



# The Data Revolution

Presented by Robert Morrison, Quadrant Research  
For GrantMakers in the Arts  
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*Data...*

*Is My Friend!*

# Today's Quest: Answer These Questions

- Why are ArtsEd Data Important?
- What is Driving the Creation of ArtsEd Data?
- How Do We Know There is a Need for ArtsEd Data?
- What Do ArtsEd Data Look Like?
- What Will ArtsEd Data Tell Us?
- How Do ArtsEd Data Drive Transformation?
- How Do We Exploit the Data Revolution?

Why Are ArtsEd  
Data Important?

## Fundamental Measures of Business:

Profit / Loss

Market Share

Growth

How Many Students?

How Many Teachers?

How Many Schools?

What Arts Courses?

What Art Forms?

Who Has Access?

Who Does Not?

How Does Any of This  
Change Over Time?

Every Child Every School



*How will we know when we  
get there if do not even  
bother to count?*

*In order to get to where  
we want to go...*

*We have to know  
where we are!*

*Where Are We?*

What is Creating  
the Opportunity  
for ArtsEd Data?

# Key Elements of America Competes Act

## Key Components of State Longitudinal Data Systems (SLDS)

- (I) a unique statewide student identifier that does not permit a student to be individually identified by users of the system;
- (II) student-level enrollment, demographic, and program (course) participation information;
- (III) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs

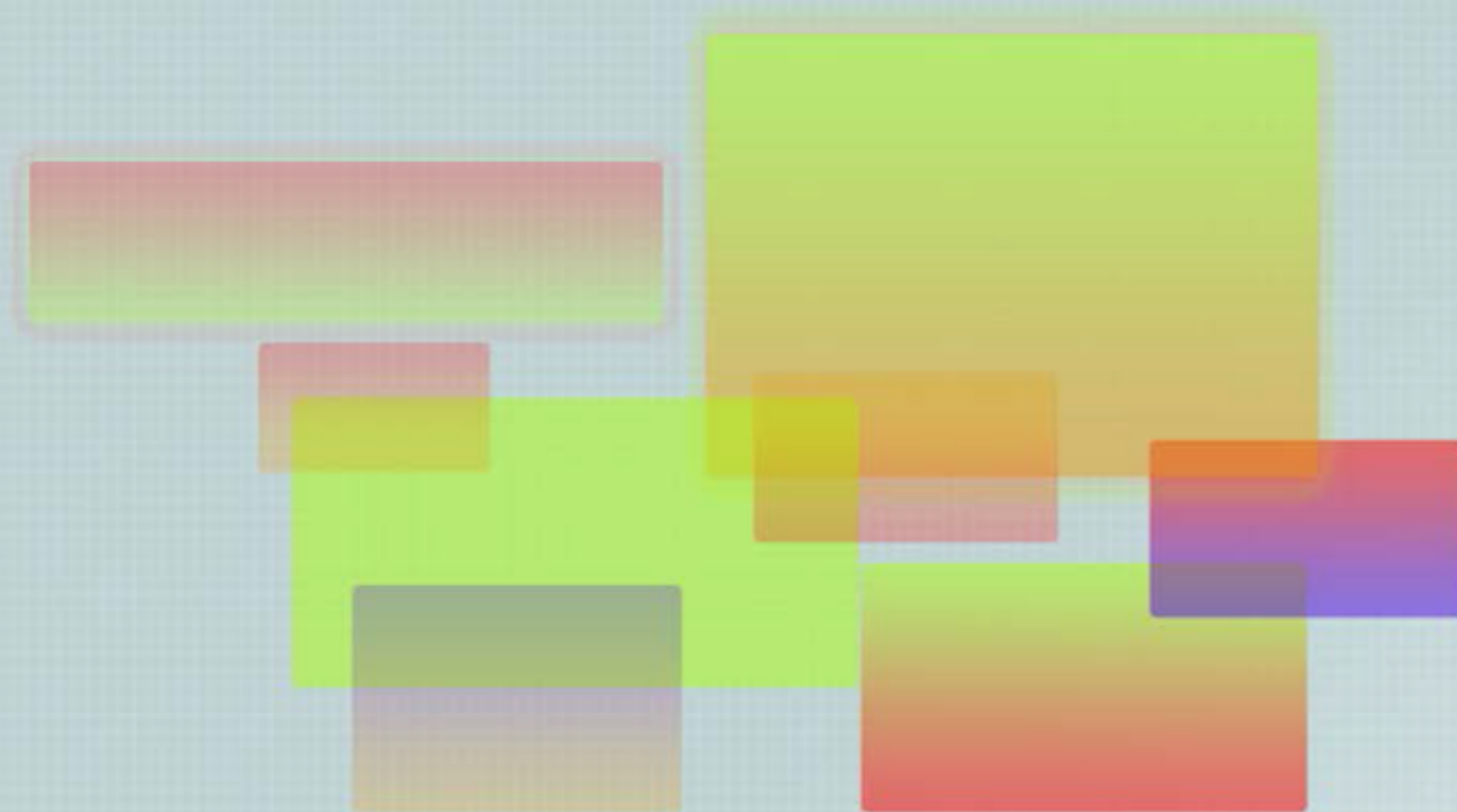
# Education Information Management Advisory Consortium

## GENERAL STATISTICS RECOMMENDATIONS FOR CHIEFS OCTOBER 2009

1. WORK WITH OCR TO DEVELOP COMMON DEFINITIONS FOR THEIR DATA COLLECTION AND ENSURE EDFACTS DATA ARE USED TO THE MAXIMUM INTENT POSSIBLE.
2. ALL DATA COLLECTION ON SCHOOL COURSES, TEACHERS, AND NUMBERS OF STUDENTS ENROLLED SHOULD INCLUDE ALL CORE ACADEMIC SUBJECTS AS DEFINED BY ESEA AS WELL AS PHYSICAL EDUCATION, HEALTH, AND CAREER TECHNOLOGY EDUCATION. (ESEA DEFINES CORE ACADEMIC SUBJECTS AS ENGLISH, READING OR LANGUAGE ARTS, MATHEMATICS, SCIENCE, FOREIGN LANGUAGES, CIVICS AND GOVERNMENT, ECONOMICS, ARTS, HISTORY AND GEOGRAPHY.)
3. REQUEST THAT THE CHIEFS DEFINE A COMMON STRATEGY TO MOVE THE LINKAGE OF K-12 AND POSTSECONDARY FORWARD.

