Today’s seminar will begin shortly

Please complete your phone connection now:

1. **Dial the toll free number** 1 866 275 3495.

2. **Enter the meeting number** *4671867* on your phone keypad. Enter the star (*) key before and after the meeting number.

3. **Identify yourself.** Using your phone keypad, enter the unique 5-digit participant number from the bottom of your Voice Connection box. Enter the star (*) key before and after the number.

**New step!**

Tip: Find your Voice Connection Box near the lower right hand corner of your screen.
If you have just arrived via the Web, complete your phone connection. Dial 1 866 275 3495 and identify yourself using the 5-digit number provided in the Voice Connection box.

If you have just arrived via the Web, complete your phone connection. Dial 1 866 275 3495 and identify yourself using the 5-digit number provided in the Voice Connection box.
Tech Tips

• **View all participants** in the roster to the right.

• **Use the “Chat to:” box at any time** to submit a question or get technical help.

• **During Q&A breaks,** we will unmute individuals with questions.

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Agenda

Introduction to the Nation’s Report Card (NAEP)
Mary Crovo, National Assessment Governing Board

Highlights from the Nation’s Report Card: Arts 2008
Mary Crovo, National Assessment Governing Board
Angela Han, National Assembly of State Arts Agencies

Implications for State Arts Agencies
Doug Herbert, U.S. Department of Education
Jim Hull, National School Boards Association
Kim Leavitt, Tennessee Arts Commission

Advice for State Arts Agencies
Jonathan Katz, National Assembly of State Arts Agencies

Resources
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NAEP Arts Education Assessment

Mary Crovo
Interim Executive Director
National Assessment Governing Board
What is NAEP?

- National survey assessment of student achievement in grades 4, 8, and 12
- Known as “The Nation’s Report Card”
- Nationally representative and continuing assessment of what U.S. students know and can do in various subjects
- Congressionally mandated project of the U.S. Department of Education
What is NAEP’s History in Assessing the Arts?

- 1971-72  Music
- 1974-75  Visual Arts
- 1978-79  Music & Visual Arts
- 1997     Music, Visual Arts, Theatre
- 2008     Music, Visual Arts
- 2016     Next NAEP Arts Assessment
What are Key Features of the NAEP Arts Education Assessment Framework?

- Developed in parallel with the *National Standards for Arts Education*
- NAEP Framework funded by the NEA, in collaboration with the Getty Center
- Framework covers *dance, music, theatre, and visual arts* at 4th, 8th, and 12th grades
- Focus on *creating, performing, and responding* in each arts discipline
- Framework available at www.nagb.org
Mary Crovo
Interim Executive Director
National Assessment Governing Board

June 30, 2009

Adapted from the June 15, 2009 Data Release presented by the National Center for Education Statistics
Overview of the 2008 Arts Assessment

- Students assessed in music or visual arts
- Nationally representative sample of over 3,900 eighth-graders in each discipline
- Administered January–March 2008
- Questions measured students’ abilities in the arts
  - Responding to music and visual arts
  - Creating visual arts
Reporting Arts Results

- **Average responding scale scores**
  - Separate 0 to 300 scales for music and visual arts

- **Average creating task score**
  - Average percentage of the maximum possible score in visual arts

- **Comparisons to the 1997 arts assessment made for**
  - Students’ performance on multiple-choice questions
  - Students’ participation in arts activities
Music
### Responding Score Results in Music

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>150</td>
</tr>
<tr>
<td>White</td>
<td>161</td>
</tr>
<tr>
<td>Black</td>
<td>130</td>
</tr>
<tr>
<td>Hispanic</td>
<td>129</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>159</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>145</td>
</tr>
<tr>
<td>Female</td>
<td>155</td>
</tr>
</tbody>
</table>

**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2008 Arts Assessment.
Responding Score Results in Music by School Characteristics

**Music Instruction Offered in School**

<table>
<thead>
<tr>
<th>Category</th>
<th>1997</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject not offered</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>38</td>
<td>57</td>
</tr>
<tr>
<td>At least 3 or 4 times a week</td>
<td>27</td>
<td>43</td>
</tr>
</tbody>
</table>

Music Activities in School

<table>
<thead>
<tr>
<th>Activity</th>
<th>1997</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to music</td>
<td>51</td>
<td>49</td>
</tr>
<tr>
<td>Sing</td>
<td>30</td>
<td>28</td>
</tr>
<tr>
<td>Play instruments</td>
<td>28</td>
<td>33</td>
</tr>
<tr>
<td>Write down music</td>
<td>26</td>
<td>33</td>
</tr>
<tr>
<td>Work on group assignments</td>
<td>36</td>
<td>35</td>
</tr>
<tr>
<td>Make up own music</td>
<td>16</td>
<td>17</td>
</tr>
</tbody>
</table>

* Significantly different (p < .05) from 2008.

Visual Arts
Responding Score Results in Visual Arts

Scale score

Overall  150
White  160
Black  129
Hispanic  134
Asian/Pacific Islander  156
Male  145
Female  155

RACE/ETHNICITY

Responding Score Results in Visual Arts by School Characteristics

![Bar chart showing scale scores by type of school and school location.]

