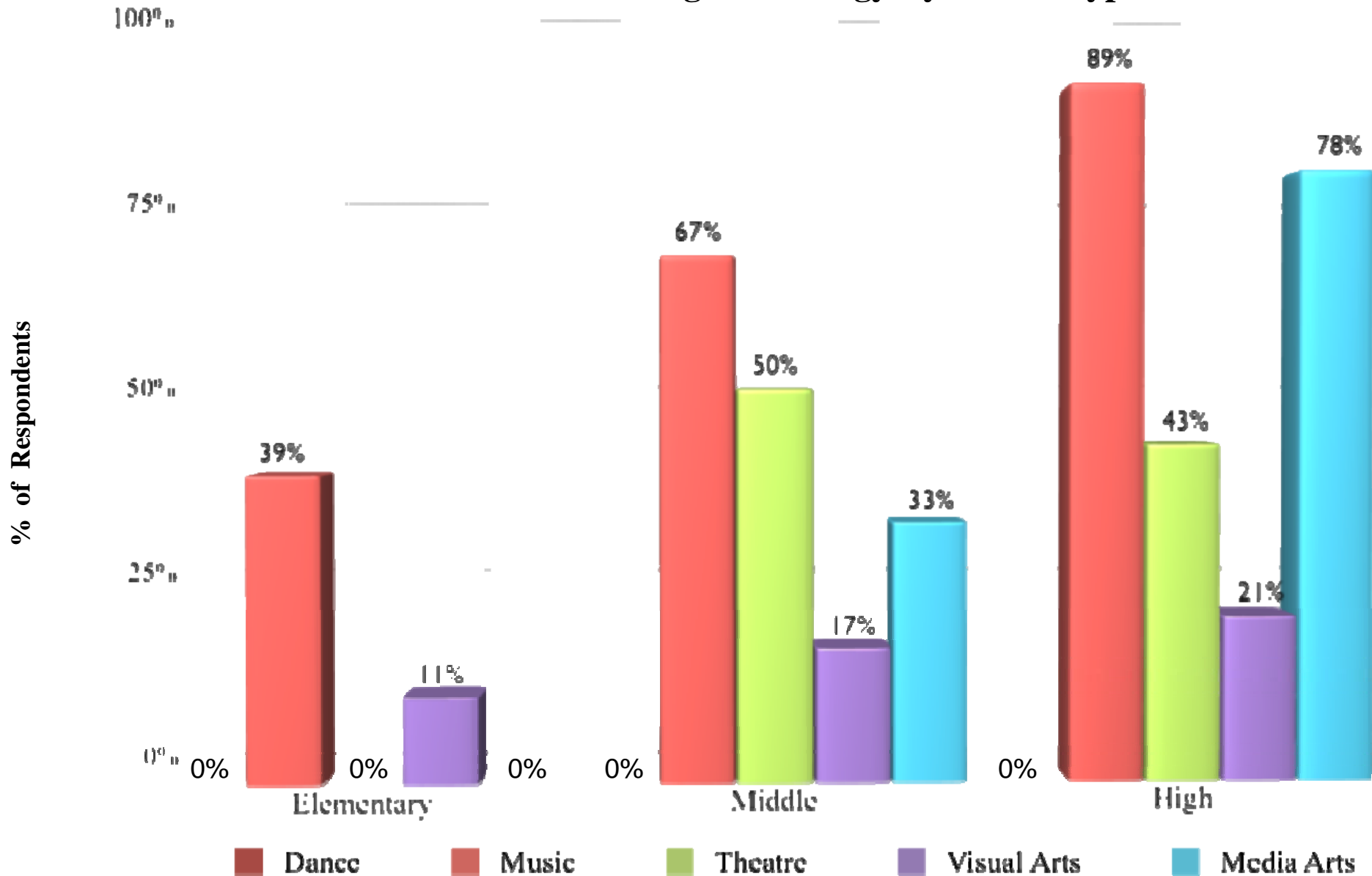
## % of Schools With at Least One Course in Dedicated Classroom for Arts Discipline

(n=153)



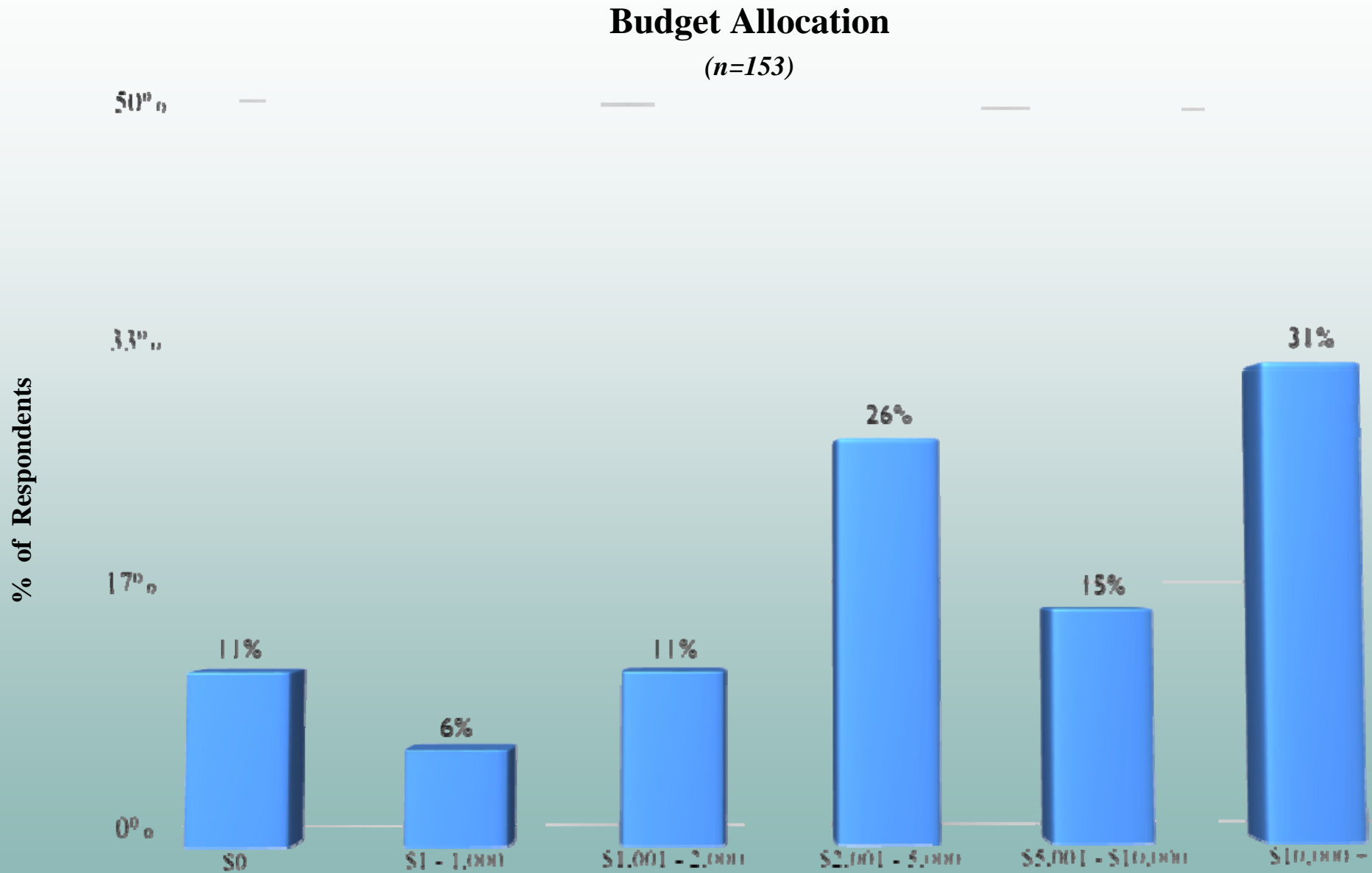
# Facilities and Resources

## % of Schools Using Technology By School Type





# Facilities and Resources



How Much Do Schools Spend  
on Arts Education for Each  
Student Each Day?

# Elementary Daily Per-Pupil Arts Spending



# Middle School Daily Per-Pupil Arts Spending

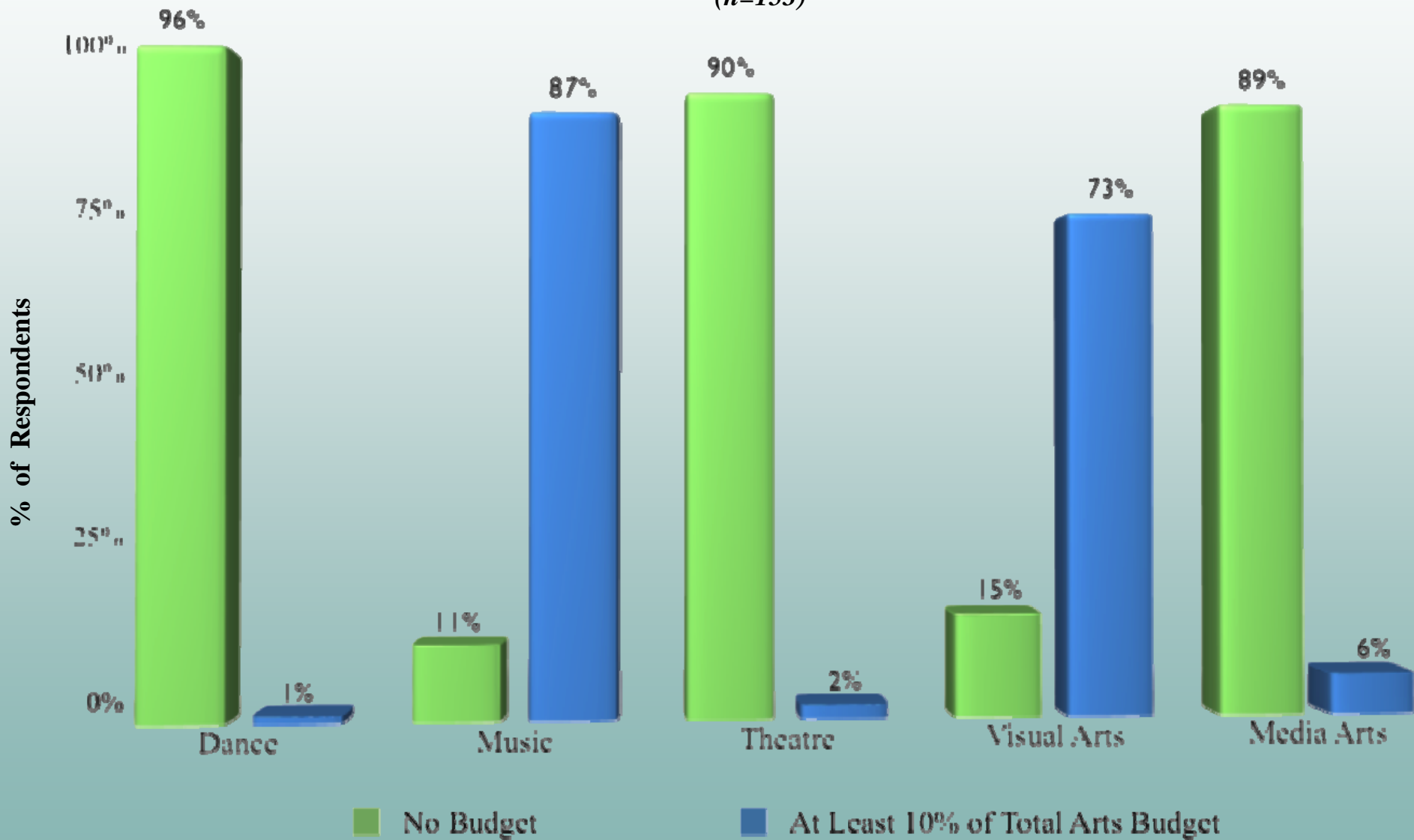


# High School Daily Per-Pupil Arts Spending



# Facilities and Resources

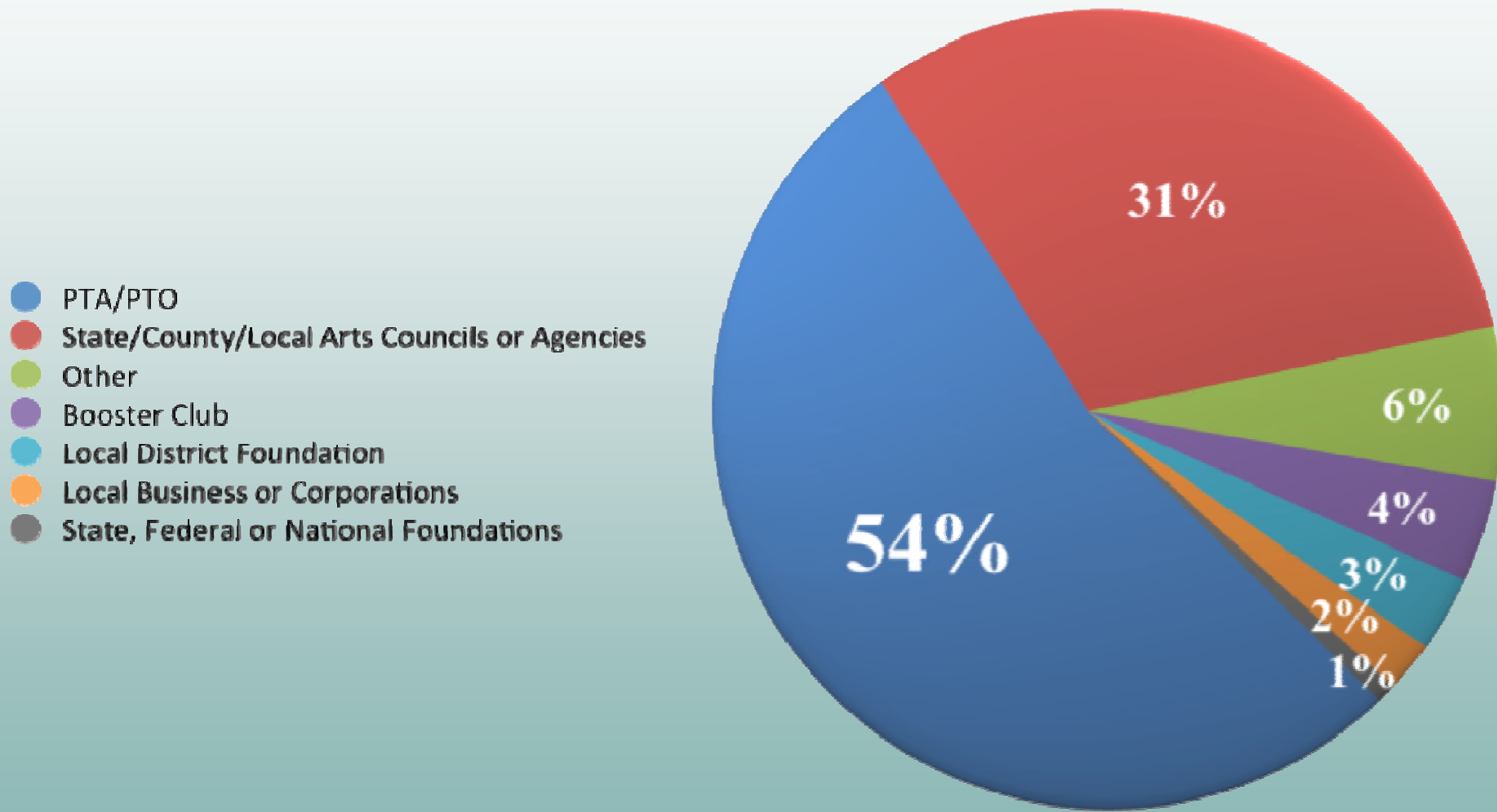
**% of Schools With “No Budget” vs. “At Least 10% of Budget” Allocated To Each Arts Area**  
(*n=153*)