FORUM GUIDE TO

# School Courses for the Exchange of Data (SCED) Classification System



Prior-to-Secondary School Course Classification System: School Codes for the Exchange of Data (SCED)



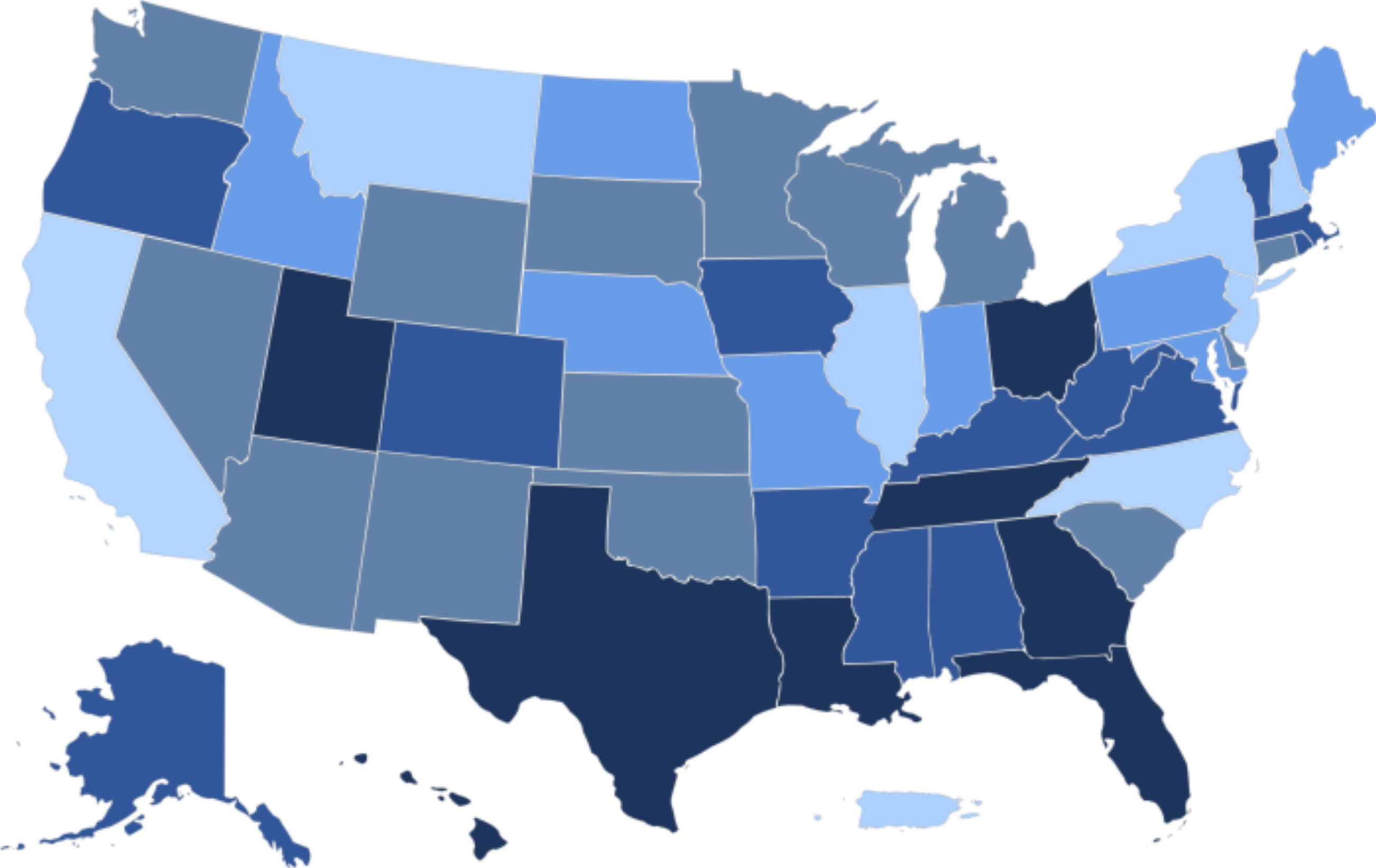
## What is Creating the Opportunity?

- States have committed to building SLDS systems
- The Federal Government has determined what would be included (America Competes)
- Funding has been made available to aid states in SLDS systems development (ARRA / Stimulus)
- CCSSO has determined what subject areas would be included (EIMAC Recommendation)
- Course definitions have been developed, revised and adopted (SCEDS)