<table>
<thead>
<tr>
<th>Type of School</th>
<th>School Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>City</td>
</tr>
<tr>
<td>149</td>
<td>144</td>
</tr>
<tr>
<td>Private</td>
<td></td>
</tr>
<tr>
<td>159</td>
<td></td>
</tr>
</tbody>
</table>

Creating Score Results in Visual Arts

Overall: 52%

Race/ethnicity:
- White: 55%
- Black: 43%
- Hispanic: 46%
- Asian/Pacific Islander: 54%

Gender:
- Male: 49%
- Female: 54%

Visual Arts Instruction Offered in School

- Subject not offered: 17% (1997), 14% (2008)
- Less than once a week: 5% (1997), 10% (2008)
- Once or twice a week: 25% (1997), 30% (2008)
- At least 3 or 4 times a week: 52% (1997), 47% (2008)

NOTE: Detail may not sum to totals because of rounding.
Visual Arts Activities in School

- Paint or draw: 1997 - 80%, 2008 - 80%
- Make things out of clay or other materials: 1997 - 38%, 2008 - 41%
- Choose own art project: 1997 - 39%, 2008 - 47%
- Work in a pair or a group on an art project: 1997 - 43%, 2008 - 40%

* Significantly different (p < .05) from 2008.

**Visual Arts Activities**

- **Talk with others about own artwork or that of other students**
  - 1997: 50%
  - 2008: 53%

- **Write about own artwork**
  - 1997: 21*
  - 2008: 27

- **Look at videotapes, filmstrips, slides, or television programs about art**
  - 1997: 45%
  - 2008: 43

- **Go with class to art museums**
  - 1997: 22*
  - 2008: 16

* Significantly different (p < .05) from 2008.

Further Highlights

Advocacy Points
• Room for improvement in student achievement
• Room for improvement in school arts offerings
• Persistence of gaps

Limitations
• Achievement comparisons not possible
• Incomplete assessment
• Limited trends over time
• Be aware of statistical significance
Room for improvement in student achievement

**Music**
Average responding scale score and percentile scores
Further Highlights

Room for improvement in student achievement

Music
Average responding scale score and percentile scores

<table>
<thead>
<tr>
<th>Percentile Score</th>
<th>Overall average score</th>
<th>10th</th>
<th>25th</th>
<th>50th</th>
<th>75th</th>
<th>90th</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>150</td>
<td>128</td>
<td>151</td>
<td>174</td>
<td>194</td>
</tr>
</tbody>
</table>

Music
Average responding scale score and percentile scores

<table>
<thead>
<tr>
<th>Percentile Score</th>
<th>Overall average score</th>
<th>10th</th>
<th>25th</th>
<th>50th</th>
<th>75th</th>
<th>90th</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>150</td>
<td>128</td>
<td>151</td>
<td>174</td>
<td>194</td>
</tr>
</tbody>
</table>
Room for improvement in student achievement

Music
Average responding scale score and percentile scores

Overall average score

Percentile Score

136 Identify directional contour of part of melodic phrase
Room for improvement in student achievement

Music
Average responding scale score and percentile scores

Describe one feature of a song that identifies it as a spiritual
Room for improvement in student achievement

**Music**
Average responding scale score and percentile scores

---

239 Describe an emotion or mood created by a composition and describe two ways in which emotion or mood was created.
Room for improvement in student achievement

**Visual Arts**
Average responding scale score and percentile scores

---

**241** Describe at least three aspects of your own self-portrait that communicate something about you.

**144** Analyze the subject of mother/child portraits.
Further Highlights

Room for improvement in student achievement
Visual Arts – Creating assessment

Sufficient
4%

Uneven
25%

Minimal
57%

Insufficient
14%
Room for improvement in school arts offerings

“...small percentages of students were exposed to comprehensive theatre programs in the nation’s schools.”

“...after considerable effort, a sample suitable in size and national distribution could not be found [for dance].”

From the 1997 Assessment
Further Highlights

Persistence of gaps

Music Responding

Visual Arts Responding
Further Highlights

Persistence of gaps

Science scores reported on a scale of 0 to 300

Science (2005)

Race/Ethnicity

- White: 160
- Black: 124
- Hispanic: 129
- Asian/Pacific Islander: 156

Gender

- Male: 150
- Female: 147

Eligibility for free/reduced price school lunch

- Eligible: 130
- Not Eligible: 159
Further Highlights

Persistence of gaps

History (2006)

Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>273</td>
</tr>
<tr>
<td>Black</td>
<td>244</td>
</tr>
<tr>
<td>Hispanic</td>
<td>248</td>
</tr>
<tr>
<td>Asian/Pacific</td>
<td>270</td>
</tr>
<tr>
<td>Islander</td>
<td></td>
</tr>
</tbody>
</table>

Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>264</td>
</tr>
<tr>
<td>Female</td>
<td>261</td>
</tr>
</tbody>
</table>