# Facilities and Resources

## Aggregated Dollars From Outside Sources

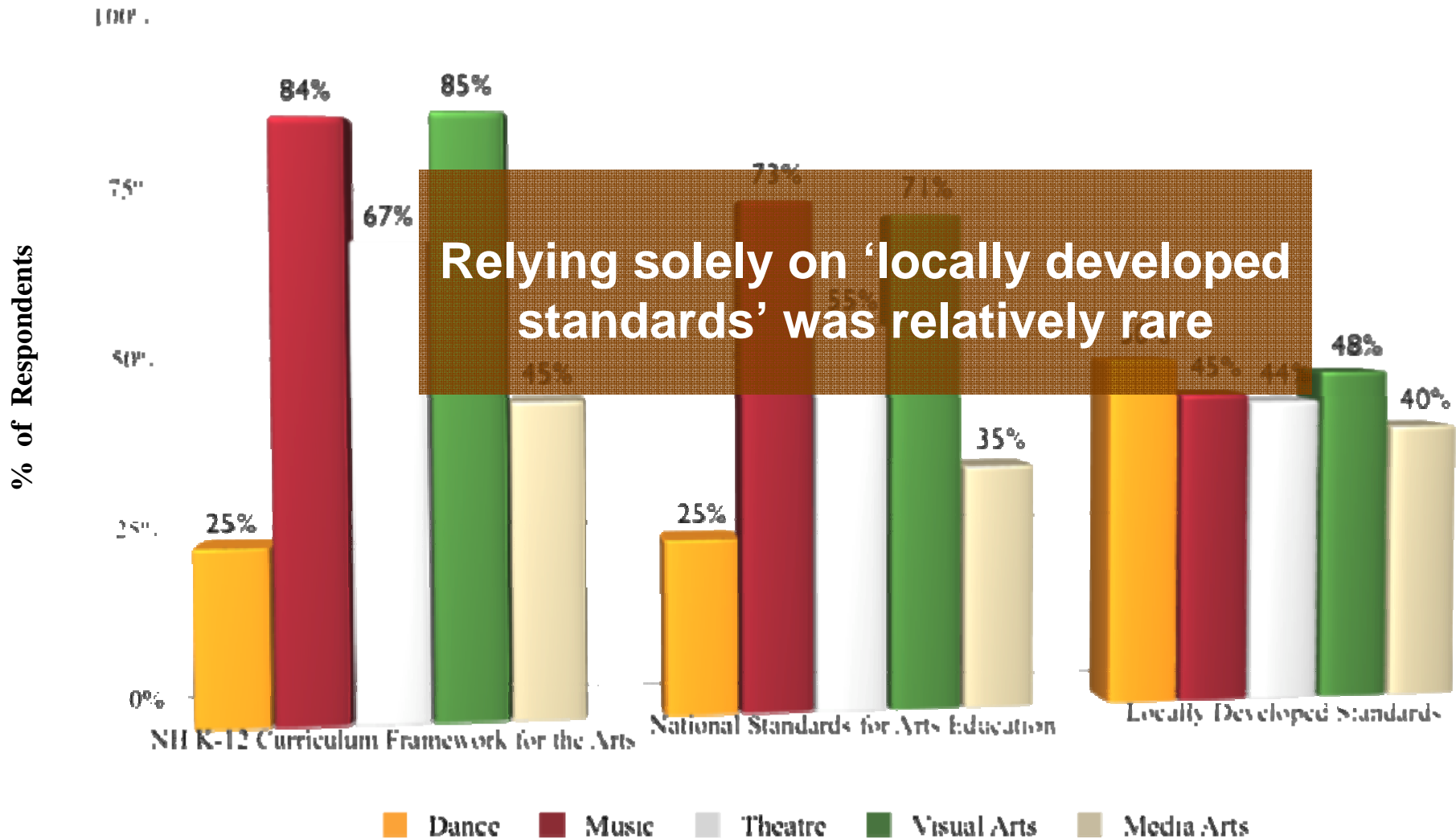
% Received by All Schools



# Facilities and Resources

## Standards

Base=Schools which offer arts discipline.





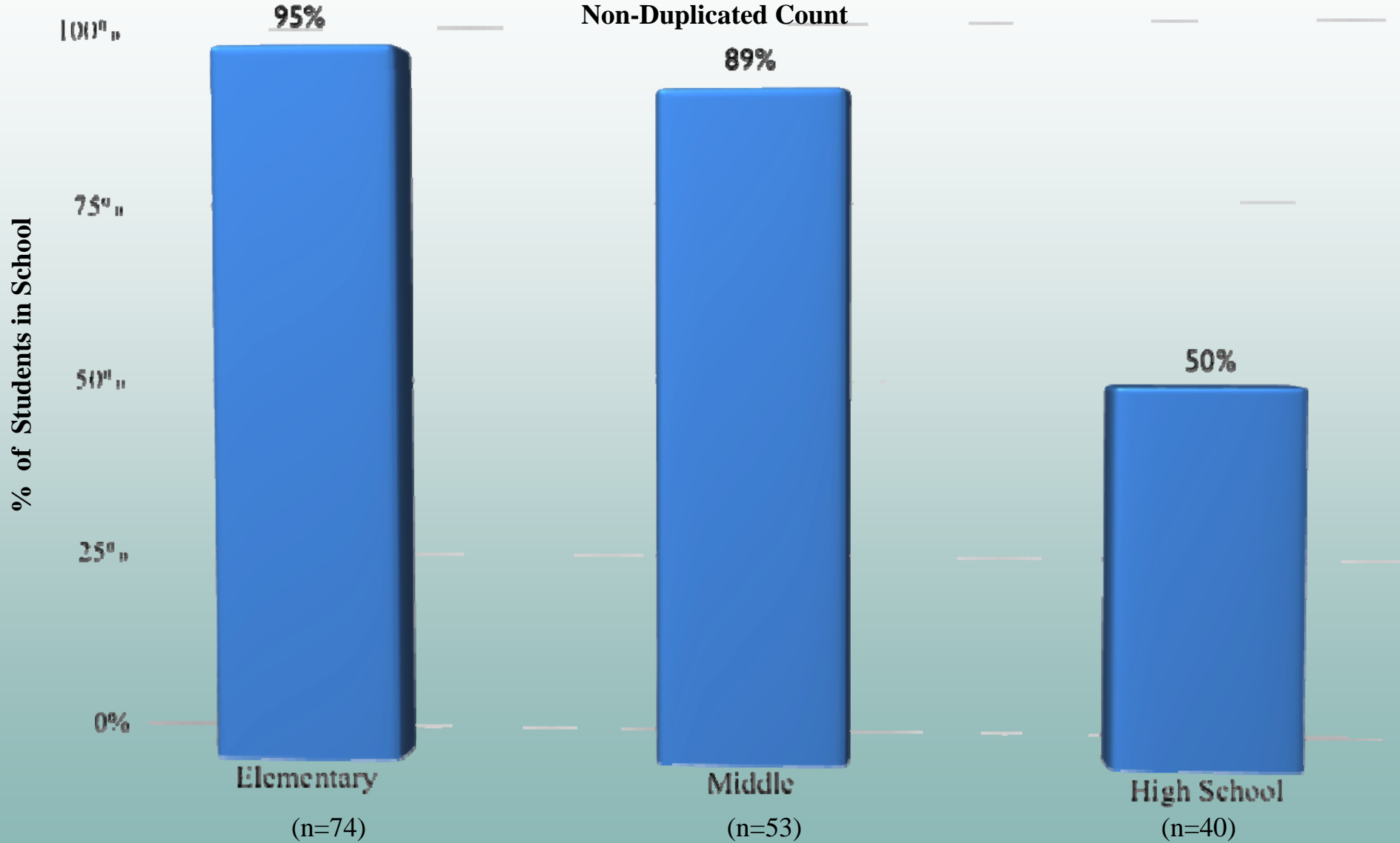
Students

# Students

## Proportion of Students Enrolled in Any Arts Discipline

(All Schools Combined)