# SLDS Development: State Status 2005

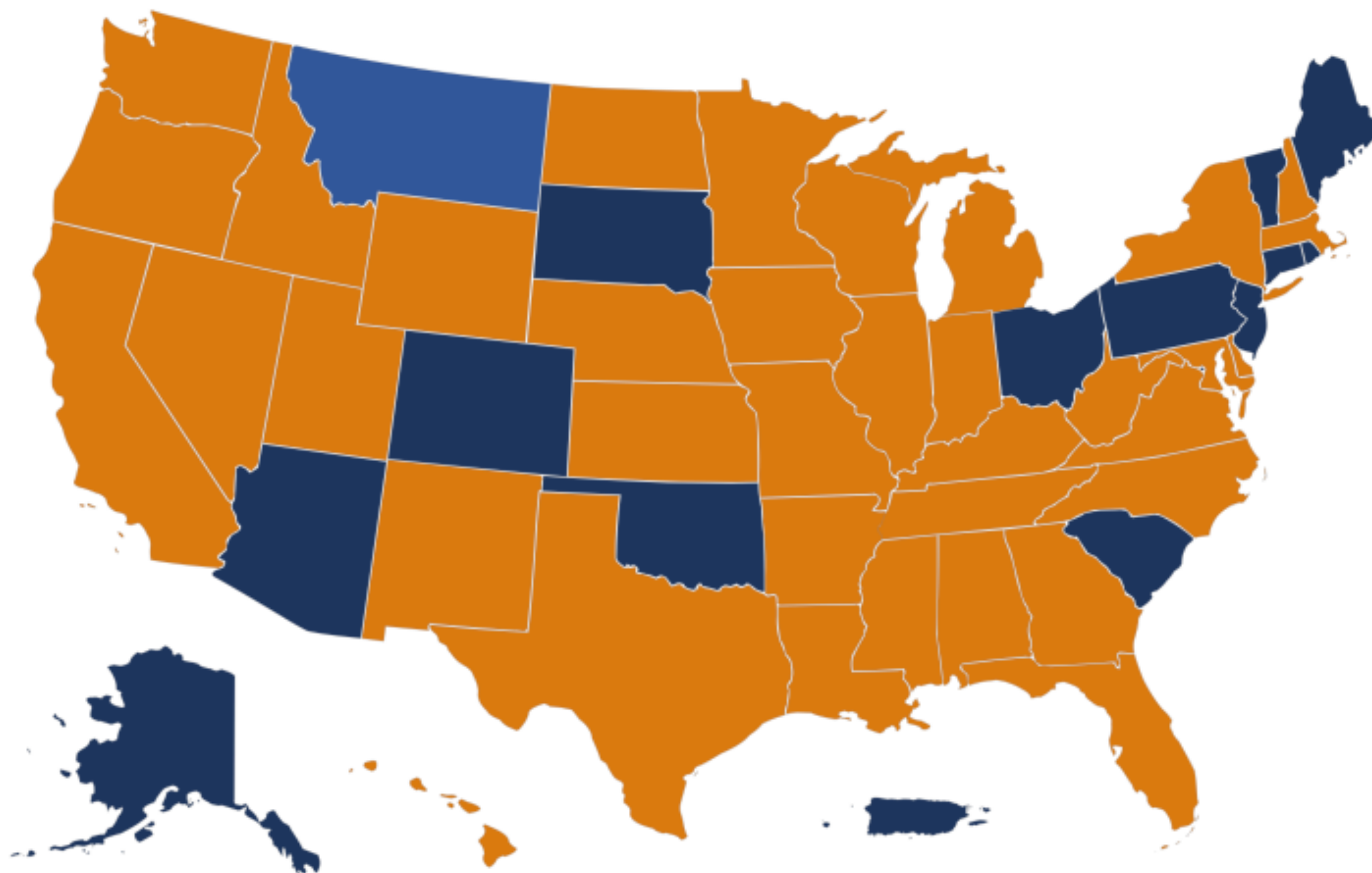
Number of Elements Implemented  
0 1-3 4-5 6-7 8-9 10



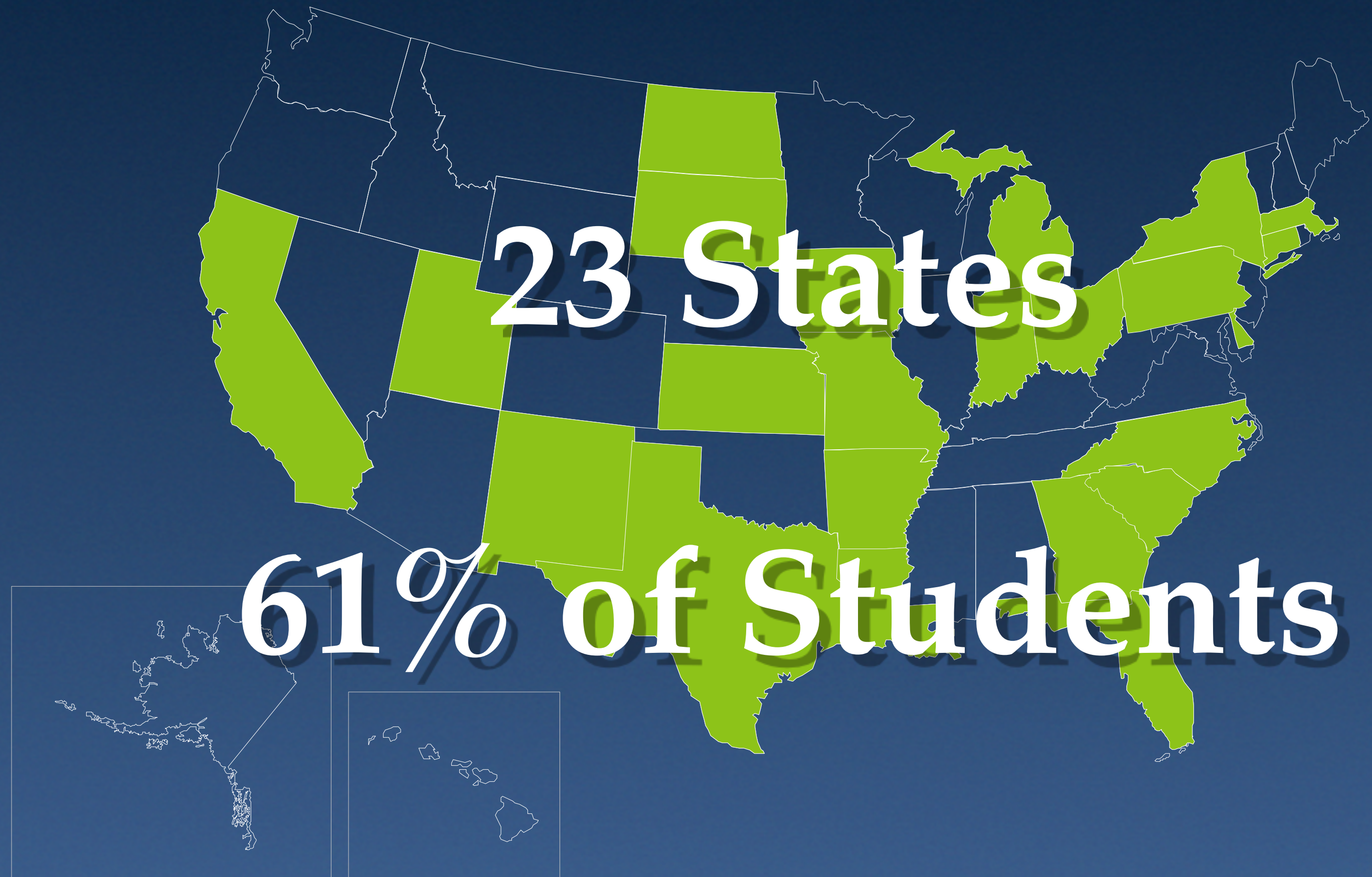
# SLDS Development: State Status 2011

Number of Elements Implemented

0	1-3	4-5	6-7	8-9	10
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# SLDS and Arts Education Status: 2014





How Do We Know  
There is a Need?