Eligibility for free/reduced price school lunch

<table>
<thead>
<tr>
<th>Eligibility</th>
<th>Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible</td>
<td>247</td>
</tr>
<tr>
<td>Not Eligible</td>
<td>273</td>
</tr>
</tbody>
</table>

History scores reported on a scale of 0 to 500
Further Highlights

Achievement comparisons not possible

- **2006 History**
  - % at Advanced: 65
  - % at or above Proficient: 17
  - % at or above Basic: 1

- **2005 Science**
  - % at Advanced: 59
  - % at or above Proficient: 29
  - % at or above Basic: 3
Further Highlights

Incomplete assessment

Arts Education Assessment Framework

Grade 12
Performing
Creating
Responding

Grade 8

Grade 4

Grade 12
Incomplete assessment

**Arts Education Assessment Framework**

<table>
<thead>
<tr>
<th></th>
<th>Dance</th>
<th>Music</th>
<th>Theatre</th>
<th>Visual Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performing</td>
<td>🌟</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding</td>
<td>🌟</td>
<td></td>
<td></td>
<td>🌟</td>
</tr>
</tbody>
</table>

Grade 8
Further Highlights

Limited trends over time

1997 vs. 2008

Comparisons cannot be made between...
- overall scores in music
- responding scores in visual arts
- creating scores in visual arts

Comparisons can be made between...
- multiple-choice questions
- questions about participation
Be aware of statistical significance

**Visual Arts**
Responding

![Bar chart showing scale scores for different types of schools and school locations.]

**Visual Arts**
Creating

![Bar chart showing percent of maximum score for different types of schools and school locations.]

- Type of school:
  - Public: 51%
  - Private: 60%
- School location:
  - City: 49%
  - Suburb: 54%
  - Town: 50%
  - Rural: 52%
Further Highlights

Be aware of statistical significance

Visual Arts
Responding

<table>
<thead>
<tr>
<th>Scale score</th>
<th>Type of school</th>
<th>School location</th>
</tr>
</thead>
<tbody>
<tr>
<td>149</td>
<td>Public</td>
<td>City</td>
</tr>
<tr>
<td>159</td>
<td>Private</td>
<td>Suburb</td>
</tr>
<tr>
<td>144</td>
<td></td>
<td>Town</td>
</tr>
<tr>
<td>155</td>
<td></td>
<td>Rural</td>
</tr>
<tr>
<td>149</td>
<td></td>
<td></td>
</tr>
<tr>
<td>151</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Visual Arts
Creating

<table>
<thead>
<tr>
<th>Percent of maximum score</th>
<th>Type of school</th>
<th>School location</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Public</td>
<td>Suburb</td>
</tr>
<tr>
<td>10</td>
<td>Private</td>
<td>Town</td>
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<tr>
<td>20</td>
<td></td>
<td>Rural</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
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<tr>
<td>40</td>
<td></td>
<td></td>
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<tr>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Not statistically significant
Further Highlights

Be aware of statistical significance

Visual Arts
Responding

Not statistically significant
To ask a question, use the “Chat to:” box.
Discussion

Kim Leavitt
Director of Arts Education
Tennessee Arts Commission

Doug Herbert
Special Assistant, Office of Innovation and Improvement
U.S. Department of Education

Jim Hull
Policy Analyst, Center for Public Education
National School Boards Association

To ask a question, use the “Chat to:” box.
Discussion

Picture is unclear on arts education in schools

The New York Times
Study finds instruction in art lags in 8th grade

To ask a question, use the “Chat to:” box.

What does 'p' in music mean?
Twenty percent of US students know.
Discussion

Kim Leavitt
Director of Arts Education
Tennessee Arts Commission

Doug Herbert
Special Assistant, Office of Innovation and Improvement
U.S. Department of Education

Jim Hull
Policy Analyst, Center for Public Education
National School Boards Association

To ask a question, use the “Chat to:” box.
Advice for SAAs

Jonathan Katz
Chief Executive Officer
National Assembly of State Arts Agencies
Advice for SAAs

• Be prepared to respond to questions about this research
• Be prepared to respond to questions about the arts education role of your agency
• State-specific information is crucial
• Equity gaps exist
• Understand what this research does not reveal
• Inform and affect the behavior of decision makers
Resources

Nation’s Report Card (NAEP)
www.nationsreportcard.gov/arts_2008
Report highlights
Sample questions
Data explorer

Arts Education Partnership
www.aep-arts.org/NAEP.html
NAEP in the news
Advocacy toolkit
Gaining the Arts Advantage

Center for Public Education
www.centerforpubliceducation.org
News and Reports → Report Roundup
Other Research

**Survey of Public Participation in the Arts**
National Endowment for the Arts
- Highlights and select tables available now
- Fall 2009: full report
- 2010: additional studies

**Fast Response Survey System**
U.S. Department of Education
- 2009-10 school year: survey administered
- 2011: preliminary reports
- 2012: comprehensive reports
Save the Date!

Thursday, July 30th
3:00 pm – 4:30 pm

Questions or comments about this session? Contact Eric Giles, Learning Services Manager (eric.giles@nasaa-arts.org).
Thanks for participating!

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