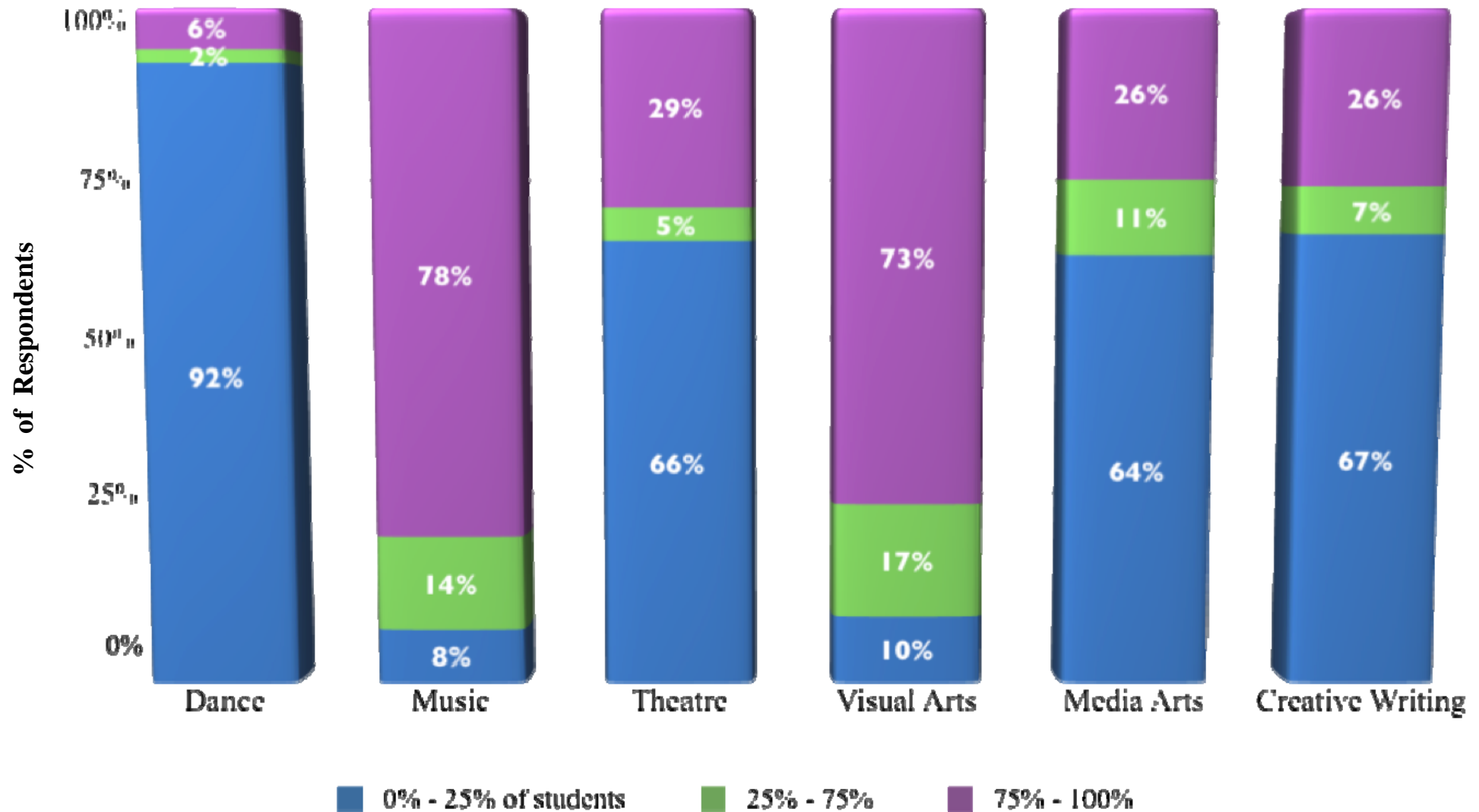
Non-Duplicated Count



# Students

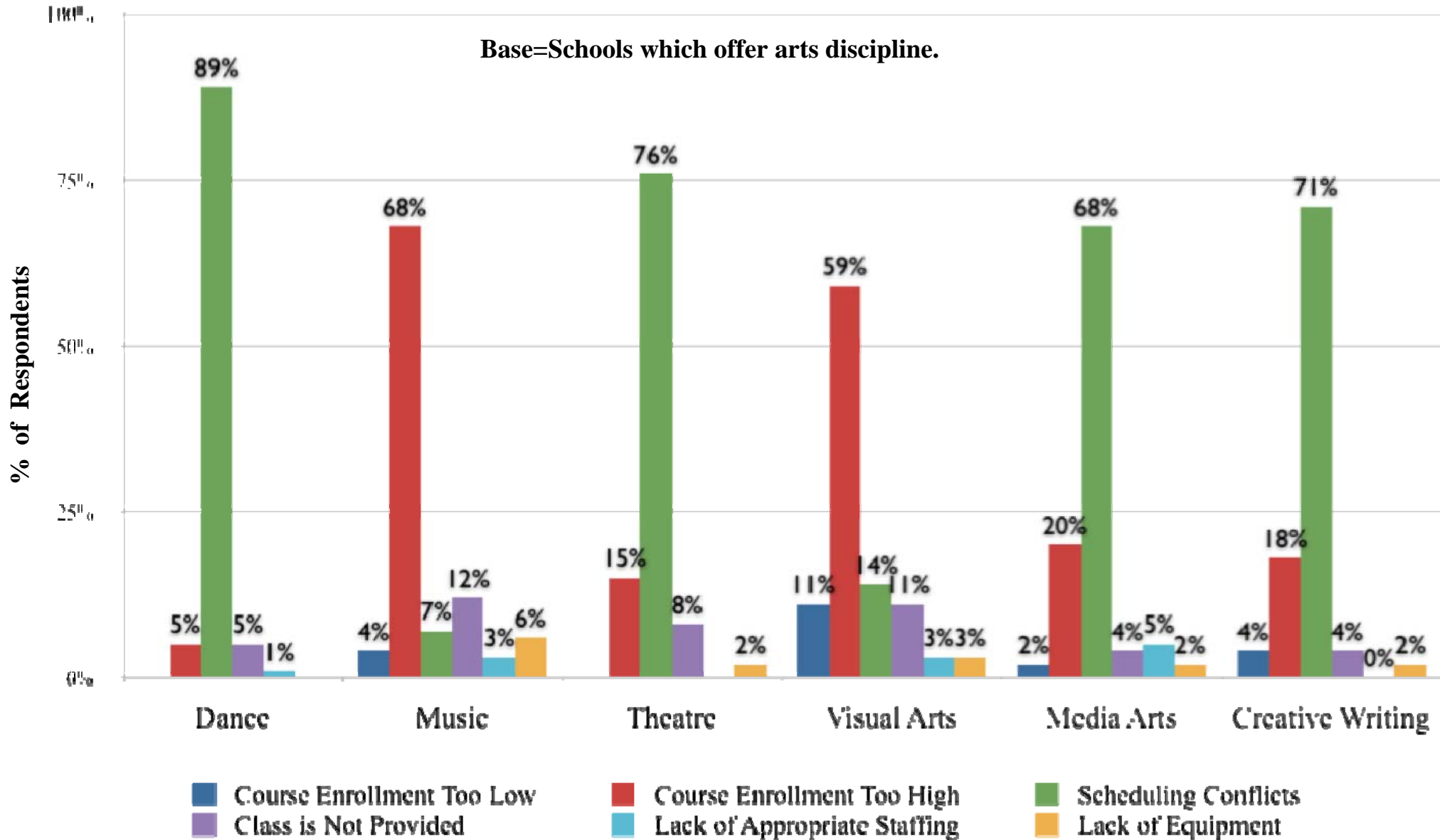
## % of Students with Access by Group

(n=153)



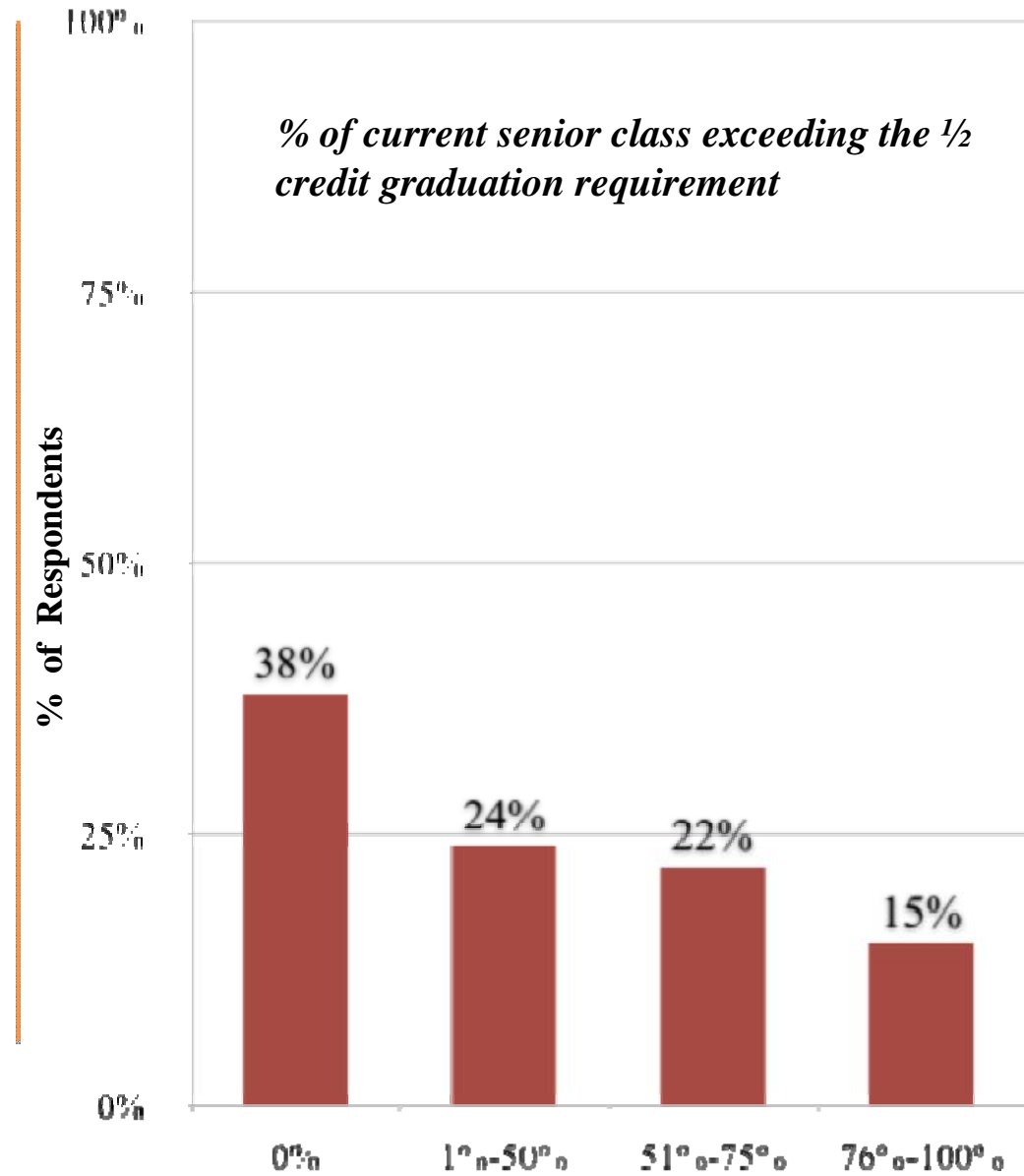
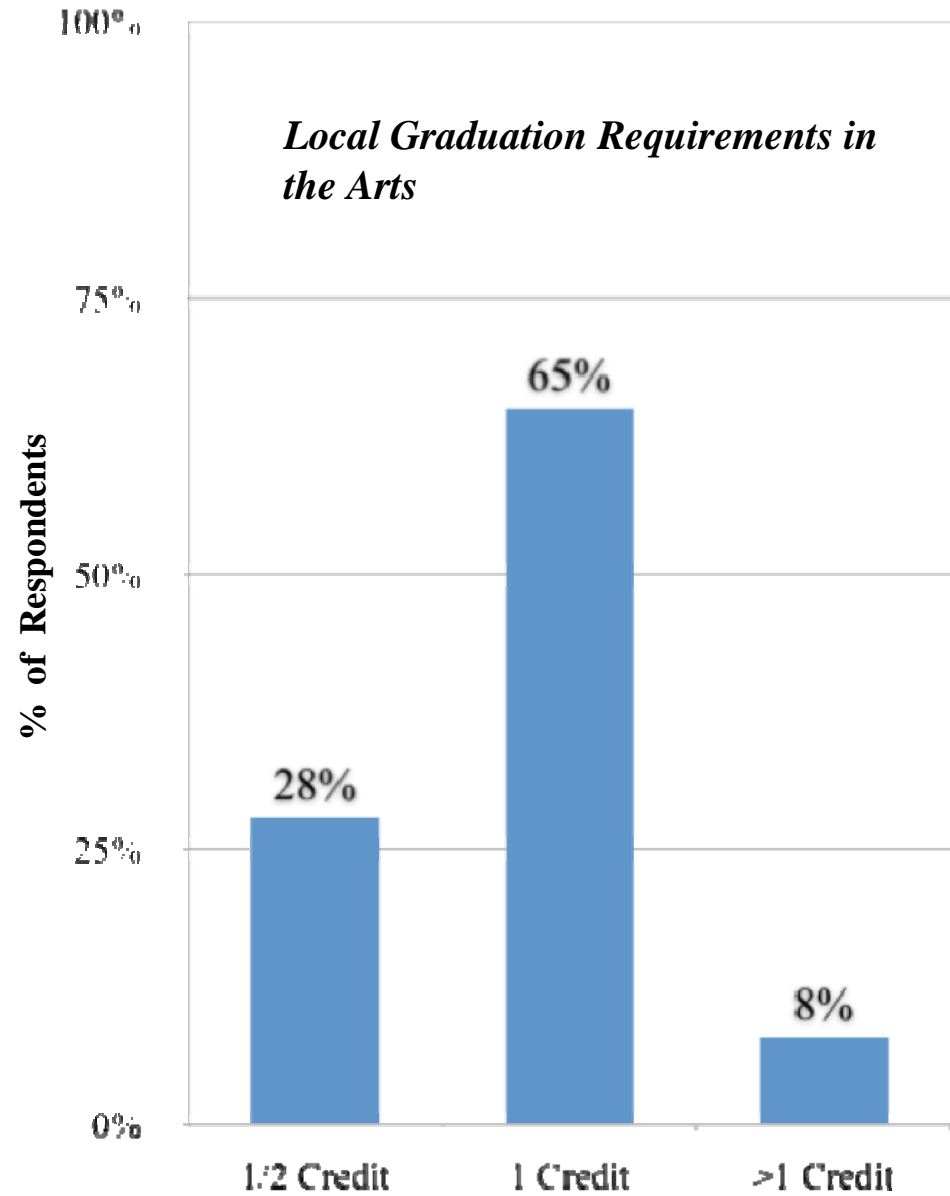
# Students

## Primary Reason for No Student Access



# Students

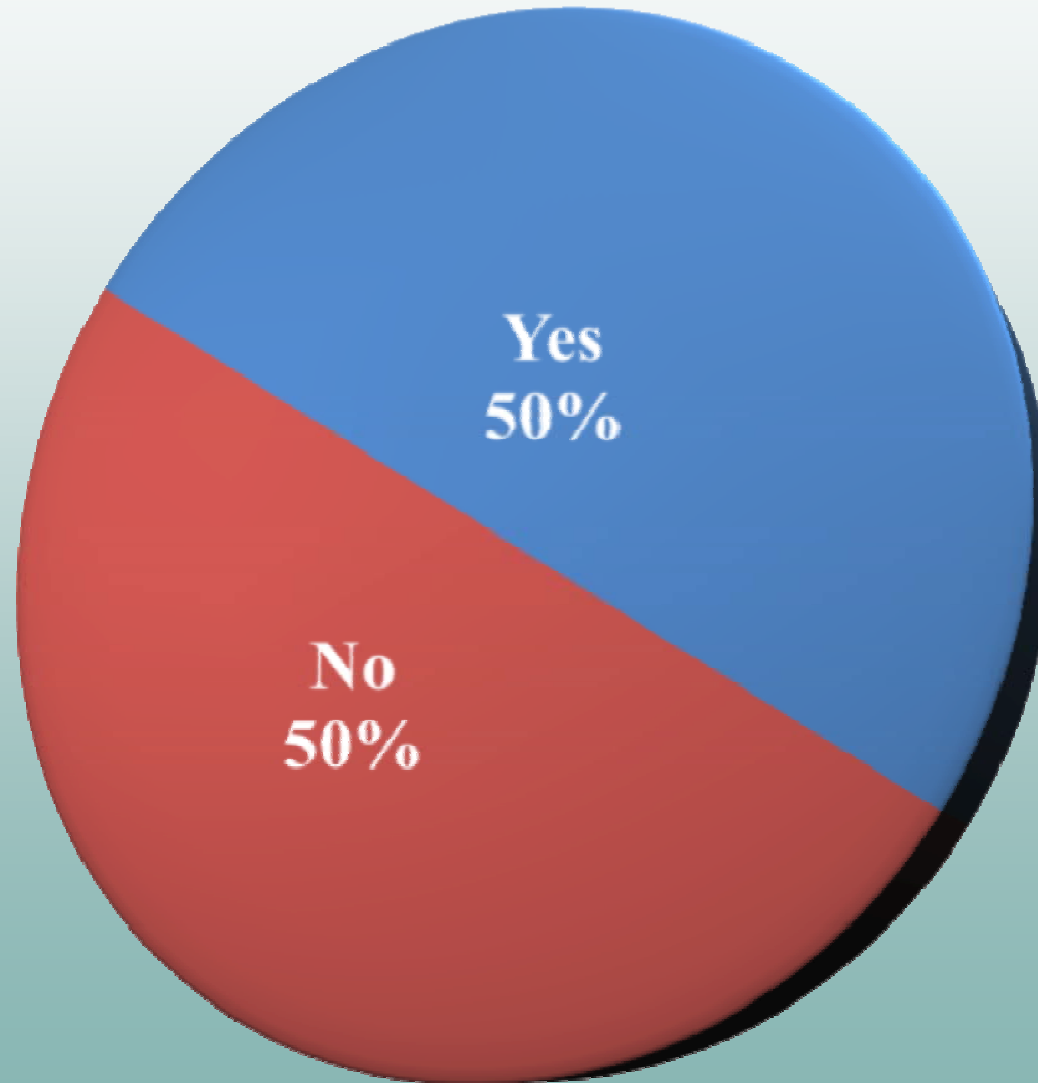
## Local Graduation Requirements in the Arts (High School Only)