**ENGAGING  
SUPPORTING  
ACCESSING ARTS**  
Highlights from the Arizona



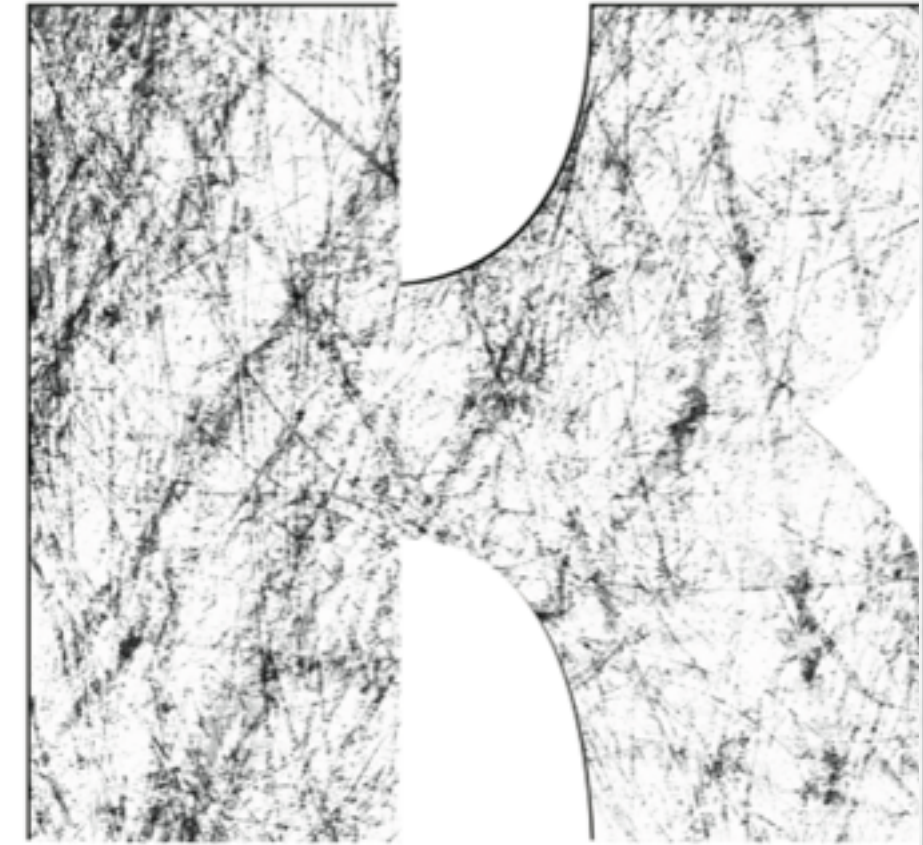
The Status of  
Arts Education  
in Ohio's Public Schools  
2013

Ohio Alliance for Arts Education  
Ohio Arts Council  
Ohio Department of Education