# Students

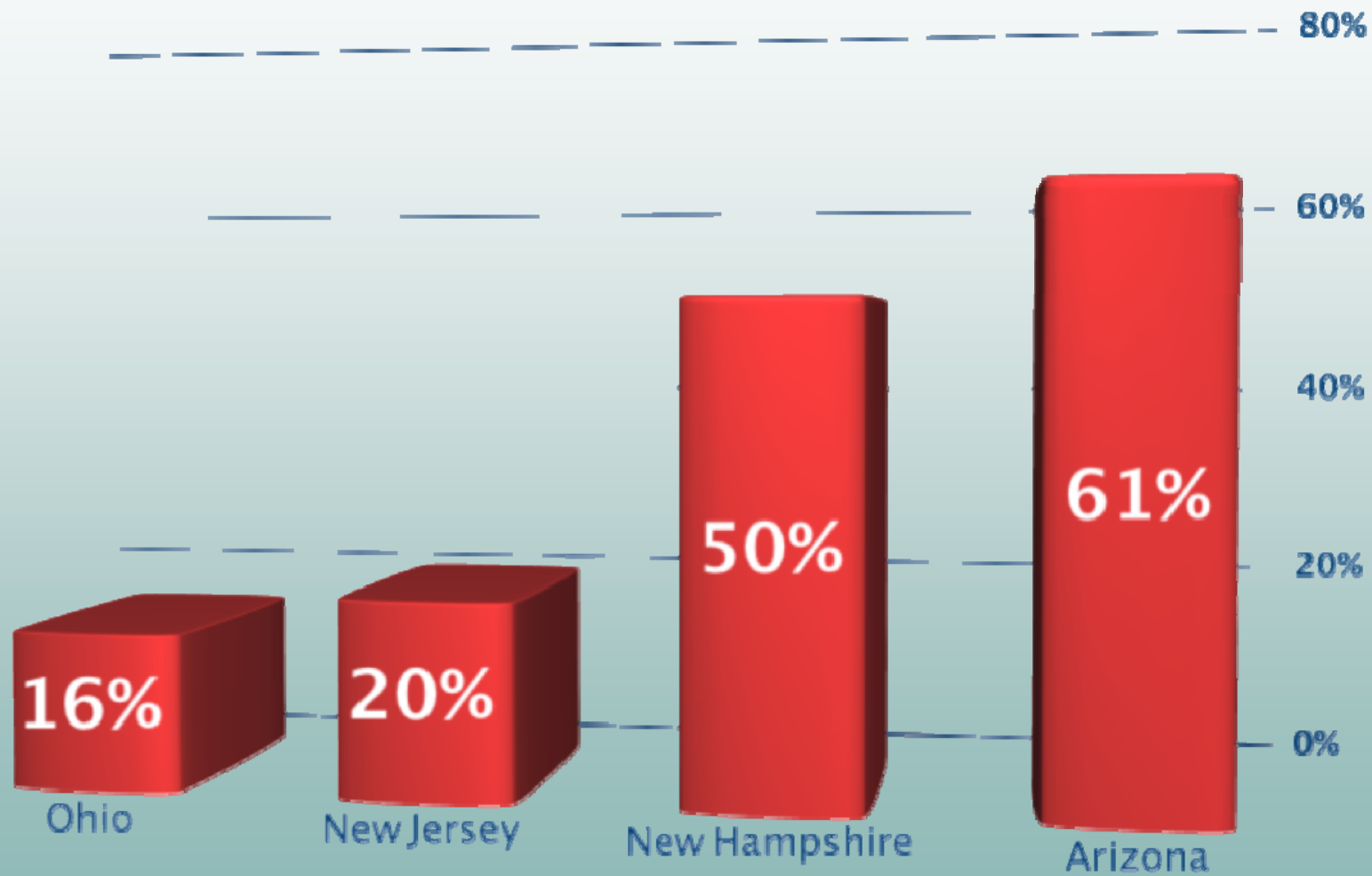
## Grade Weighting

**% of Schools Weighting Visual & Performing Arts equally with grades in other academic areas**



# Comparisons

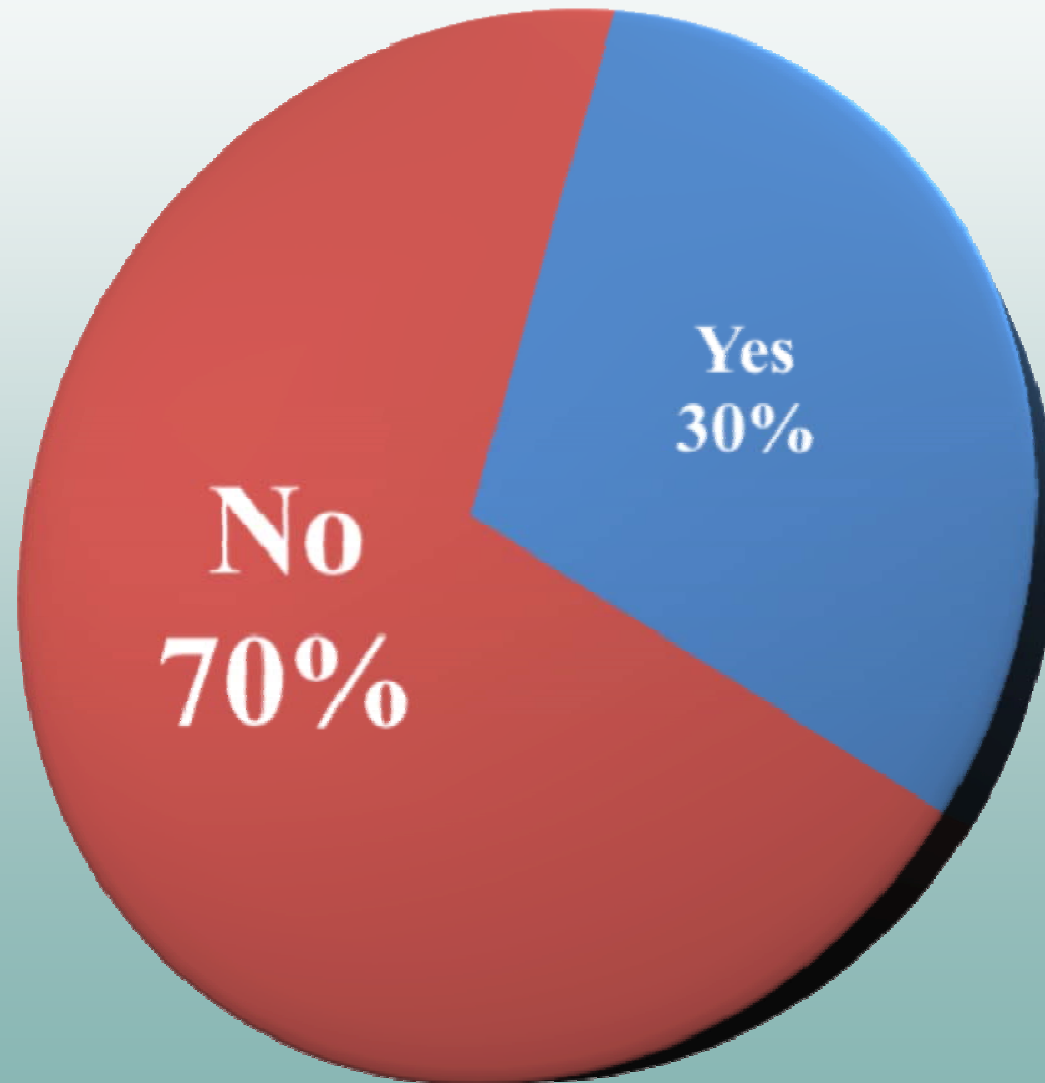
% of Schools with UNEQUAL Grade Weighting



# Students

## Extended Learning

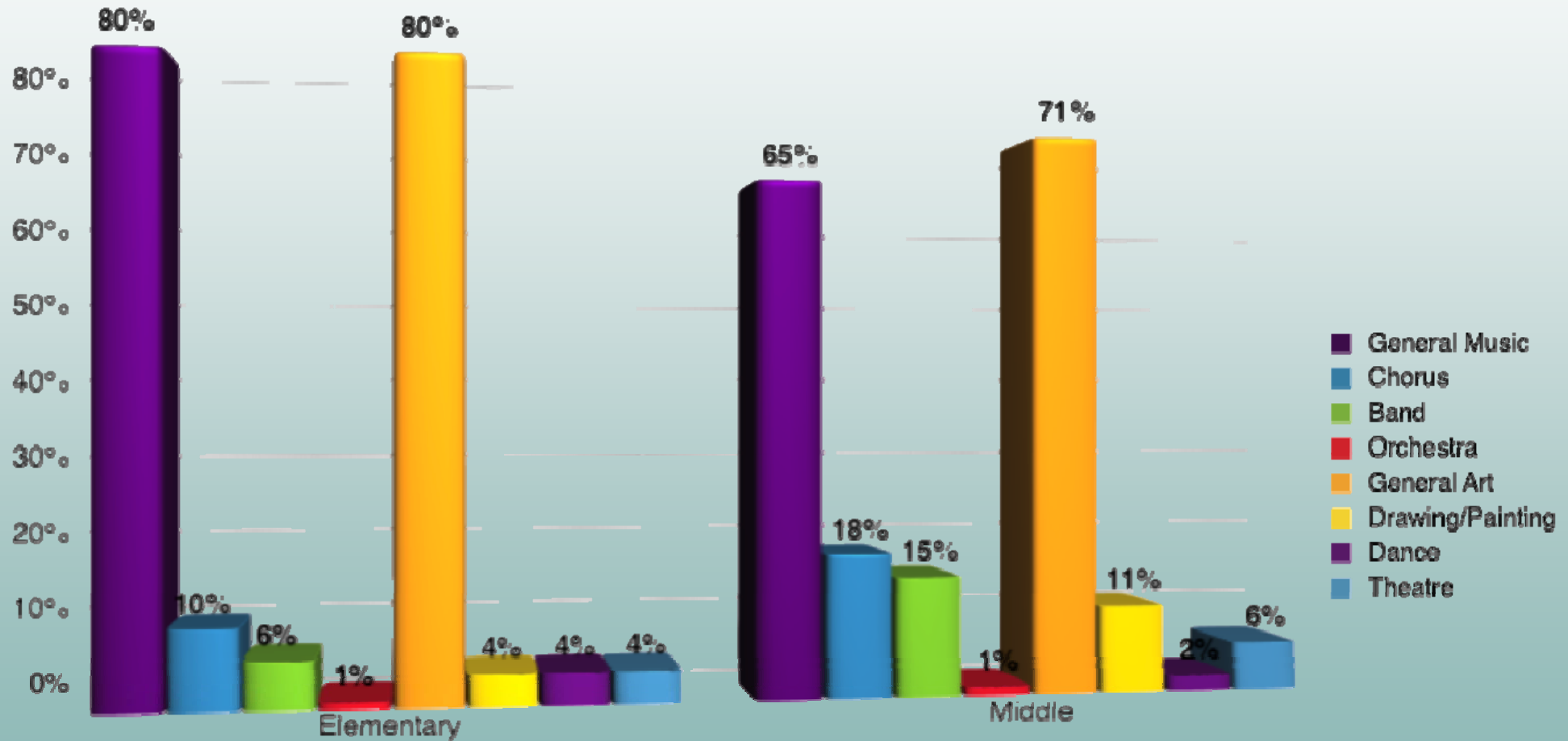
**% of Schools adopting a policy for extended learning opportunities for course credit**