**CHANGING  
THE  
FACE**

— About Music Education in Oklahoma



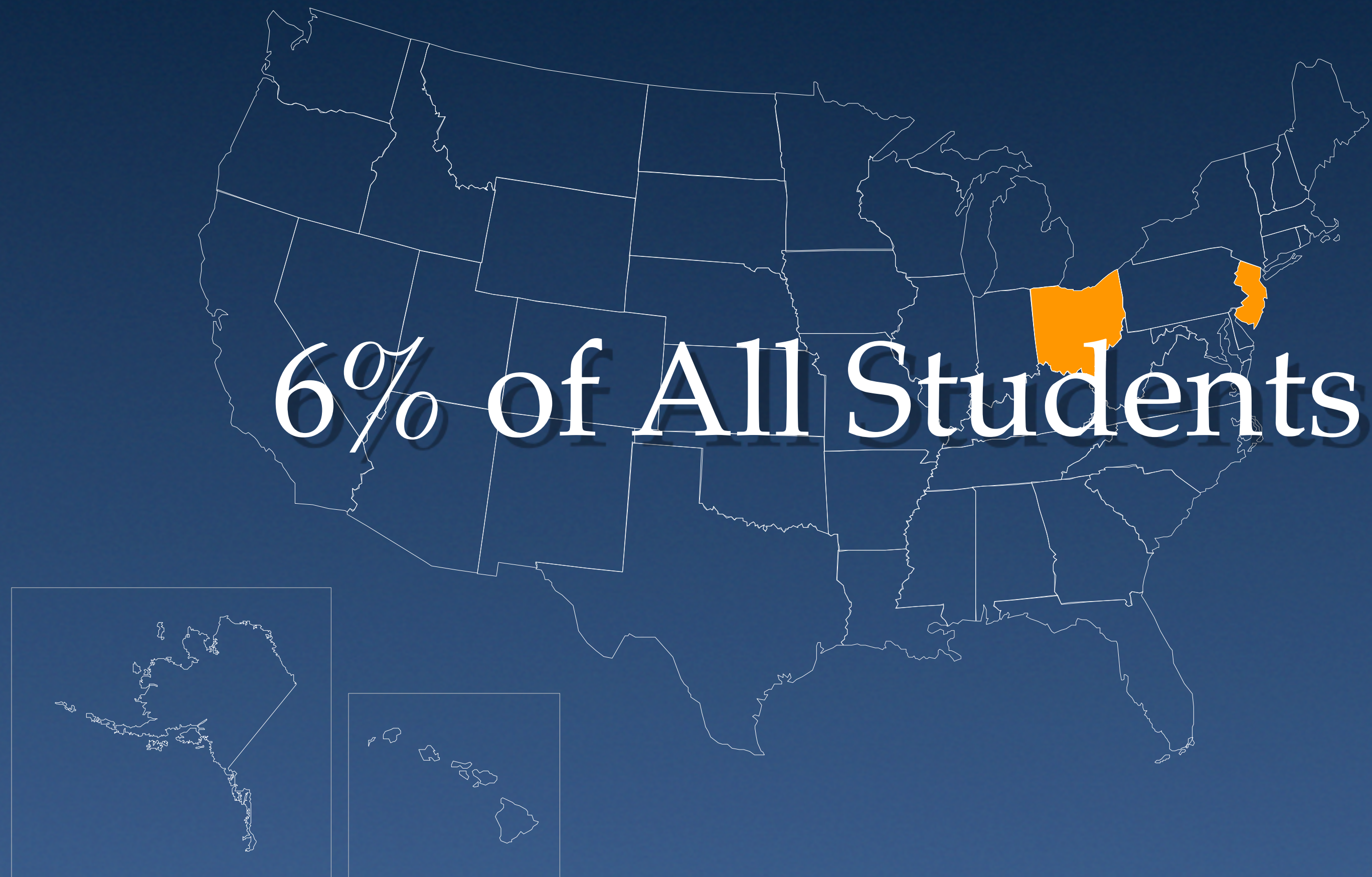
Presented by



# States Completing Arts Education Surveys (Any)

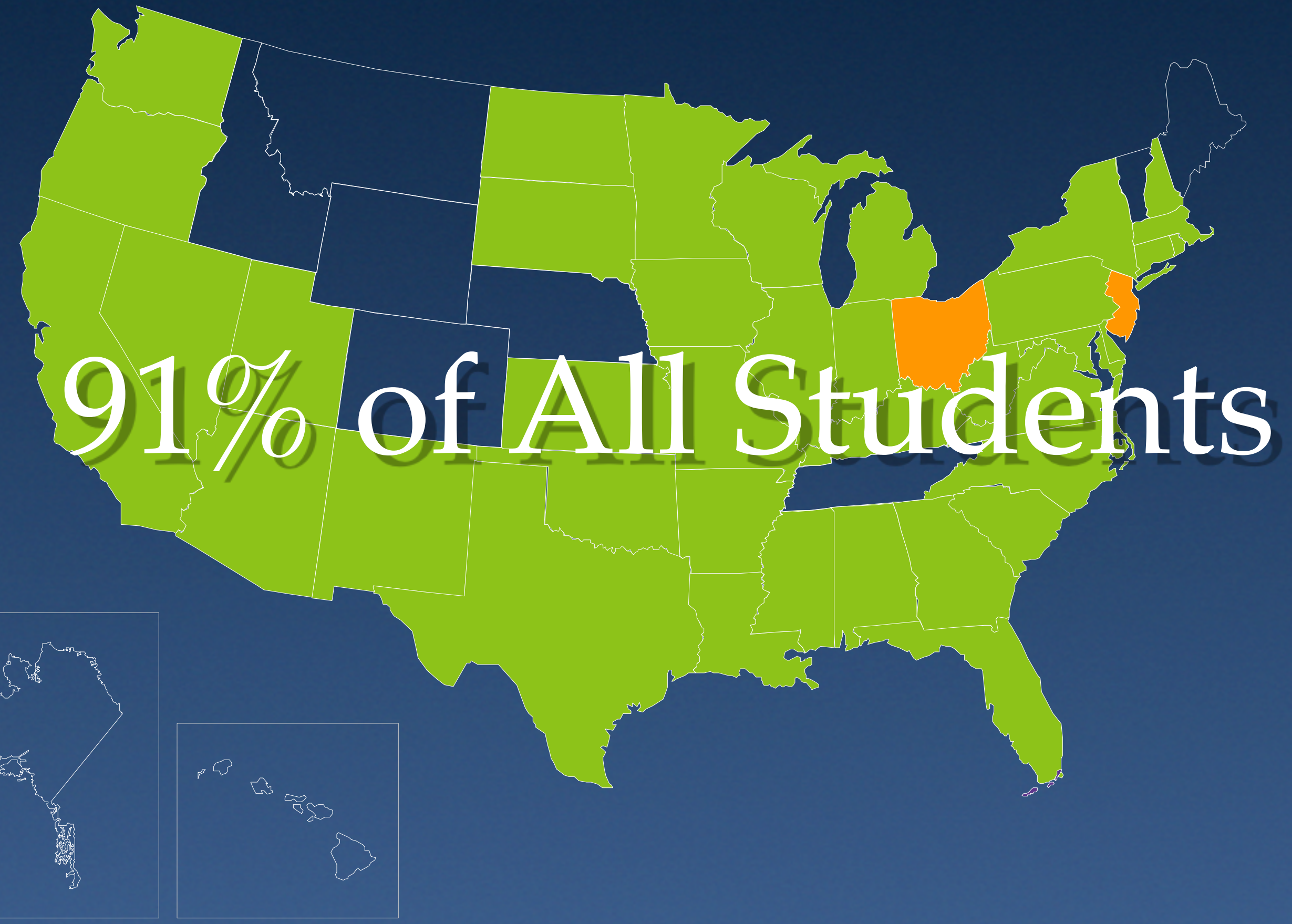


# States Releasing Reports with SLDS Arts Data





# SLDS and Arts Education Status: 2018



*The Information Exists*

*States Lack the Funding or  
Capacity to Leverage Data*

## States Lack Funds or Capacity to Look at Data

- States are being asked to engage in data driven decision making (Data is the currency of the realm)
- Lack funding and / or internal resources interpret the data (create knowledge)
- Inconsistencies between states based on how data is reported (lack of knowledge)
- Inefficiencies of divergent approaches to a simple task
- No measurement for existing policies

*Policies without  
accountability are not  
worth the paper they are  
written on*

What Do ArtsEd  
Data Look Like?

## Building Blocks of SLDS

- Students (Based on Unique Student ID)
- Courses / Classes (Based on Course Codes)
- Teachers (Based on Unique Teacher ID)
- By Grade Level (and Gender)
- Organized at the School Building Level (District / School Codes)

# State of New Jersey: Real Data

- 2,312 Schools (2,220 Public, 92 Charter)
- 604 School Districts
- (13 with NO Schools)
- 1.35 Million Students
- 7,182 Arts Teachers
- 29 Unique Courses / Classes
- 60,365 Individual Courses Offered
- 301,825 Grade Specific Courses

Home Layout Tables Charts SmartArt Formulas Data Review

Edit Font Alignment Number Format Cells Themes

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	A	B	C	D	E	F	G	H	I	J
1	District IRN	Building IRN	Course Subject ID	Properly Certified Flag	Staff Member	Grade	Students			
2	43786	26	20012	Yes	Mcglaughlin, Daniel K.	00 Kindergarten	48			
3	43786	26	20012	Yes	Mcglaughlin, Daniel K.	01st Grade	35			
4	43786	26	20012	Yes	Mcglaughlin, Daniel K.	02nd Grade	34			
5	43786	26	20012	Yes	Mcglaughlin, Daniel K.	03rd Grade	37			
6	43786	26	20012	Yes	Mcglaughlin, Daniel K.	04th Grade	1			
7	43786	26	20012	Yes	Mcglaughlin, Daniel K.	05th Grade	24			
8	43786	26	20012	Yes	Mcglaughlin, Daniel K.	06th Grade	4			
9	43786	26	20012	Yes	Mcglaughlin, Daniel K.	07th Grade	35			
10	43786	26	20012	Yes	Mcglaughlin, Daniel K.	08th Grade	37			
11	43786	26	120000	Yes	Colter, Tillie L.	00 Kindergarten	48			
12	43786	26	120000	Yes	Colter, Tillie L.	01st Grade	35			
13	43786	26	120000	Yes	Colter, Tillie L.	02nd Grade	34			
14	43786	26	120000	Yes	Colter, Tillie L.	03rd Grade	37			
15	43786	26	120000	Yes	Colter, Tillie L.	04th Grade	25			
16	43786	26	120000	Yes	Colter, Tillie L.	05th Grade	31			
17	43786	26	120000	Yes	Colter, Tillie L.	06th Grade	36			
18	43786	26	120000	Yes	Colter, Tillie L.	07th Grade	35			
19	43786	26	120000	Yes	Colter, Tillie L.	08th Grade	10			
20	45187	59	20012	Yes	Sperling, Jacqueline C.	00 Kindergarten	72			
21	45187	59	20012	Yes	Sperling, Jacqueline C.	01st Grade	60			
22	45187	59	20012	Yes	Sperling, Jacqueline C.	02nd Grade	87			
23	45187	59	20012	Yes	Sperling, Jacqueline C.	03rd Grade	79			
24	45187	59	20012	Yes	Sperling, Jacqueline C.	04th Grade	66			
25	45187	59	20012	Yes	Sperling, Jacqueline C.	05th Grade	71			
26	45187	59	20012	Yes	Sperling, Jacqueline C.	06th Grade	67			
27	45187	59	120500	Yes	Lischak, Jonathan M.	06th Grade	29			
28	45187	59	120500	Yes	Wilson, Lori G.	05th Grade	17			
29	45187	59	122000	Yes	Bargerstock, Rhonda L.	06th Grade	67			
30	45187	59	122000	Yes	Wilson, Lori G.	00 Kindergarten	72			
31	45187	59	122000	Yes	Wilson, Lori G.	01st Grade	60			
32	45187	59	122000	Yes	Wilson, Lori G.	02nd Grade	87			
33	45187	59	122000	Yes	Wilson, Lori G.	03rd Grade	79			
34	45187	59	122000	Yes	Wilson, Lori G.	04th Grade	66			
35	45187	59	122000	Yes	Wilson, Lori G.	05th Grade	71			
36	45187	67	20012	Yes	Wells, Gary J.	09th Grade	42			
37	45187	67	20012	Yes	Wells, Gary J.	10th Grade	11			
38	45187	67	20012	Yes	Wells, Gary J.	11th Grade	8			
39	45187	67	20012	Yes	Wells, Gary J.	12th Grade	3			
40	45187	67	20210	Yes	Sperling, Jacqueline C.	08th Grade	74			
41	45187	67	20210	Yes	Wells, Gary J.	07th Grade	68			
42	45187	67	20240	Yes	Sperling, Jacqueline C.	10th Grade	1			
43	45187	67	20240	Yes	Sperling, Jacqueline C.	11th Grade	7			
44	45187	67	20240	Yes	Sperling, Jacqueline C.	12th Grade	9			
45	45187	67	20242	Yes	Wells, Gary J.	09th Grade	15			
46	45187	67	20242	Yes	Wells, Gary J.	10th Grade	14			
47	45187	67	20242	Yes	Wells, Gary J.	11th Grade	10			
48	45187	67	20242	Yes	Wells, Gary J.	12th Grade	11			



What Does It  
Tell Us?

An orange outline map of the state of New Jersey is centered on a dark blue background. The map shows the state's irregular shape, including its coastline and the Delaware River to the east.

New Jersey

How Do ArtsEd  
Data Drive  
Transformation?

# KEEPING THE PROMISE

ARTS EDUCATION FOR EVERY CHILD: THE DISTANCE TRAVELLED - THE JOURNEY REMAINING



FINDINGS, RECOMMENDATIONS AND HIGHLIGHTS FROM THE 2011 NEW JERSEY ARTS EDUCATION CENSUS PROJECT

# Keeping the Promise: Outcomes

- Arts education added to state mandated district accountability process
- NJDOE launched extensive review of schools without arts programs and not meeting graduation requirements
- Empowered funders to align resources to areas of need
- Grade Weighting Legislation
- In February 2014 New Jersey became the first state to include arts education metrics in annual school report cards
- February 2015, Teacher Assignment Data was released
- In 2016, Middle School Course level enrollment release

# New Jersey School Performance Reports



State of New Jersey  
2013-14

35-5550-050

## COLLEGE AND CAREER READINESS

WATCHUNG HILLS REGIONAL HIGH SCHOOL

SOMERSET

108 STIRLING RD

WATCHUNG HILLS REGIONAL

GRADE SPAN 09-12

WARREN, NJ 07059-5772

### Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	6.0%	2.1%
Drama/Theater	5.2%	3.9%
Music	18.1%	17.5%
Visual Arts	49.5%	31.1%
<b>Total: All Visual and Performing Arts</b>	<b>67.1%</b>	<b>49.3%</b>

N/R - Data Not Reported

THE EDUCATION ISSUE

# The Star-Ledger Inside Jersey

Our Exclusive Ranking

## BEST HIGH SCHOOLS

→ for Academics & the Arts



nj.com/inside-jersey



• A PIANO TEACHER'S TRIUMPH • YOGA HIKING • THE REBIRTH OF HARD CIDER

THE EDUCATION ISSUE 2014

# LIVING ARTS

New Jersey is the first state in the country to measure the extent of school curriculum. The results show that despite tight budgets, arts remain an integral part of student life.