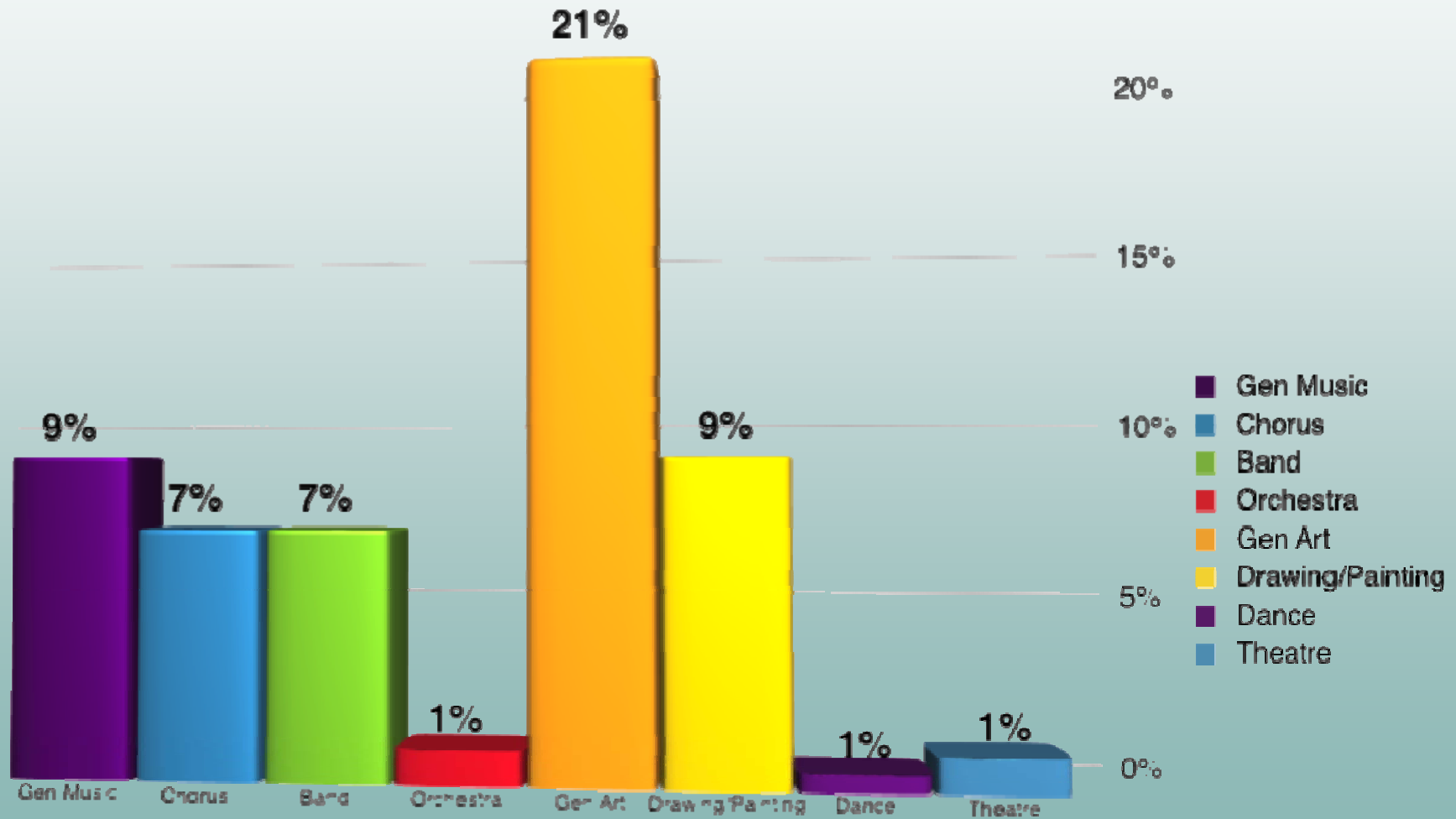
# Students

% of Students Enrolled in Courses  
By School Type



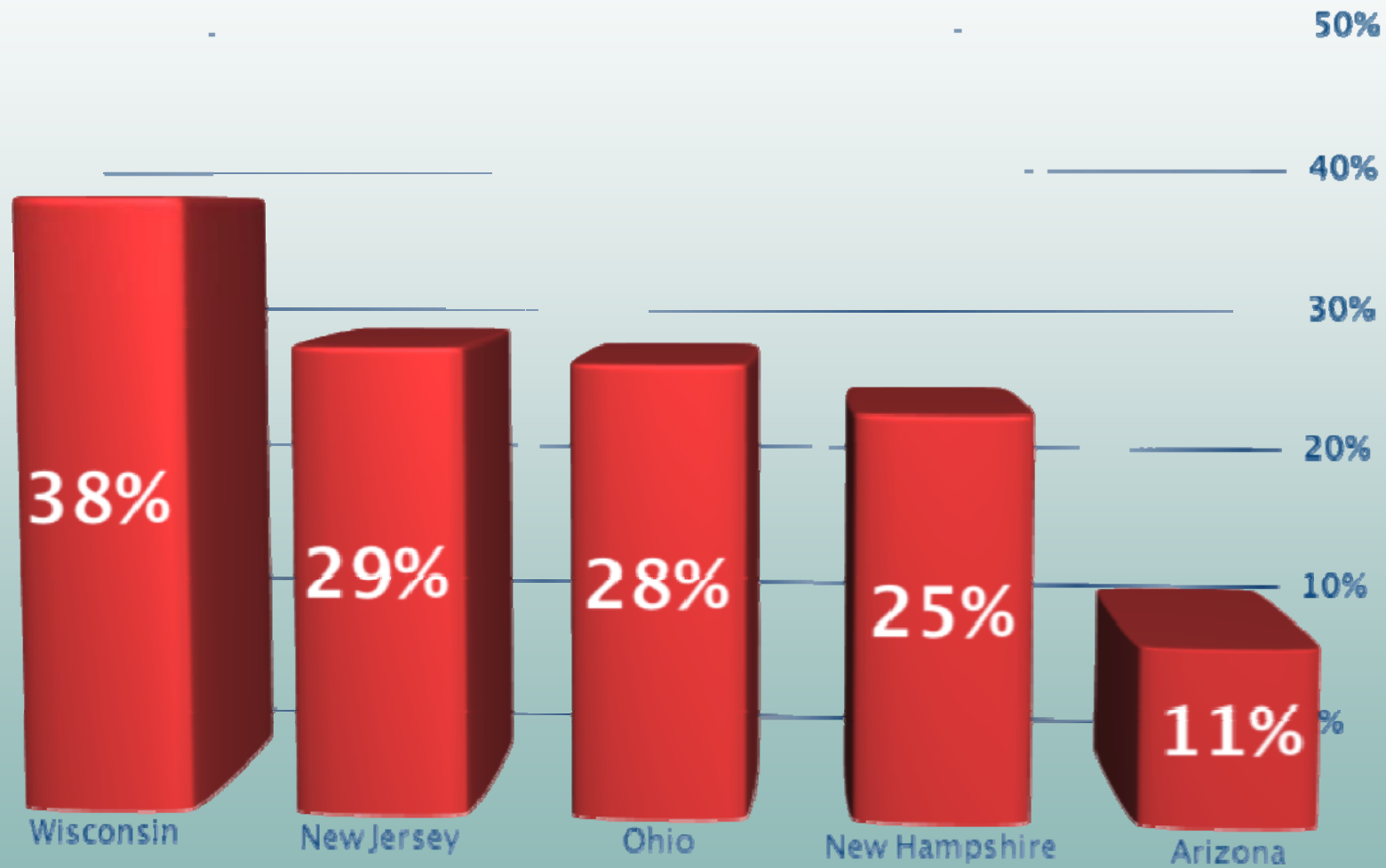
# Students

% of Students Enrolled in Courses  
(High School)