“It might surprise people, but I see the future for arts education as bright in New Jersey.”

**NOREEN SCOTT GARRITY,**  
*associate director of education at the Rutgers-Camden Center for the Arts*

ROBERT STRAUSS

Advocates always seem to live in a special way, especially in times of tight budgets, the lashed will be anything arts-related. Several years have been difficult ones for arts. The Christie administration and in an attempt to tamp down property allowed school districts little wiggle voters' approval. Arts are permitted by the bureaucrats, the "practical" subjects. Now must complete a degree to graduate—hardly still sucks up money when schools talk crisis," it usually leans toward technology and drawing, visual and performing arts. The core curriculum, the importance in black and white attempted to do just that. School Performance measured participation

“It might surprise people, but I see the future for arts education as bright in New Jersey.”

**NOREEN SCOTT GARRITY,**  
*associate director of education at the Rutgers-Camden Center for the Arts*

students, 47.3 percent, or 184,011, were enrolled in one or more arts courses. In the four broken-out disciplines, 30.2 percent were in visual arts classes; 16.7 percent were taking music classes; 3.5 percent took drama; and 1.8 percent were in dance classes.

“The knee-jerk reaction that arts is always on the chopping block seems to have stopped,” says Noreen Scott Garrity, associate director of education at the Rutgers-Camden Center for the Arts. “Educators, and maybe even the general public, know that involvement in the arts keeps kids engaged in school. Studies show that it improves attendance, particularly in urban districts, where we need to keep them engaged. It might surprise people, but I see the future for arts education as bright in New Jersey.”

Across the state, there is a vast difference in the number of students who take arts classes, even in adjoining districts, and in those of similar size and demographics. Then there are districts where arts education clearly is a vital part of school culture.

On the following pages, we take a closer look at three school districts in which the arts play an important role in student

development.

In Cherry Hill, the two high schools don't compete, but cooperate to give their diverse student bodies equal opportunities through arts education.

The East Brunswick district offers traditional and non-traditional courses in the arts, and a majority of students takes an arts course every semester.

East Orange defies the stereotype. While a third of the children live below the poverty line, its magnet high school offers “majors” in 10 arts disciplines. Here, so many students audition, sometimes only one in 10 makes the cut. →

in arts classes based on data from schools showing what courses they offer and how many students were taking them. New Jersey is the first state in the nation to do this.

“Research shows a strong connection between arts education and success in college and career,” said then-Education Commissioner Chris Cerf when the report was released in January.

“Arts education is crucial in unleashing the creativity and innovation that are needed to succeed in today's workforce,” said Cerf, who left the education department in February.

The report showed that a majority of students are enrolled in some form of arts education. Among high school

*90% decline in the number of  
students attending schools  
without arts education*



How Do We  
Exploit the Data  
Revolution?