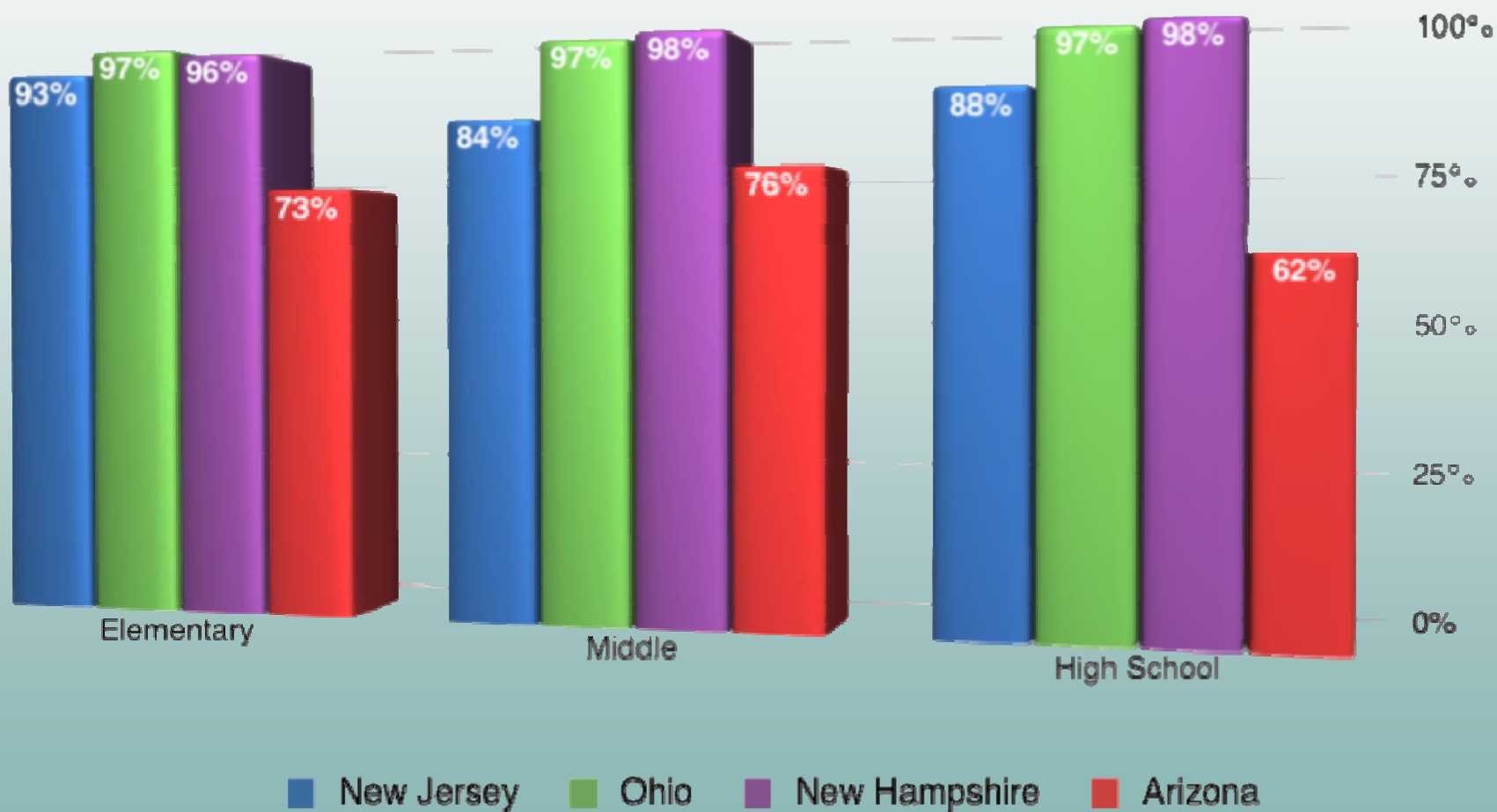
# Comparisons

% of High Schools Students in Music



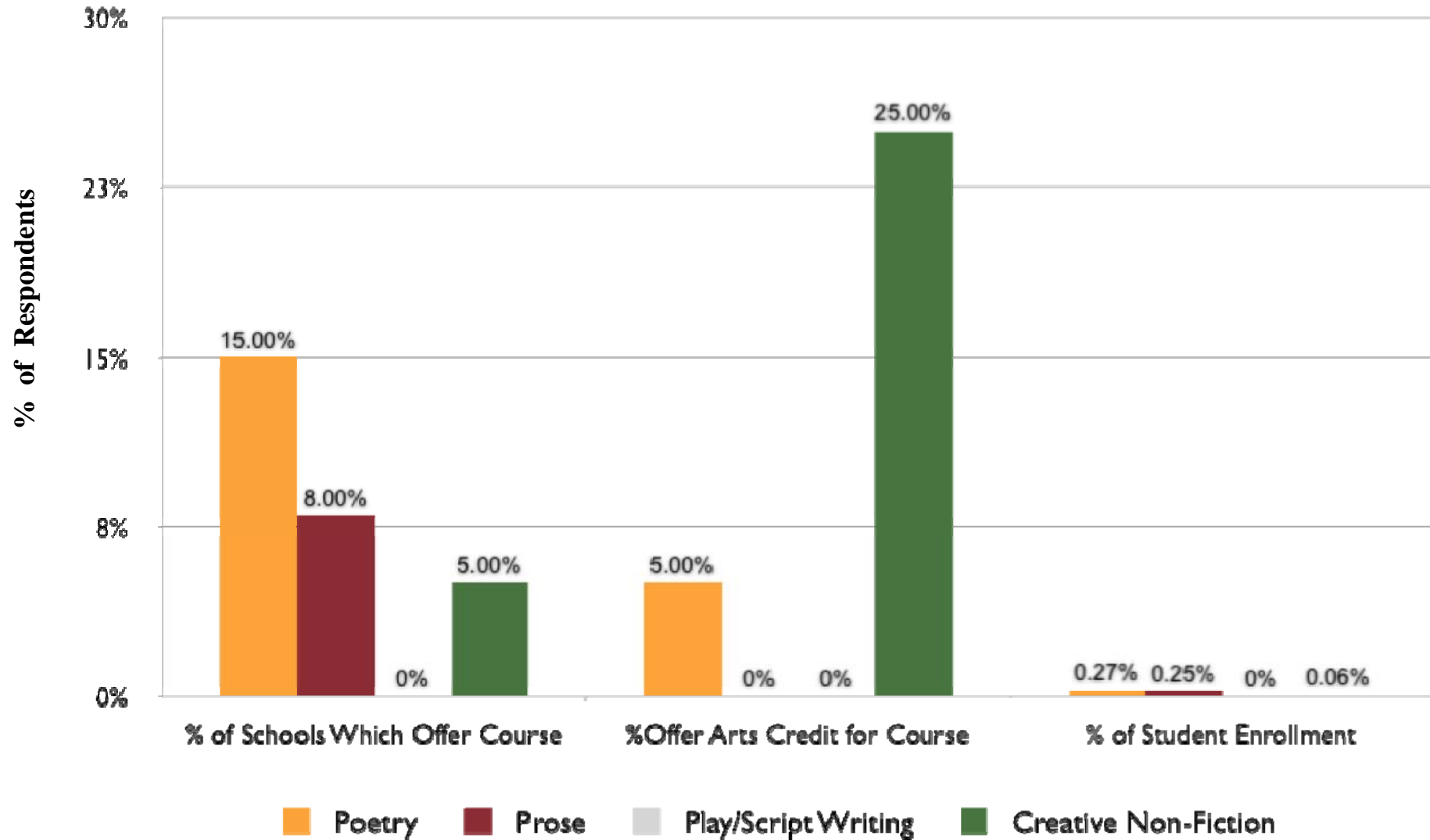
# Comparisons

% of Schools with at Least One MUSIC Course by State



# Community Connections

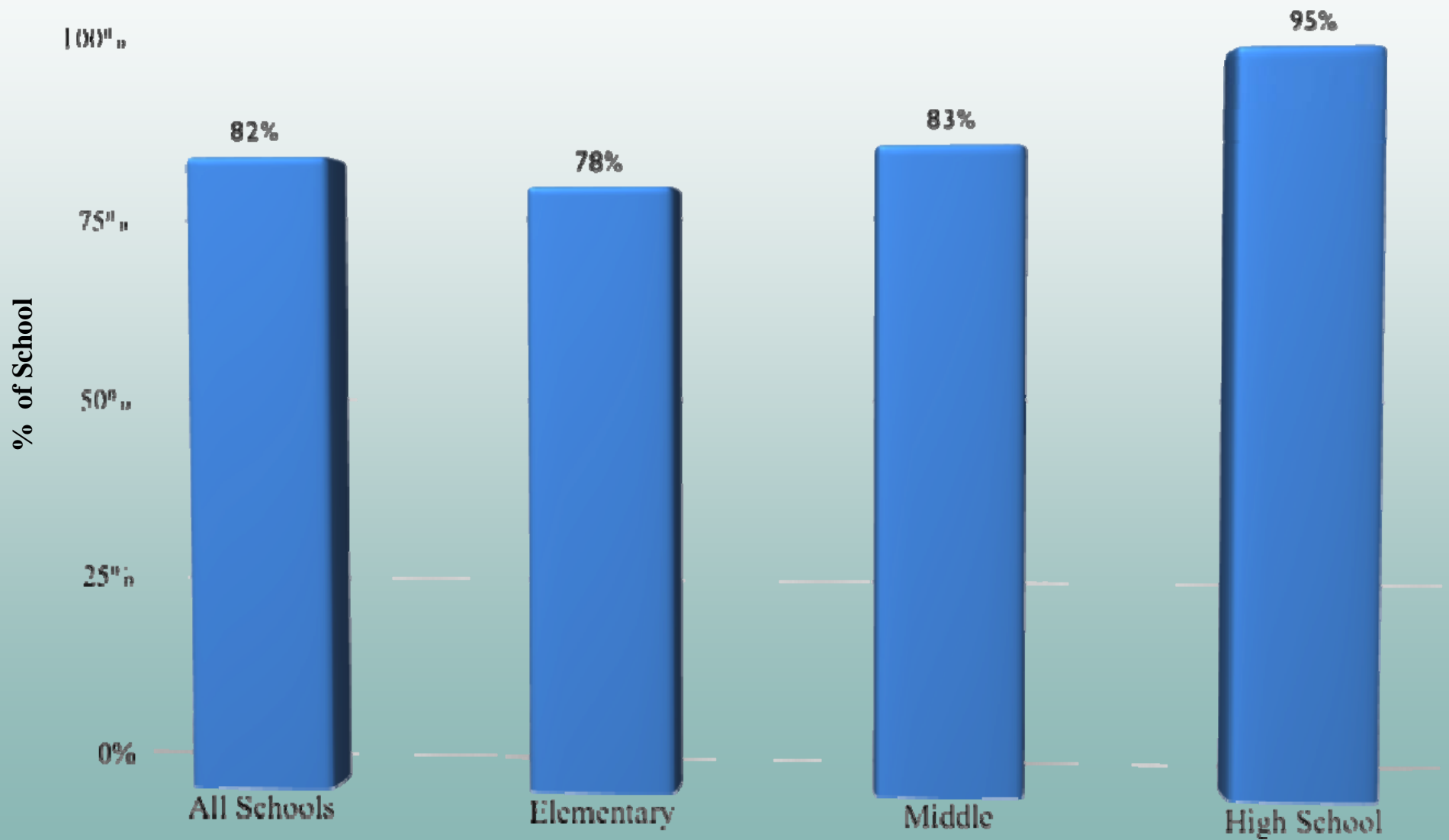
## Creative Writing Courses (High Schools Only)



Teachers

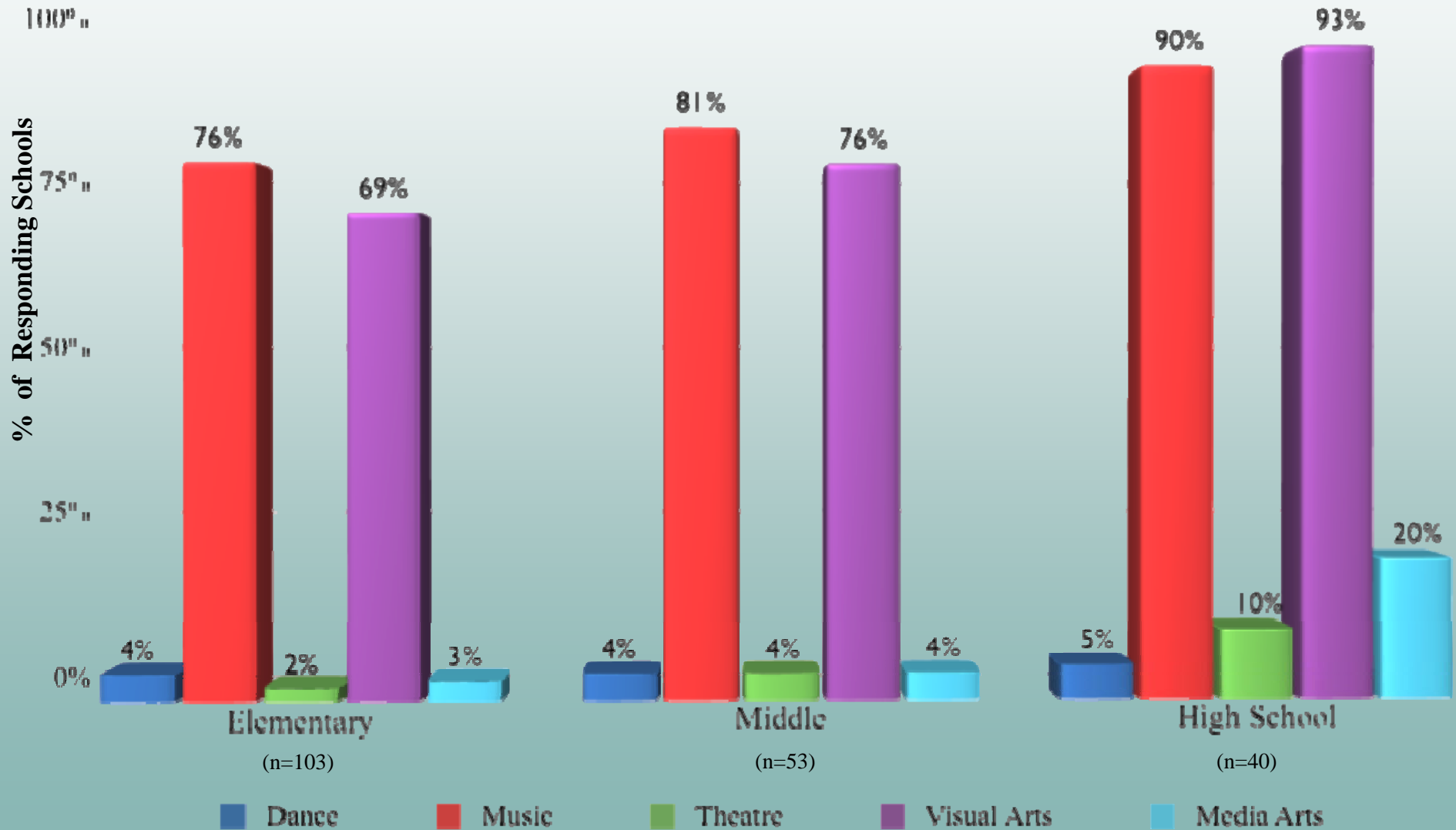
# Teachers

**% of Schools With at Least One FTE Teacher of Arts**



# Teachers

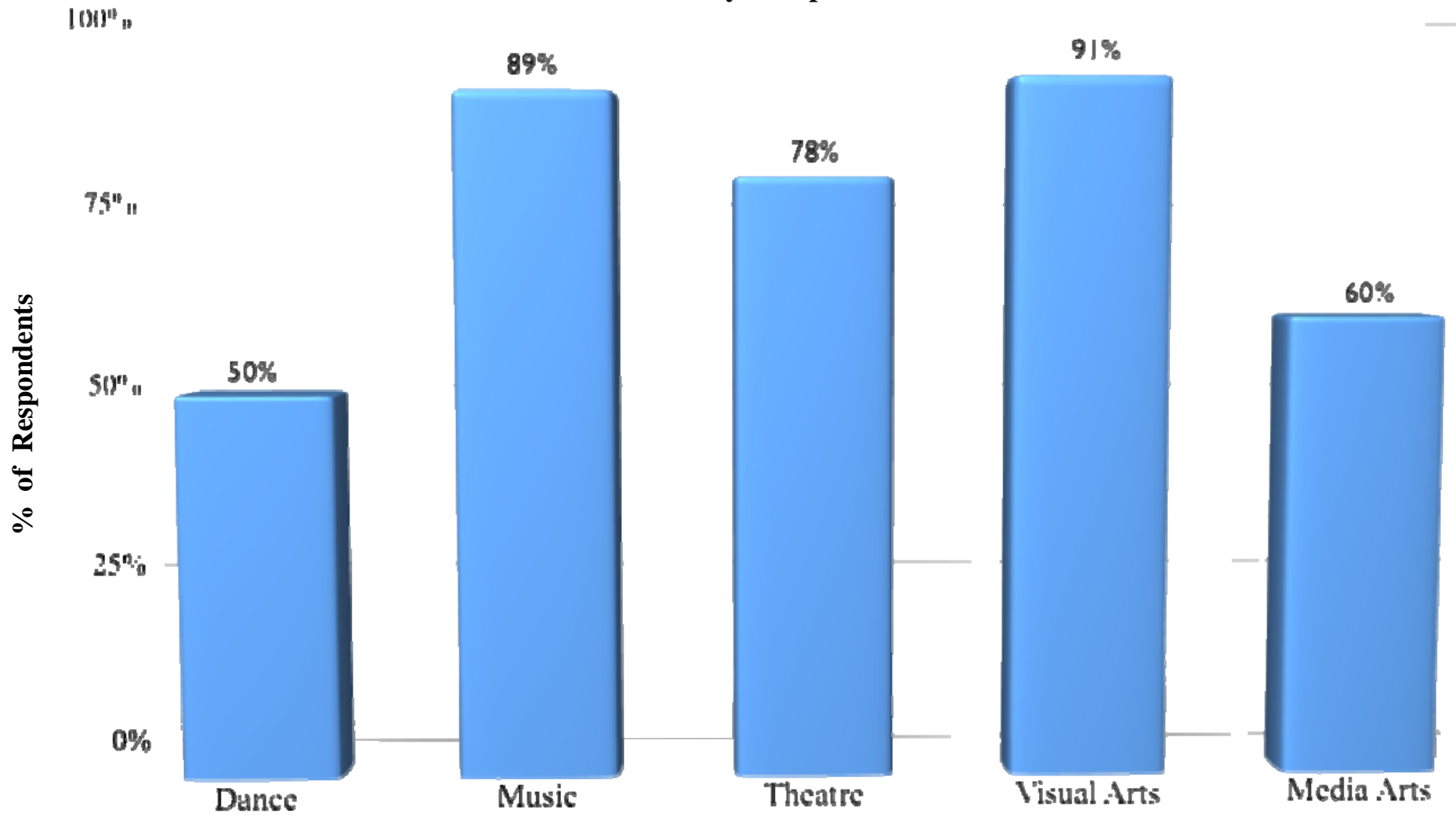
**% of Schools With at Least One FTE Teacher of Art  
By Discipline**





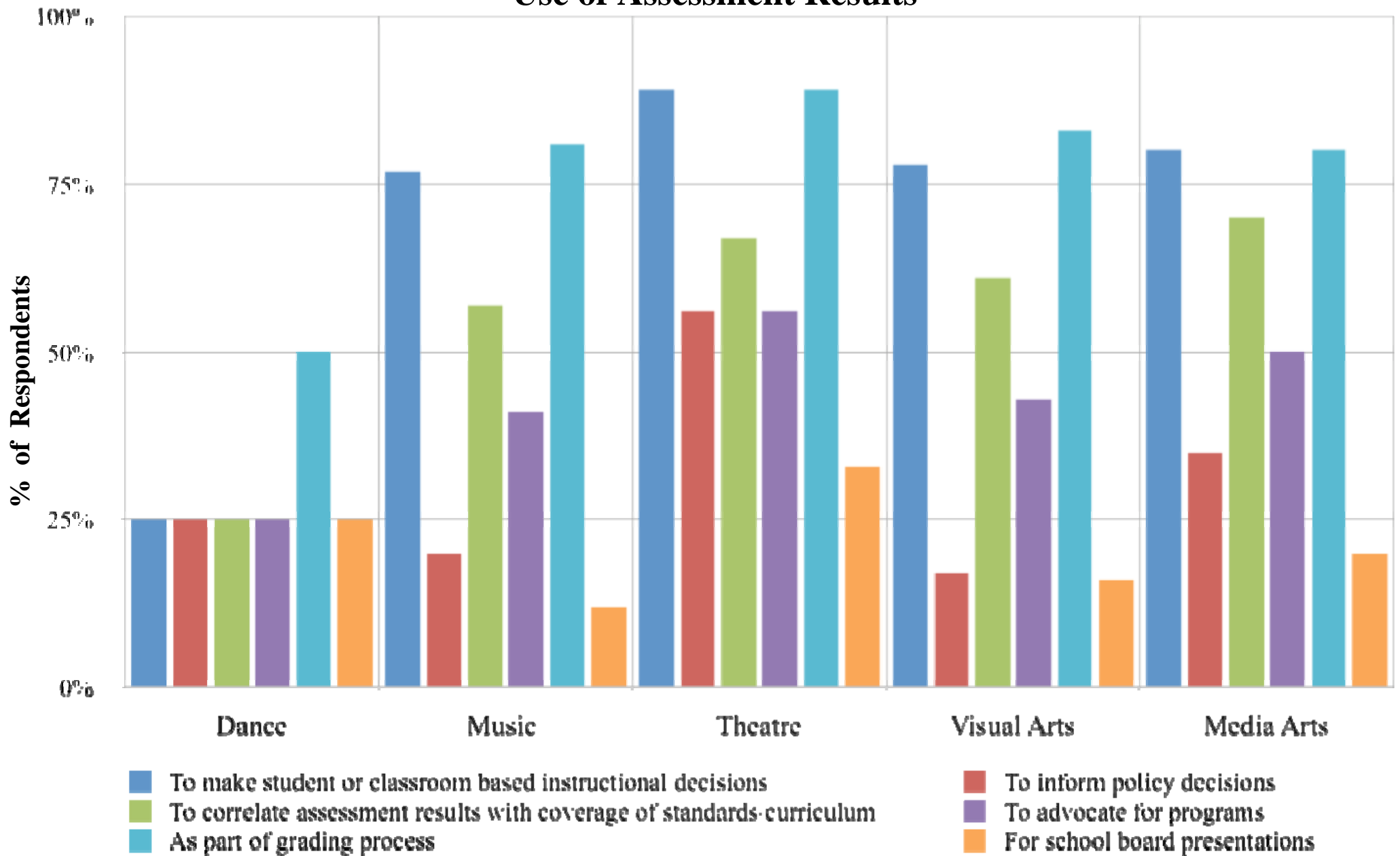
# Teachers

**% of Schools with Arts Curriculum  
By Discipline**



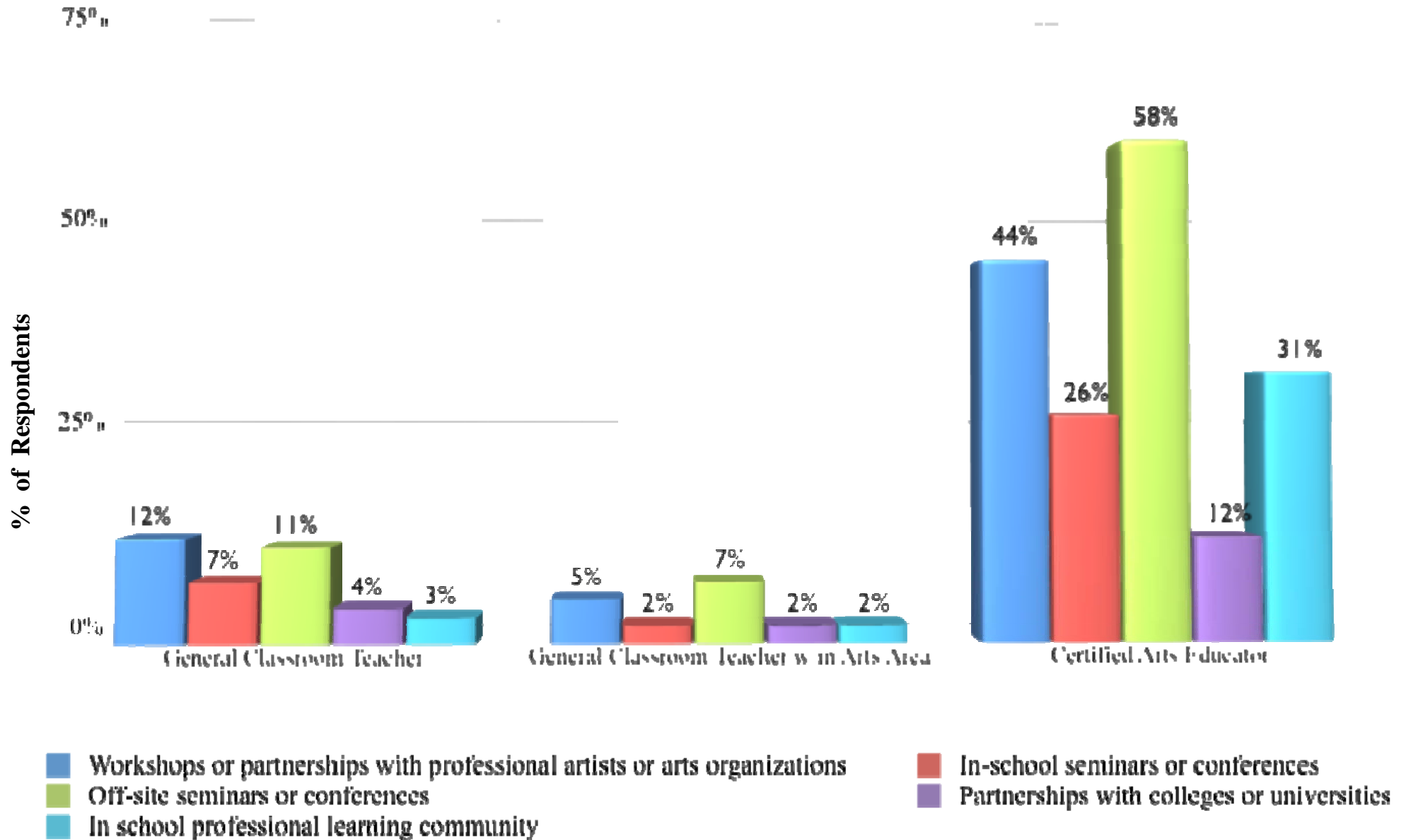
# Teachers

## Use of Assessment Results



# Teachers

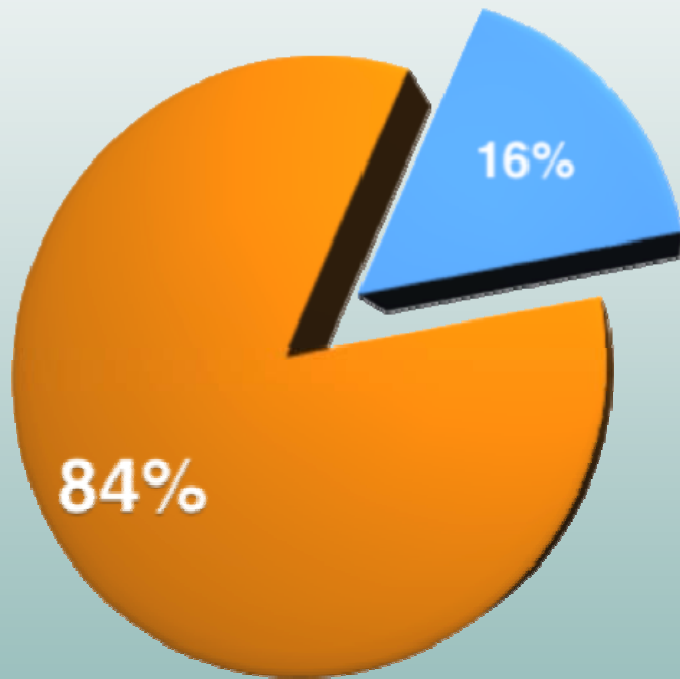
**Percentage of Respondents with Professional Development  
For Each Teacher Type and Offering**