# Arts Education Data Project

AGENCY DIRECTORS

STATE EDUCATION



ARTS EDUCATION



S E A D A E



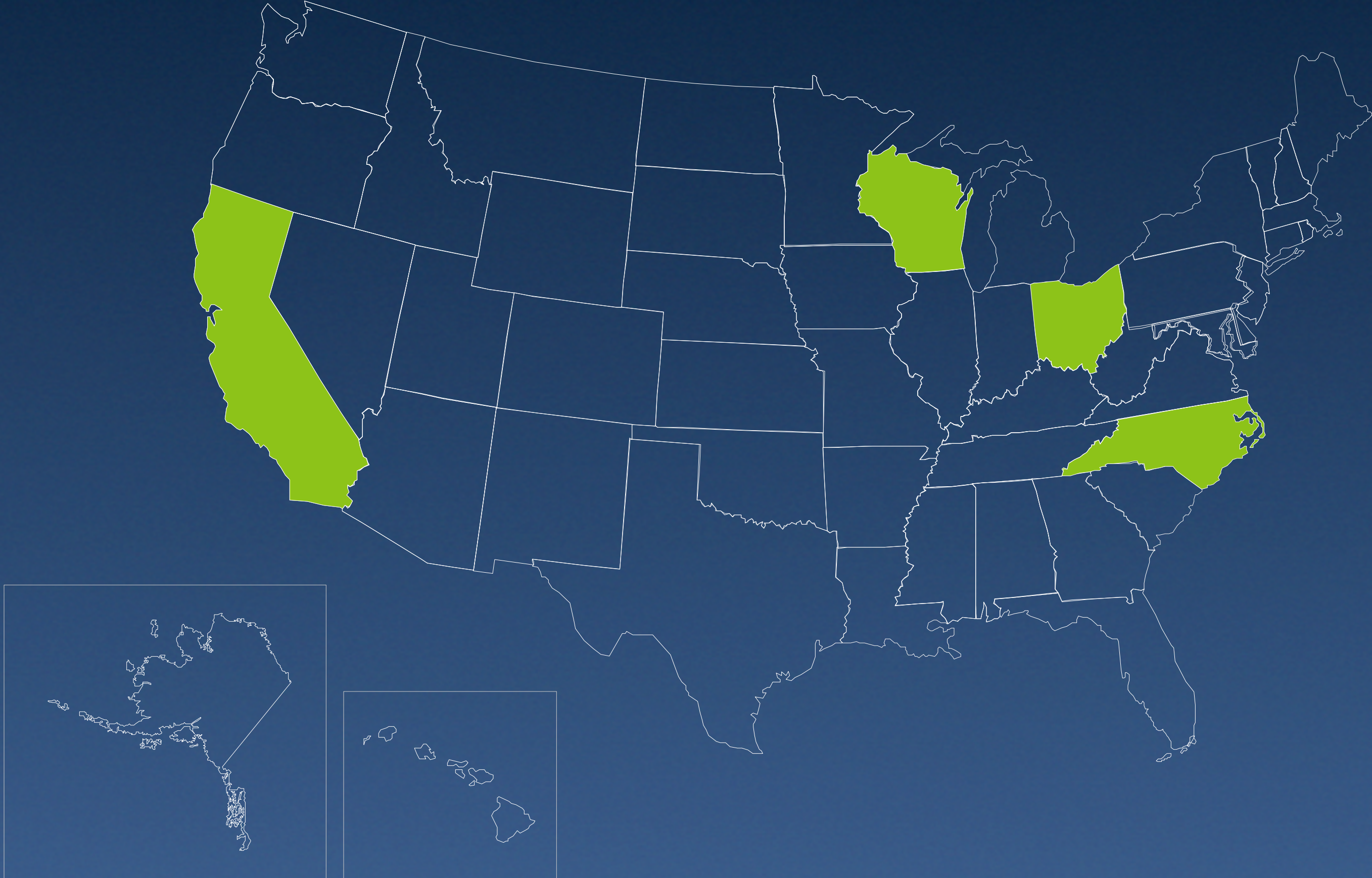
QUADRANTRESEARCH.ORG

## Project Objectives: A Unified Approach

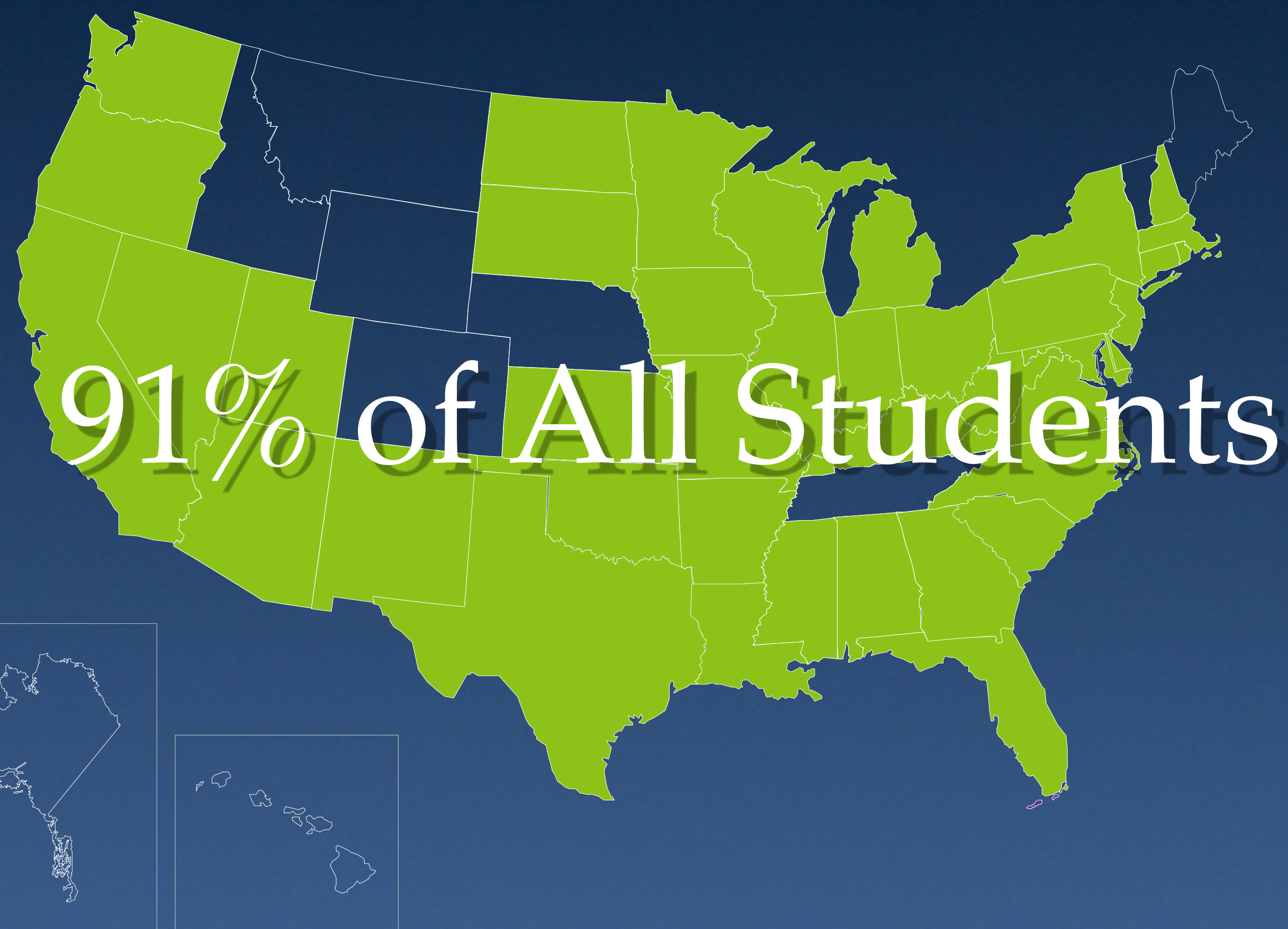
- Coordinated national effort/ state focused
- Alignment to Unified Course Codes
- Quantitative data based solely on existing data
- Objective (facts) not subjective (opinion)
- Capacity building
- Measures arts program availability and participation by the policies of each state
- Allows for the aggregation and disaggregation of data from the school building, district and state level
- Makes data accessible & usable for a broader audience



# Where We Are: First Cohort States (2015/2016)



# Where We Are Going: (2018/2019)



# The Quadrant Formula





Every Child Every School

## Today's Answers

- ArtsEd Data Provides Insight to Critical Questions
- Conditions Creating Wealth of ArtsEd Data
- States Are Ready - Need Exists
- Data Are Visible
- ArtsEd Data Has Demonstrated Positive Transformation
- Partners Aligned
- Arts Education Data Project Will Exploit Opportunity
- Window of Opportunity is Open

*“Without Data...*

*You’re Just Another Person  
with an Opinion”*

*Data...*

*Is YOUR Friend!*

# The Data Revolution

*Questions*