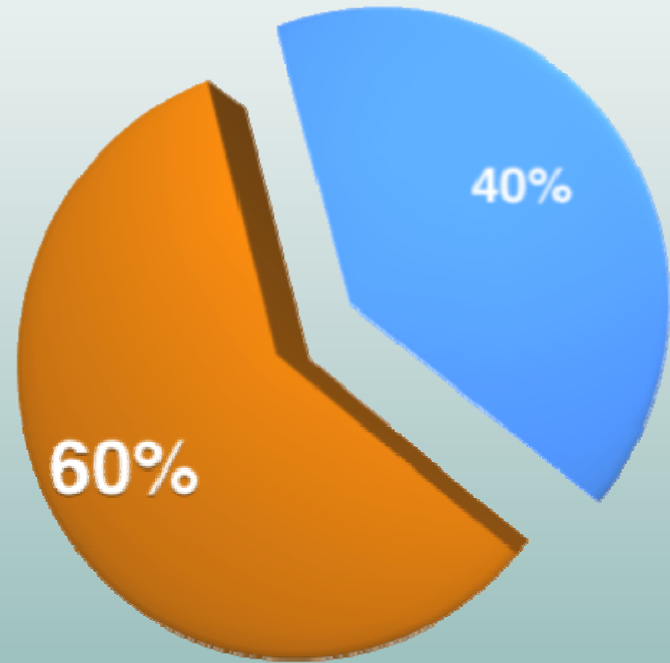
# Community Connections

# Community Connections

Field Trips



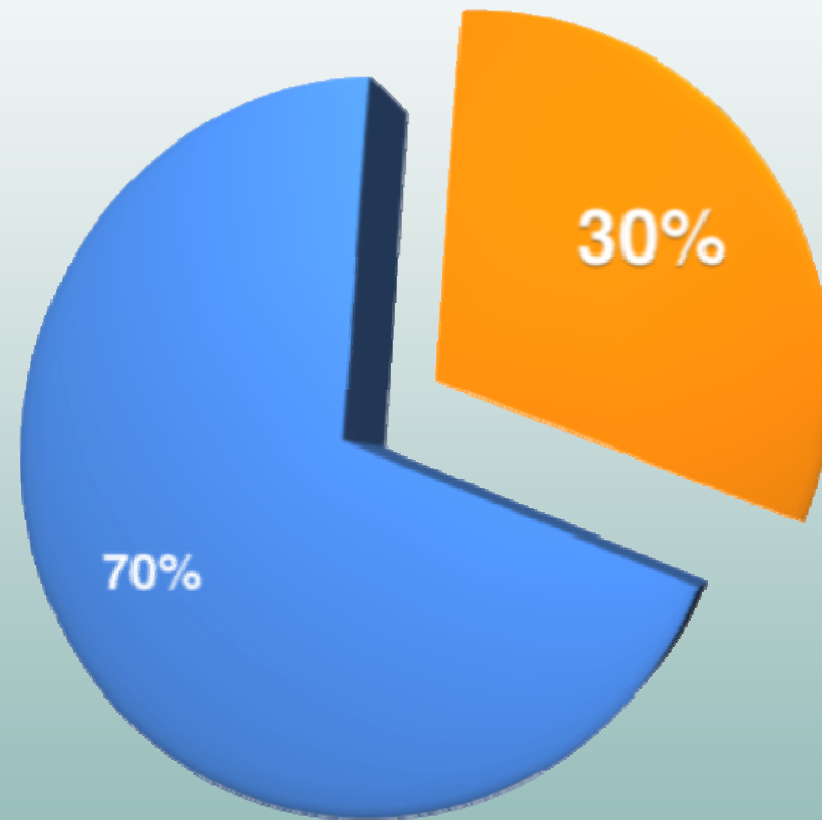
In School Assemblies



- Did Not Participate
- Participated

# Community Connections

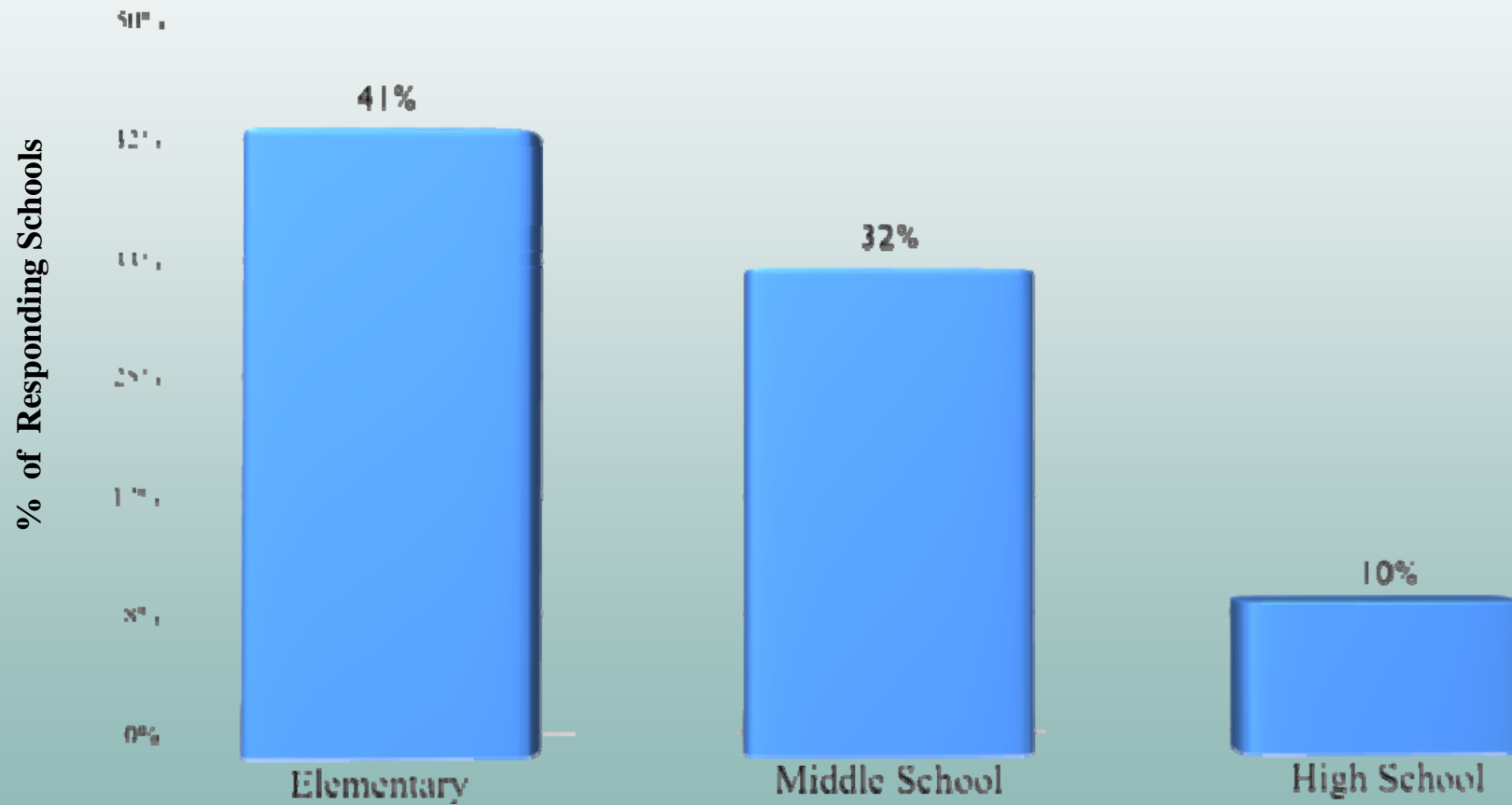
Artist in Residencies



- Did Not Participate
- Participated

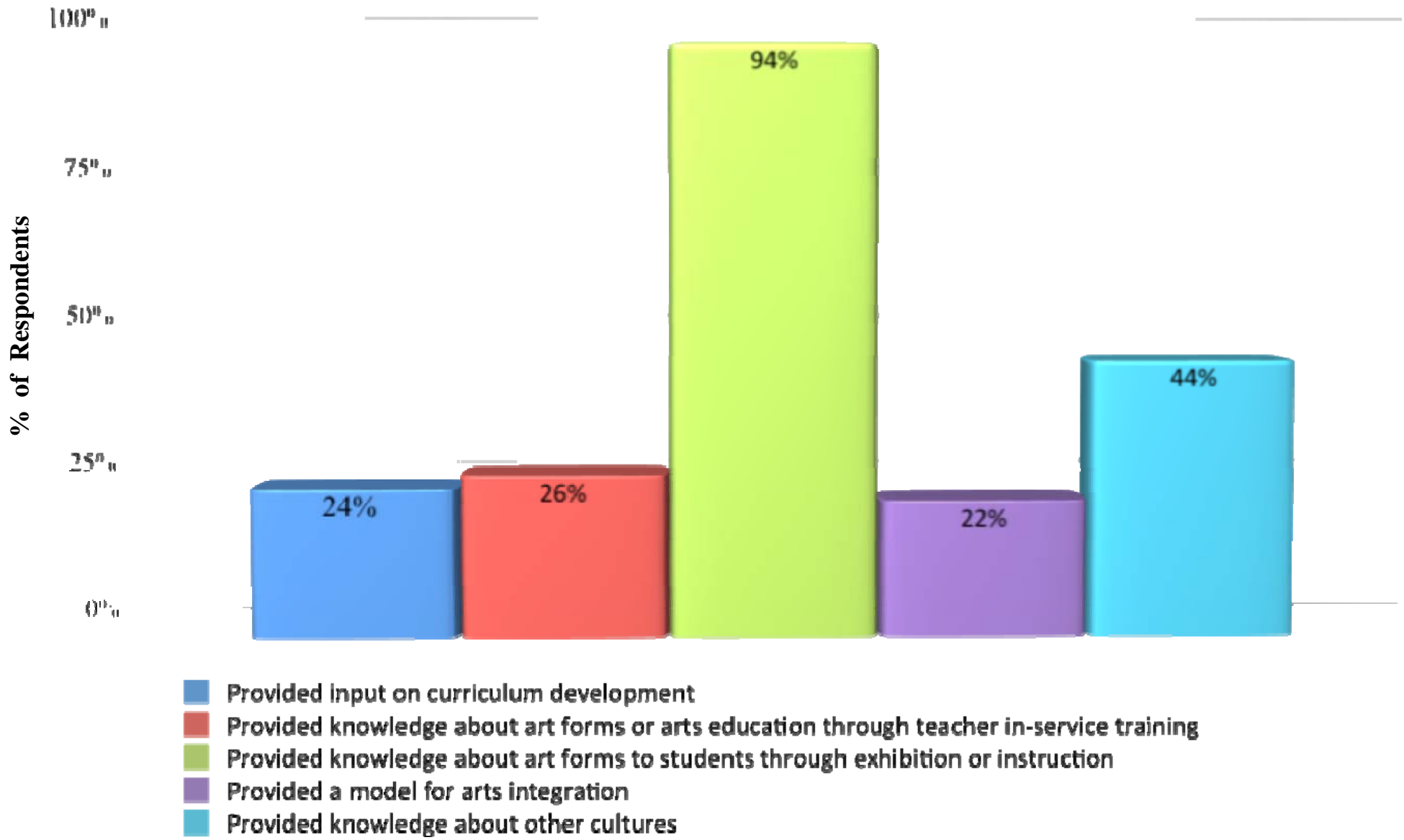
# Community Connections

**% of Schools with Artist in Residencies  
By Grade Group**



# Community Connections

**Artist-in-Residence Contribution**  
(Only Schools With an Artist-in-Residence; n=46)

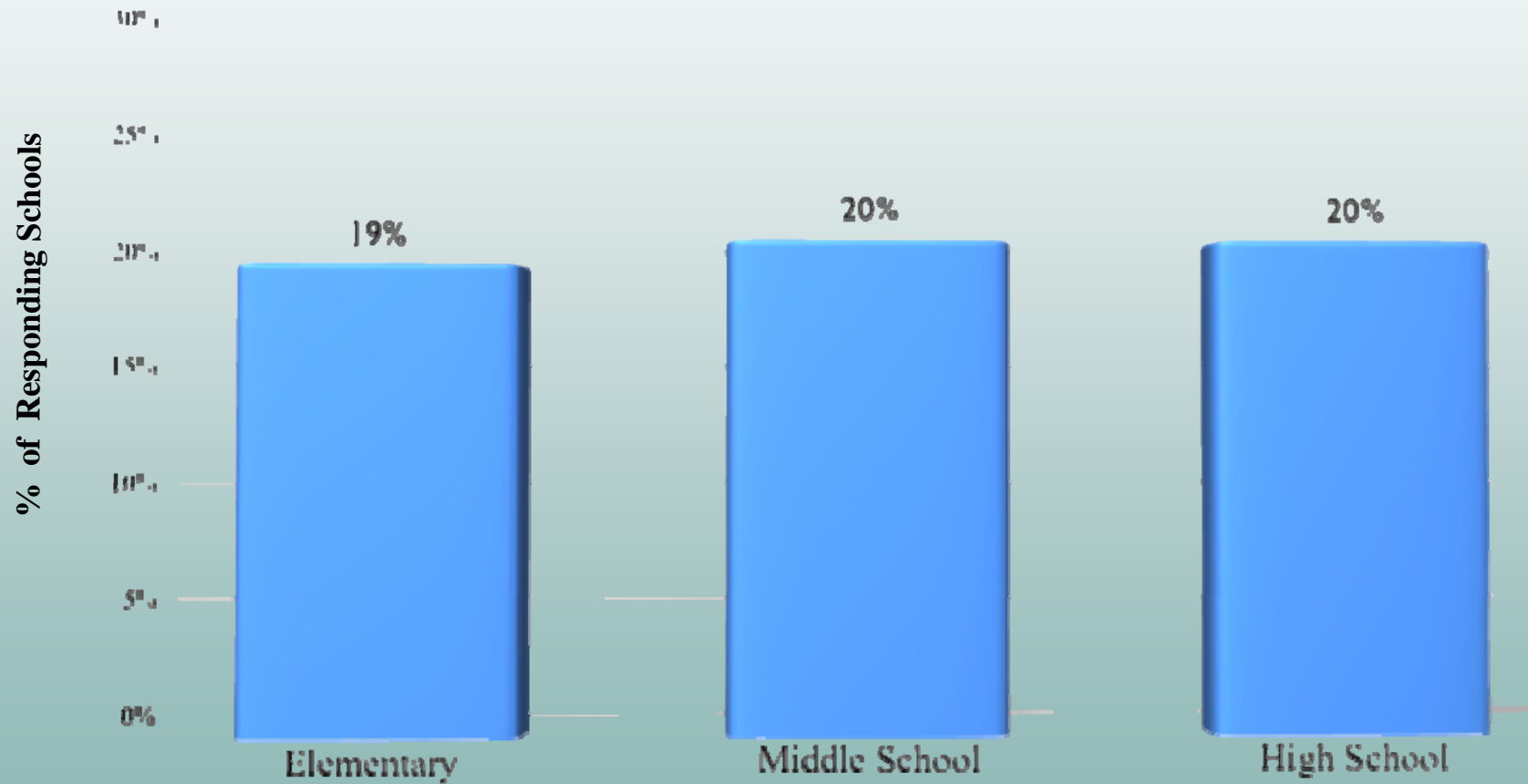




# Community Connections

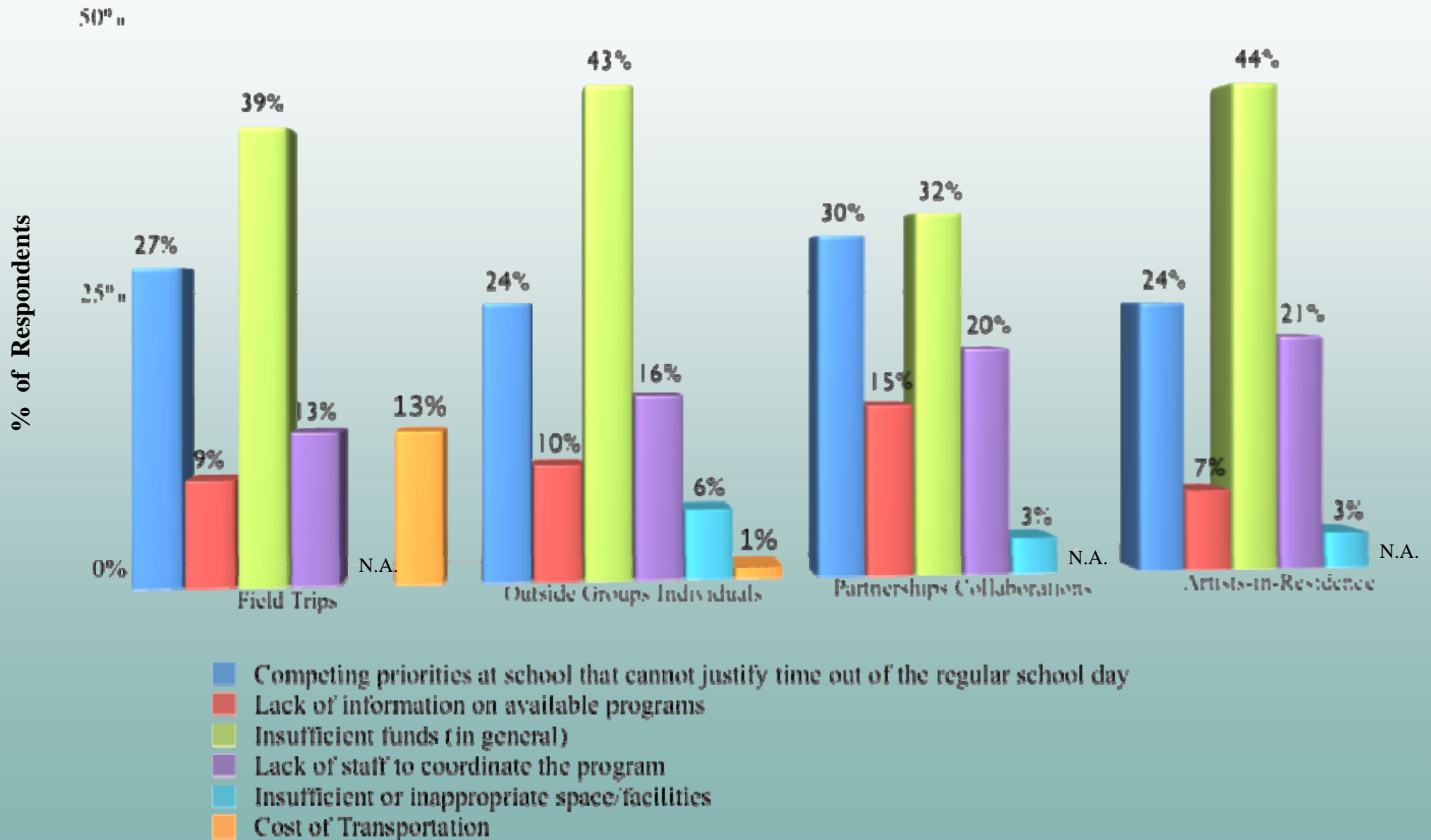
## Partnerships or Collaborations

(n=153)



# Community Connections

## Summary: Barriers to Use of Field Trips, Outside Groups/Individuals, Partnerships/Collaborations and Artists-in-Residence



# Recommendations

# Recommendation

## **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.

# Recommendation

## **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.

# Recommendation

## **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.

# Recommendation

## **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.

# Recommendation

## **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.



# Follow Up Activities

- Have schools and districts use the survey tool for analyzing their own arts programs
- Encourage local districts to create arts education action plans based on their own needs and the recommendations from this report
- Present series of informational workshops around the state
- Use this document as the foundation of arts education planning and improvement at every possible juncture
- Conduct follow up studies as indicated in the recommendations to track changes over time

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